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Р. Ю. Мартинова
О. В. Попова

ПРАКТИЧНИЙ КУРС АНГЛІЙСЬКОЇ МОВИ

ДЛЯ СТУДЕНТІВ ФАКУЛЬТЕТІВ
ДОШКІЛЬНОЇ І ПОЧАТКОВОЇ ОСВІТИ

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Укладачі:

Мартінова Р. Ю. – доктор педагогічних наук, професор, член-кореспондент НАПН України, професор кафедри західних і східних мов та методики їх навчання Державного закладу «Південноукраїнський національний педагогічний університет імені К. Д. Ушинського»;

Попова О. В., доктор педагогічних наук, професор кафедри перекладу і теоретичної та прикладної лінгвістики Державного закладу «Південноукраїнський національний педагогічний університет імені К. Д. Ушинського».

Рецензенти:

Карпенко О. Ю. – доктор філологічних наук, професор, завідувач кафедри граматики англійської мови Одеського національного університету імені І. І. Мечникова;

Морська Л. І. – доктор педагогічних наук, професор, професор кафедри іноземних мов для природничих факультетів Львівського національного університету імені Івана Франка.

Мартінова Р. Ю., Попова О. В. Практичний курс англійської мови для студентів факультетів дошкільної і початкової освіти: навчальний посібник. 2-е вид. перероб. та доповн. Одеса: Державний заклад «Південноукраїнський національний педагогічний університет імені К. Д. Ушинського», 2022. – 225 с.

Навчальний посібник розроблено на основі системно-комунікативного методу, який ґрунтується на наступних принципах: відповідності навчального матеріалу реальним психофізіологічним і навчальним можливостям більшості студентів, за урахуванням їхнього віку і мотивації навчання; обов'язкового засвоєння на заняттях нового матеріалу і його різнопланового поєднання з раніше вивченим; рівних можливостей для всіх студентів, що запобігає виникненню прогалин в їхніх знаннях; регулярної зміни видів діяльності на заняттях, що запобігає втомлюваності студентів й одноманітності навчального процесу; переходу до вивчення наступного матеріалу за умови міцного засвоєння попереднього; активної асистенції «викладач → студент»; систематичного заохочення студентів до навчання й обговорення їхніх успіхів; об'єктивного і демократичного оцінювання результатів навчальної діяльності.

Побудований на професійно орієнтованому лексико-граматичному матеріалі, навчальний посібник містить систему професійно спрямованих завдань, метою яких є формування у студентів педагогічних ЗВО навичок спілкування англійською мовою у галузі освіти і виховання. Дібрані тексти враховують особливості когнітивного та психоемоційного розвитку дітей дошкільного й шкільного віку. Посібник також може прислужитися викладачам англійської мови широкого профілю та студентам спеціальних факультетів ЗВО для проходження педагогічної практики.

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ПЕРЕДМОВА

Навчальний посібник розраховано для студентів – майбутніх вихователів дитячого садка (ясел-садка), практичних психологів, методистів, учителів-логопедів закладів дошкільної освіти, а також для батьків, які самостійно навчають англійській мові дітей.

Комплексний підхід до вивчення іноземної мови, якій передбачає формування в студентів автоматизованих граматичних і фонетичних навичок, навичок читання професійної літератури та розвиток усного і писемного мовлення, допомагає закласти фундамент правильної артикуляції англійських звуків та інтонаційного оформлення усного мовлення, розширити словниковий запас слухачів курсу в галузі професійної діяльності. Підготовчий етап роботи з текстом є аналізом граматичного коментарію та виконанням граматичних і фонетичних вправ. Граматичний курс організовано за принципом функціонування в усному мовленні з урахуванням ускладнення граматичних структур, а також типових помилок тих, хто навчається. Посібник забезпечує засвоєння загальної та професійної лексики і має завдання ознайомити студентів з найбільш уживаними словами й словосполученнями в галузі виховання дітей дошкільного й шкільного віку.

Матеріал, якій викладено в посібнику, розраховано на 180 годин роботи в аудиторії. Структура посібника передбачає 24 уроки, кожен з яких містить фонетичні й лексико-граматичні вправи, тексти для читання й комунікативні завдання. Зміст уроків відповідає складу компетентностей, передбачених ОПП «Дошкільна освіта. Логопедія в закладах дошкільної освіти» і «Дошкільна освіта. Практична психологія в закладах дошкільної освіти» першого (бакалаврського) рівня вищої освіти спеціальності 012 Дошкільна освіта у межах навчальної дисципліни «Іноземна мова (за професійним спрямуванням)», а також тематичним блокам згідно з робочими програмами цієї навчальної дисципліни, а саме: Lesson 1 – Lesson 3 корелюють зі Змістовим модулем 2 «Мовленнєва діяльність дітей дошкільного віку» (1-й рік навчання, ОС «бакалавр»), Lesson 4 – з Темою 2 «Ігрова діяльність – провідна діяльність дітей дошкільного віку» (1-й рік навчання, ОС «бакалавр»); Lesson 5, Lesson 8, Lesson 11, Lesson 13 і Lesson 14 – зі Змістовим модулем 1 «Сімейне виховання» (2-й рік навчання, ОС «бакалавр»); Lesson 7 – з Темою 1 «Сімейна атмосфера: як вона впливає на виховання дитини» (3-й рік навчання, ОС «бакалавр»), Lesson 19, Lesson 20, Lesson 21, Lesson 22 і Lesson 23 – зі Змістовим модулем 2 «Предметна та ігрова діяльність дітей дошкільного віку» (3-й рік навчання, ОС «бакалавр»); Lesson 12, Lesson 17 і Lesson 18 – зі Змістовим модулем 1 «Фізичний розвиток та турбота про здоров'я дитини дошкільного віку» (4-й рік навчання, ОС «бакалавр»); Lesson 6 – з Темою 8 «Взаємодія сім'ї і дошкільного закладу у вихованні дітей» (4-й рік навчання, ОС «бакалавр»); Lesson 9 – зі Змістовим модулем 2 «Взаємодія закладу дошкільної освіти і сім'ї. Підготовка дитини до школи» (4-й рік навчання, ОС «бакалавр») та Темою 7 «Навчання дитини іноземної мови: коли починати» (3-й рік навчання, ОС «бакалавр»). Lesson 10, Lesson 15, Lesson 16 та Lesson 24 можуть бути в нагоді здобувачам вищої освіти для розширення їхнього світогляду та поглиблення інтегрованих знань під час самостійної роботи.

Лексичний матеріал підкріплено текстовим матеріалом. Після читання тексту рекомендовано переклад окремих речень і надання відповідей на запитання. До тексту додається список слів і висловлювань для їх опанування та використання в мовленні. Закріплення лексичного матеріалу здійснюється засобами комунікативних вправ.

У посібнику представлено креативні комунікативні завдання, за допомогою яких студенти мають можливість висловлювати свої міркування з вирішення питань, які обговорюються в текстах.

Автори сподіваються, що цей навчальний посібник допоможе викладачам на практичних заняттях з англійської мови зі студентами, які навчаються за спеціальностями 012 «Дошкільна освіта» і 013 «Початкова освіта», та зробить заняття цікавішими та кориснішими для них.

4. Фонетична вправа: прочитайте слова та напишіть їх транскрипцію. Визначте тип наголошеного складу.

[æ, ɪ, e, ʌ, ɒ]		[eɪ, aɪ, i:, ju:, ʒv]		
can-step	nut-desk	skate-kite	make-bed	bye-tyр
big-dill	plot-grand	kebe-ryte	steve-stone	be-pen
dull-kyt	bed-nymt	prone-mune	slope-me	due-bus
dog-pit	lamp-stop	mike-brake	rate-crime	bone-rob
miss-god	risk-plump	tube-nine	time-date	nite-dig

5. Прочитайте слова з перекладом та запишіть їх у словник. Зверніть увагу на правопис цих слів.

- | | |
|------------------------------------|--|
| 1. parents [ˈpeərənts] – батьки | 16. niece [ni:s] – племінниця |
| 2. father [ˈfa:ðə] – батько | 17. nephew [ˈnevju:] – племінник |
| 3. mother [ˈmʌðə] – мати | 18. uncle [ʌŋkl] – дядько |
| 4. daughter [ˈdɔ:tə] – дочка | 19. aunt [a:nt] – тітка |
| 5. son [sʌn] – син | 20. cousin [ˈkʌzɪn] – двоюрідний брат або сестра |
| 6. sister [ˈsɪstə] – рідна сестра | 21. father-in-law – свекор, тесть |
| 7. brother [ˈbrʌðə] – рідний брат | 22. mother-in-law – свекруха, теща |
| 8. grandparents – бабуся та дідусь | 23. sister-in-law – своячениця, золовка |
| 9. grandson – онук | 24. brother-in-law – деверь, шурин |
| 10. granddaughter – онука | 25. son-in-law – зять |
| 11. husband [ˈhʌzbənd] – чоловік | 26. daughter-in-law – невістка |
| 12. wife [waɪf] – дружина | 27. stepfather – вітчим |
| 13. law [lɔ:] – закон | 28. stepmother – мачуха |
| 14. twins – близнюки | 29. stepson – пасинок |
| 15. stepdaughter – падчерка | 30. stepbrother – зведений брат |
| | 31. stepsister – зведена сестра |

1.3. Дієслово-зв'язка *to be*

На відміну від речень в українській мові англійські речення не можуть «існувати» без дієслова. Коли в англійському реченні немає дієслова, що виражає дію, ми використовуємо дієслово-зв'язку *to be* (бути, бути, бути) для зв'язку слів у реченні. Дієслово-зв'язка українською мовою зазвичай не перекладається. Англійське речення має суворий порядок слів: на першому місці знаходиться підмет, а за ним присудок. У теперішньому часі дієслово *to be* має такі форми у позитивних (ствердних) реченнях. Оповідальні речення вимовляються низьким низхідним тоном (The Low Fall).

I	am –	я (є)	I am a ↓pupil. – Я – учень.
We	are –	ми (є)	We are in the ↓garden. – Ми в саду.
You	are –	ти, ви (є)	You are ↓pretty. – Ты – симпатичная.
They	are –	вони (є)	They are at ↓school. – Вони в школі.
He	is –	він (є)	Steve is a 'good ↓doctor. – Стів хороший лікар.
She	is –	вона (є)	Ann is her↓ mother-in-law. – Енн – її свекруха.

It* **is** – It (the table) **is** in the↓ room. – Він (стіл) – у кімнаті.

*Займенником **it** ми замінюємо неживі предмети, тварин, комах тощо. У розмовній мові часто використовується скорочена форма:

I am = I'm	he is = he's
We are = we're	she is = she's
You are = you're	it is = it's
They are = they're	

Для утворення негативної (заперечної) форми ми додаємо негативну частку **not** після дієслова-зв'язки **to be**. Скорочення у таких структурах теж має місце:

I am not	I'm not	-----
We are not	We're not	We aren't
You are not	You're not	You aren't
They are not	They' not	или They aren't
He is not	He's not	He isn't
She is not	She's not	She isn't
It is not	It's not	It isn't

Наприклад:

They ↓aren't twelve, they are eleven.	Їм не дванадцять, їм – одинадцять.
I'm ↓not a student, I'm a teacher.	Я – не студент, я – вчитель.
Nelly ↓isn't a nurse, she is a journalist.	Неллі – не медсестра, вона – журналіст.

У питальних реченнях дієслово **to be** ставиться перед підметом.

Наприклад:

→Are you a ↑dentist?	Ти зубний лікар?
↓No, I am ↓not. (Yes, I am.)	Ні. (Так).
→Is Peter ↑25?	Пітеру 25?
↓Yes, he↓ is. (↓No, he ↓isn't).	Так. (Ні).
→Am I a ↑pupil?	Я учень?
↓Yes, I↓ am. (↓No, I am↓ not.)	Так. (Ні).

Такі питання називаються «загальними» і вимагають відповіді «так» чи «ні». Вони вимовляються низьким висхідним тоном (Low Rise).

Питання, що починаються із питальних слів типу Where? What? Why? When? тощо, називаються «спеціальними» і вимовляються низьким низхідним тоном.

Наприклад: ↓Where are you? – I am in the↓ kitchen. – Де ти? – Я на кухні.
↓What is she? – She is an ↓engineer. – Хто вона за професією? – Вона – інженер.
↓Who are they? They are 'Mark and ↓Helen. – Як їх звати? Їх звать Марк та Хелен.
'What ↓colour are her eyes? – They are grey. – Якого кольору її очі? – Вони сірі.

6. Прочитайте речення, перекладіть їх українською мовою. Складіть якнайбільше аналогічних прикладів.

1. This is a girl. She is at school.
This is a boy. He is at hospital.
My parents are workers. They are nice people.
Pete, you are my friend too. We are friends.
My name is Kate. I am a good pupil.

2. It is not cold. I am at home.
Betty isn't my mother-in-law. She is my cousin.
The children aren't in the yard. They are at the sports ground.
I and my niece aren't bad students. We are diligent (старанні) students.

3. Are you a good engineer? – Yes, I am.
What is your nephew? – He is a clever computer programmer.
Who is this woman? – She is Mrs. Smith.
Are they teenagers? – Yes. They are.
Is Mr. Black handsome (гарний)? – No, he is not. He is ugly (некрасивий).

7. Вставте замість пропусків *am/is/are*.

1. I... a bus driver .My brother...an economist.
2. Greta ... at home. Her children ... at the institute.
3. My sister and I ... good tennis players.
4. Our grandparents ... in the garden (в саду).
5. The weather ... fine today.
6. Billy, you ... a lazy (ледачий) boy.
7. This ... a green street. It ... in Kyiv. Kiev's streets ...wide (широкі) and long.
- 8 you an engineer?-No, I ... not. I ... a housewife (домогосподарка).
9. They ... from New-York. It...far away from here (дуже далеко).
10. The pen ...on the desk, but the pencil ... in the bag.

8. Прочитайте речення. Поставте запитання та спростуйте твердження. Робота в парах.

Наприклад: Dave is a bad pupil.

– Is Dave a good pupil?

– No, he is not. He is a good pupil.

1. Mr. White is my husband.
2. Mrs. Brown is our grandmother.
3. I am an ugly boy.
4. Bred and Nick are twenty.
5. We are very tall.
6. You are from America.
7. Helen is an actress.

8. The children are in the street.
9. The cat is on the bed.
10. My cousin and I are happy.

9. Закінчіть речення, використовуючи лексику вправи 5.

1. My brother is my mother's
2. My mother is my father's
3. I am married (заміжня). I am a ... for my husband's mother.
4. My parents have their parents. They are my
5. Den is my mother's brother. He is my Derrick has got a daughter. She is my...
6. My sister has a son. He is my
7. My stepfather has a son. He is my
8. My mother has a sister Alice. Alice is my Her son is my

10. Прочитайте діалоги та розіграйте їх.

A.

- This is my family. Father, mother, sister, brother – hand in hand with one another.
- Are you happy?
- Yes. We are. We are a friendly family, that's why we are happy

- Це моя сім'я. Тато, мама, сестра, брат – рука об руку один з одним.
- Ви щасливі?
- Так. Ми – дружна сім'я, ось чому ми щасливі.

B.

- Is your husband interested in politics?
- No, he isn't. My husband isn't interested in politics.
- What's he fond of then?
- He is fond of football.
- Mine likes hunting.

- Твій чоловік цікавиться політикою?
- Ні, мій чоловік не цікавиться політикою.
- Чим він тоді захоплюється?
- Він захоплюється футболом.
- Мій любить полювання.

C.

- How are you?
- Fine, thank you. And you?
- I'm all right, thanks.

- Як у тебе справи?
- Добре, дякую. А у тебе?
- У мене все гаразд, дякую.

D.

- What is her name? –
- Her name is Sally. –
- What's her address?
- Her address is Gogol Street, 12 (twelve).

- Як її звати?
- Її зовуть Селлі.
- Яка в неї адреса?
- Її адреса: вулиця Гоголя, 12.

E.

- | | |
|--|--------------------------------|
| – How old is Mr. Brick? | – Скільки років містеру Бріку? |
| – He is forty. | – Йому 40. |
| – Is he intelligent [in' telɪdʒənt] and diligent ['dɪlɪdʒənt]? | – Він розумний і старанний? |
| – Yes, he is. | – Так |

F.

- | | |
|---|---|
| – My aunt is a splendid housewife. And my uncle is a good family man. | – Моя тітка дивовижна домогосподарка. А мій дядько гарний сім'янин. |
| – Where are they from? | – Де вони мешкають? |
| – They are from Ukraine. | – В Україні. |

11. Прочитайте та перекладіть словосполучення рідною мовою. Складіть з ними речення (ствердні, заперечні та питальні) або маленькі ситуації, використовуючи дієслово-зв'язку *to be*.

1. a good daughter and a bad son;
2. a nice niece;
3. a lazy nephew;
4. a kind grandfather and a lovely grandmother;
5. an aggressive stepfather;
6. a good – natured [' neɪtʃəd].

LESSON 2

1. Словесний наголос.
2. Редукція звуку.
3. Буквосполучення: qu [kw], (t)ch [tʃ], sh [ʃ], ck [k]; приголосні літери та звуки: Zz [z], Hh [h], Ff [f], Jj [dʒ], Vv [v], Ww [w], Q q; редукований голосний [ə].
4. Дієслово *to have (has)*: ствердна, заперечна, питальна форми.
5. Діалоги для читання.

1. Озвучте літери та транскрипційні знаки:

- a) Z z, H h, F f, J j, V v, W w, X x, Q q.
- б) [z], [h], [f], [dʒ], [kw], [ks], [v], [w].

2. Вимовте звуки та напишіть відповідні їм літери.

Наприклад: [z] – Z z

[h], [f], [dʒ], [kw], [ks], [v], [w], [æ], [g], [k], [t], [l], [n], [p], [s], [r].

3. Озвучте літери та напишіть транскрипційні знаки, що відповідають цим літерам.

Наприклад: Ss – [s].

Aa, Cc, Zz, Hh, Nn, Mm, Dd, Gg, Oo, Uu, Ww, Vv, Xx, Ee, Yy, Ii, Qq.

2.1. Словесний наголос

У словах, що мають два склади, перший склад вимовляється, зазвичай, з великим наголосом. У транскрипції наголос позначається знаком ['].

Наприклад: 'husband ['hʌzbənd] – чоловік.

2.2. Редукція звуку

У ненаголошеному стані голосні звуки втрачають свої якість і «кількість» (довготу) і вимовляються як нейтральний звук [ə], рідше [i]. Таке явище називається *редукцією* голосного звуку. Таким чином, голосні літери дають такі варіанти прочитання в ненаголошеному стані: *Наприклад:* Аа – [ə]: 'hospital ['hɒspɪtəl] – лікарня

Оо – [ə]: 'handsome ['hændsəm] – гарний

Uu – [ə]: album ['ælbəm] – альбом

Уу (Іі)- [I]: 'mummy ['mʌmɪ] – матуся, dentist ['dentɪst] – дантист

[ə] перед літерами *r, l, n*

Ее < *Наприклад:* elderly ['eldəli], parents ['peərənts]

[I] в інших випадках

Наприклад: 'jacket ['dʒækt] – піджак

2.3. Буквосполучення приголосних

1. Буквосполучення **ck** читається як [k]

Наприклад: clock ['klɒk] – годинник

back [bæk] назад

2. Буквосполучення (t)**ch** читається як [tʃ]

Наприклад: stretch ['stretʃ] – витягуватися

rich ['rɪtʃ] – багатий

3. Буквосполучення **sh** читається як [ʃ]

Наприклад: short ['ɔ:t] – низький, короткий

bushy ['bʊʃɪ] – густі

4. Літера **q** вживається лише у поєднанні з літерою **u** і читається як [kw].

Наприклад: quiet ['kwaɪət] – тихий, спокійний

quick ['kwɪk] – швидкий

4. Фонетична вправа: прочитайте слова та напишіть їх транскрипцію.

[ɪ, æ, ɒ, ə]	[k, ʃ, tʃ]	[kw]	
'zippy – 'milky	shrim – cash	'quack – quod	'chicken – she – patch
'madam – 'album	'bucket – 'kitchen	quit – quid	kick – chump – shock
'animal – 'middle	'carrol – 'pocket	'quite – 'quiet	'battery – 'ketchup –
			'syrup
'parrot – 'campus	shick – gosh	quiz – quell	'melon – dish – shelf
'hotty – 'pantom	'squirrel – 'cotton		'cactus – 'ballad
'venus – 'wettin			

5. Прочитайте діалоги та складіть свої на їх основі.

A.

- Excuse, me, are you Kitty?
- No, I'm Jane.
- Oh, I'm sorry.
- You are welcome.

C

- What's your name, please?
- It's Black
- That's your surname. What's your first name, please?
- It's Michael. [maɪkl]
- How old are you?
- I'm thirty – one.
- Where are you from?
- I'm from England.

B.

- Hello, Julia. How are you?
- Fine, thank you. And you?
- Quite well, thanks. How is your family?
- They are all right [raɪt]. And yours?
- Not bad.

6. Заповніть пропуски в реченнях. Використовуйте позитивну чи негативну форму дієслова to be (is/am/are или isn't/am not/aren't).

Напишіть їх.

1. ... your stepbrother afraid of dogs? – No, he He ... a brave (хоробрый) boy.
2. ... John single? – In my opinion, he
3. My sister-in-law ... married to Mr. Jackson. He ... a banker.
4. Who ... on duty today? – Gordon and Richard
5. Maria Carry ... a talented singer and she ... interested in music.
6. Diamonds ... cheap, but I and my cousin ... fond of them.
7. Russia ... a small country. It ... a big country.
8. The sky ... grey, that ... why we ... indoors.
9. Where ... your book? It ... on the desk. Your pen ... on the desk.
10. The sun ... green. It ... yellow.

single [sɪŋɡl] – неodrужений(а)
married [ˈmæɪɪd] – одружений(а)
on duty [ˈdʒu:tɪ] – черговий

diamond [ˈdaɪəmənd] – діамант
cheap [tʃi:p] – дешевий
the sun [sʌn] – сонце

7. Прочитайте слова з перекладом та запишіть їх у словник. Зверніть увагу на правопис цих слів.

1. a baby [ˈbeɪbɪ] – немовля
2. elderly [ˈeldəli] – літній
3. a toddler [ˈtɒdlə] – малюк
4. old [ɔld] – старий
5. a teen-ager [ˈti: nˈeɪdʒə] – підлі-
12. to be (come) of age – стати повнолітнім
13. (a) grown up [ˈgrəʊnp] – дорослий
14. to be over 20/30 – бути у віці більш ніж 20/30

- | | |
|--|--|
| ток у віці від 13 до 19 років | 15. to be in one's early / late teens – бути в ранньому / пізньому підлітковому віці |
| 6. elder – старший (брат...) | 16. age [ˈeɪdʒ] – вік |
| 7. at the age of – у віці | 17. middle-aged [ˈmɪdl̩ˈeɪdʒd] – середнього віку |
| 8. a youngster [ˈjʌŋgstə] – юнак | 18. to be in one's early (mid, late) 20s – бути у віці двадцяти років з невеликим |
| 9. to be twice [ˈtwɑɪs] smb's age – бути вдвічі старшим за кого-небудь | 19. aged [ˈeɪdʒd] – похилого віку |
| 10. young [ˈjʌŋ] – молодий | |
| 11. (an) adult [ˈædʌlt] – дорослий, повнолітній | |

8. Прочитайте словосполучення і речення та перекладіть їх рідною мовою. Складіть якомога більше словосполучень і речень з виділеними словами та напишіть їх.

baby, toddler; A funny baby, a funny toddler, his and her baby, Marta's beautiful toddler, our lovely baby-girl, a baby and a toddler, babies and toddlers. Look, our friend's baby is in the yard. He is so cute (красивий). Steve and Nick are 5 (five) months old. They are toddlers.

teenager, youngster; A clever teenager, a silly teenager, a nice youngster, a bad youngster, teenagers and youngsters. Children at the age of 13 (thirteen), 14 (fourteen), 15 (fifteen), 16 (sixteen), 17 (seventeen), 18 (eighteen), 19 (nineteen) are teenagers. Teenagers are fond of computers and music. My friend is a youngster. He is young and intelligent.

adult, grown-up; An adult, a grown-up, a lazy adult, a lazy grown up, a diligent adult, a diligent grown-up. We are 25 (twenty-five). We are grown ups. Kate and Tim are adults. They are students of the Pedagogical Institute. Are you an adult? – No, I'm not. I'm only seven.

age, old, elder; Aged parents, elderly people, middle-aged women; an old man, an old woman; middle-aged worker, an elderly turner (токарь); an aged teacher, an old nurse. Who are those elderly people? – They are my grandparents. Is Tom your younger brother? – No, he is my elder brother. How old are these women? – They are middle-aged. Is your granny aged? – Yes, she is. How old are you? – I am at the age of thirty (30). My elder brother is twice my cousin's age. She is six. Jane is at her early teens. She is only thirteen. Are your friends over 20 (twenty). – No, they aren't. They are in their 20s. Our son is eighteen today. He is already of age.

9. Спростуйте нижченаведені висловлювання, використовуйте слова у дужках.

Наприклад: It's my grandmother (дідуся).

It's not my grandmother. It's my grandfather.

1. It's an old man (молодий).
2. It's a dull (нудна) woman (кумедна).
3. It's a grown-up (немовля).
4. My son is in his late teens. (у підлітковому віці – 13 років).
5. His nephew is in his mid 40 (forty). (трохи більше тридцяти).
6. Our grandparents are elderly (середнього віку).
7. Mary is 16 (удвічі старше за Неллі).
8. Denis is my younger brother (старший).
9. Kitty is a little girl (доросла).
10. I am over 40 (юнак).

2.4 Дієслово *to have (has) got*

1. Для вираження ідеї володіння чим-небудь використовується розмовний зворот ***have got (has got)***. Українською мовою він зазвичай перекладається *є (маю)*. У 1-ій, 2-ій і 3-ій особі множини вживається форма ***have got***, у 3-ій особі однини – ***has got***.

I	have got	It	has got
We	have got	He	has got
You	have got	She	has got
They	have got		

Mr. and Mrs. White ***have got*** a child. – Містер і місіс Уайт мають одну дитину.
 I ***have got*** a dress on. – На мені плаття (одягнуто).
 My father and I ***have got*** a car. – У мого батька і мене є машина.
 You ***have got*** a nice house. – У тебе гарний будинок.

The girl ***has got*** a parrot. – У дівчинки є папуга.
 The flat ***has got*** 3 rooms. – У квартирі 3 кімнати.
 Mike ***has got*** a bike. – У Майка є велосипед.

2. Заперечна форма утворюється за допомогою частки ***not***, яка ставиться після дієслова ***have/has***. Наприклад:

I			
We	have not got.		I <i>have not got</i> a niece.
You			The children <i>have not got</i> toys –
They			У дітей немає іграшок.
			Nat <i>has not got</i> a pet – У Нет
			немає домашньої тварини.

У розмовному мовленні в ствердній (1) та заперечній (негативній) формах (2-5) використовуються такі скорочення:

1) I		I've got	You
We	have got =	We've got	They
			you've got
			they've got

6. Has he got a tie on?
7. What has he got on his desk?
8. Where is he?

- II) 1. Is this a girl?
2. Is she pretty?
 3. What has she got on?
 4. Is her jacket black or red?
 5. Where is she?
 6. What has she got on her desk?
 7. Has she got a mobile [mə'baɪl] telephone?

tie [taɪ] – краватка

mobile telephone [mə'baɪl] – мобільний телефон

12*. Перекладіть речення англійською мовою та напишіть їх.

1. Сью – 32 роки. Вона заміжня. У неї двоє дітей: дочка та син. Вона працює лікарем.

2. Джону 39 років, але він виглядає (looks) старшим. Він одружений. Він захоплюється спортом. Має великий будинок у центрі міста (in the centre of the city).

3. Джек літня людина. Він не має дітей. Він дуже хворий. Він удвічі старший за свого племінника.

4. Анна має трьох дітей. Її чоловік і свекруха мають велику та світлу (light – ['laɪt]) квартиру на вулиці Зелена. Вони дуже дружна родина.

5. Хто це? – Марк і Мей. – Скільки їм років? – Вони повнолітні. На Марку темний костюм (suit [sju: t]), а на Мэй – чудова сукня.

13*. Прочитайте слова та напишіть їх транскрипцію.

Laddle, lampas, piggy, empty, habit, primitive, jammy, shake, dines, chestnut, bee, coca-cola, trust, blossom, роху, vest, wine, finish, feme, mute, scotch, click, datum, rate, spendent, event, bye, tie, sky, drive, doke.

LESSON 3

1. Буквосполучення голосних: (ou) oi [ɔɪ], eu [eɪ] / [ɪ]; буквосполучення приголосних: th [θ] / [ð]; буквосполучення голосних і приголосних: у перед голосними, ild [aɪld], ind [aɪnd].

2. Невизначений артикль *a (an)*.

3. Визначений артикль *the*.

4. Діалоги для фонетичного читання.

1. Озвучте пари літер та транскрипційних знаків.

а) Aa – Ee, Cc – Ss, Zz – Oo, Yy – Ii, Ll – Qq, Nn – Pp, Hh – Kk, Tt – Mm, Bb – Dd, Rr – Gg.

б) [m-p], [r-l], [t-d], [s-z], [f-v], [k-g], [v-w], [æ-e], [o-ʌ], [eɪ], [aɪ], [ou], [i:], [ju:].

3.1. Буквосполучення голосних і приголосних

1) Буквосполучення *oi*, *ou* у ненаголошеному та наголошеному складах вимовляються як [ɔɪ].

Наприклад: boil [bɔɪl] – варити, кип'ятити
a toy [tɔɪ] – іграшка

2) Літера *y* перед голосним читається як [j].

Наприклад: yet [jet] – ще
empty [ˈemptɪ] – порожній

3) Буквосполучення *th* передає 2 звуки [θ] і [ð]:

[ð] 1) у займенниках та службових словах;

Наприклад: this [ðɪs] – цей, ця, це; with [wɪð] – з, із

2) у знаменних словах між голосними;

Наприклад: together [təˈgeðə] – разом
to bother [ˈbʊðə] – турбувати

[θ] 1) на початку знаменних слів;

Наприклад: thin [θɪn] – худий
thick [θɪk] – товстий

2) у кінці знаменних слів та похідних від них слів;

Наприклад: blacksmith [ˈblæksmɪθ] – коваль

3) у середині міжнародних слів між голосними.

Наприклад: method [ˈmeθəd] – метод

4) Буквосполучення *eu* в наголошеному складі читається [eɪ], у ненаголошеному – як послаблений звук [ɪ].

Наприклад: grey [greɪ] – сірий, сивий
volley-ball [ˈvɒlɪ,bɔ:l] – волейбол

5) Літера *i* перед *ld* і *nd* читається [aɪ].

Наприклад: wild [waɪd] – дикий
to find [faɪnd] – знайти

2. Фонетична вправа: прочитайте слова та напишіть їх транскрипцію.

mind – vɪld	myth – θraʊn	oil – bɔɪl	yelp – ˈdɪɡi
find – tʃaɪld	wɪˈθɪn – bɔ:θ	coin – bɔɪ	yet – ˈstɒkɪ
beˈhɪnd – wɪld	ˈpaɪθən – mʌðə	soil – kɔɪ	yell – ˈfɒɡi
kind – wɪnd	ˈɡæθə – brɔ:θ	toy – rɔɪəl	yeld – ˈrændi
ˈtʃɪldrɪʃ – mɪnd	ˈθʌndə – ðɪs	spoil – hɔɪ	yelk – ˈpɪti
oˈbeɪ – ˈæli	ˈmæθs – ˈbɒðə – fɪfθ		
preɪ – ˈdʒɪmni	ðɪs – θʌmb – brɔ:θ		
kleɪ – ˈdʒɒki	ˈstɪmɪ – reɪ – brɔɪd		
greɪ – ˈtrɒli	beˈhɪnd – deˈstrɔɪ – oˈkeɪ		
sleɪ – ˈmɒki	fɔɪl – ɪst – ˈdeɪli		

3.2. Невизначений артикль *a (an)*

В англійській мові іменники вживаються з артиклями, які є службовими словами й українською мовою не перекладаються. Невизначений артикль *a (an)* вживається перед обчислюваними іменниками в однині. Він позначає «один», «будь-який» (з тисячі, мільйона тощо) і використовується при первинній згадці про предмет. Він також свідчить про належність предмета до якогось класу предметів, проте не виділяє його конкретно.

Наприклад: a cook [kuk] – кухар
a doctor – лікар

Перед іменниками, що починаються з голосного звуку, використовується форма *an*.

Наприклад: an engineer – інженер
an actor – актор

Якщо перед обчислюваними іменниками в однині стоїть прикметник, артикль ставиться перед прикметником.

Наприклад: a tall ↓ clerk – високий службовець
an experienced ↓ worker – досвідчений робітник.

3.3. Визначений артикль *the*

В англійській мові поряд із невизначеним артиклем *a (an)* існує визначений артикль *the*, який вимовляється як [ðə] перед словами, що починаються з приголосного звуку, [ði] – з голосного.

Наприклад: the 'teacher [ðə'ti:tʃə] – учитель
the engineer [ði'endʒɪniə] – інженер

Визначений артикль вказує на те, що йдеться про конкретну особу (або предмет), про яку згадувалося раніше, ми знаємо, про що йдеться. Він близький за значенням до вказівних займенників *this* (це, цей) і *that* (те, той). *The* вживається перед іменниками як в однині, так і в множині.

Наприклад: This is **a** boy. **The** boy is clever. – Це – хлопчик. Хлопчик розумний.

This is **a** woman. **The** woman is at work – Це – жінка. Жінка на роботі.

Перед власними іменами визначений і невизначений артиклі не використовуються крім згадки про сімейство загалом. Якщо прізвище використовується у формі множини, перед нею ставиться визначений артикль *the*.

Наприклад: The Blacks – Блекі (Сім'я Блеків)
The Petrenkos – сім'я Петренків
The Sidorovs – родина Сидорових.

3. Прочитайте слова з перекладом та запишіть їх у словник. Зверніть увагу на правопис цих слів.

1. a journalist [ˈdʒɜːnəlɪst] – журналіст

2. an architect[a:kɪ'tekt] – архітектор

- | | |
|---|--|
| 3. a doctor – лікар | 23. school [sku:l] – школа (at ~ – у школі (навчатися); in the ~ у школі (знаходиться)). |
| 4. a nurse [ˈnɜ:s] – медсестра, няня | 24. a restaurant [ˈrestɒrənt] – ресторан (at(in) a~ – у ресторані) |
| 5. a surgeon [ˈsɜ: dʒən] – хірург | 25. a factory [ˈfæktəri] – фабрика (at (in) a ~ – на фабриці) |
| 6. a dentist – стоматолог | 26. a garage [ˈgæra:ʒ] – гараж (in a ~ – в гаражі) |
| 7. a secretary – секретар | 27. a department – store [diˈpa:t mənt ˈsto:] універмаг (at (in) the ~ – в універмазі) |
| 8. a teacher [ˈti: tʃə]- учитель | 28. a theatre [ˈθiətə] – театр (at the ~ – в театрі) |
| 9. a waiter [ˈweɪtə] – офіціант | 29. what kind of – який |
| 10. a waitress [ˈweɪtrɪs] – офіціантка | 30. experienced [ɪksˈpɪəriənst] – досвідчений |
| 11. a cook ˈkuk] – кухар | 31. diligent [ˈdɪlɪdʒənt] – старанний |
| 12. an engineer ˈendʒiniə] – інженер | 32. reliable [rɪˈlaɪəbl] – надійний |
| 13. a driver [ˈdraɪvə] – водій | 33. intelligent [ɪnˈtelɪdʒənt] – розумний, кмітливий |
| 14. a worker [ˈwɜ:kə] – працівник | 34. clever [ˈklevə] – розумний |
| 15. a shop assistant [əˈsɪstənt] – продавець | 35. silly [ˈsɪli] – дурний |
| 16. an actor [ˈæktə] – актор | |
| 17. an actress [ˈæktɪs] – акторка | |
| 18. a clerk [kla:k] – клерк, службовець | |
| 19. a librarian [laɪˈbrɛəriən] – бібліотекар | |
| 20. a library [ˈlaɪbrəri] – бібліотека (in the ~ – у бібліотеці) | |
| 21. an office [ˈɒfɪs] – офіс (at the ~ – в офісі) | |
| 22. a hospital [ˈhɒspɪtəl] – лікарня (to be in hospital – лежати в лікарні; at (in) the~ в лікарні) | |

4. Прочитайте та перекладіть речення рідною мовою. Зверніть увагу на вживання визначеного та невизначеного артикля.

1. This is a girl. The girl is nice. The girl has a white dress on. The girl is happy.
2. That is a boy. The boy is ugly. The boy is in the yard. The boy has a dirty ([ˈdɜ:ti] – брудний) suit on.
3. This is a man. The man is handsome (гарний). The man is thin. The man isn't married.
4. That is a cat. The cat is big. The cat is under (під) the bed. The cat is quiet (тихий).

5. Прочитайте словосполучення та речення; перекладіть їх рідною мовою. Складіть якнайбільше словосполучень та речень з виділеними словами; зверніть увагу на вживання артиклів.

doctor, dentist	A good doctor, a good dentist, a good nurse; an experienced
nurse; engineer,	doctor, an experienced nurse, an experienced dentist; a clever

secretary, worker engineer, a clever secretary, a clever clerk; a reliable journalist,
student, journalist, a reliable worker, a reliable student; a very experienced
clerk, experienced, engineer and a clever nurse; a reliable doctor and a good
clever, reliable, journalist. Where is Tom? – He is at work. What is he? – He
hospital, school is an experienced doctor. He is at the *hospital*. Is Nick a
reliable person? – Yes, he is. *What kind of* engineer is he?
He is a clever engineer. What has this nurse got on? The
nurse has got a white dress on. Where is Dick? – He is in the
school.

teacher, librarian An intelligent teacher, an intelligent librarian, an intelligent
architect, surgeon architect; a diligent actor, a diligent actress, a diligent
actor, actress, cook surgeon; an experienced shop-assistant, an experienced
shop-assistant, journalist; a clever librarian and a diligent surgeon; a silly
secretary, driver secretary, a silly waiter, a silly waitress; a silly shop-assistant,
intelligent, diligent, a silly student – a silly worker. Are you a driver? – Yes, I
silly, garage am. I'm in the garage now. Jack's friend is a surgeon. He has
got many friends. – What kind of surgeon is he? He is a
diligent surgeon. He is fond of his work. Why are you sad
(сумний)? – The cook is silly. He isn't experienced. He
has no meat (м'ясо). Have you got an intelligent architect?
– Yes, I have. His name is Mr. Brown.

office, library A large office, a large school, a large hospital; a small restaurant,
restaurant, bank, a small library, a small bank; an old factory, an old department-
factory, theatre, store; in hospital, at school, in a garage; in the restaurant, at the
department-store department-store, at the theatre; in an office, at the library. Nat is
a diligent student. She is in the library. Where are Nick and Bill?
They are in the bank. They have got a lot of money (багато грошей). Is Roger at the restaurant or at school? He is at the hospital. Hi, Nat! - Hello, Jane. You have a nice dress on. – Thank you. It's my evening dress. We are at the theatre tonight (сьогодні ввечері).

6. Уявіть, що перед вами незнайомі чоловік та жінка. Розпитайте один одного про них (ім'я, прізвище, вік, професія, одяг тощо), використовуючи вивчену лексику.

Наприклад:

- Is it a man?
- Yes, it is.
- Is he old or young? How old is he?
- He is middle aged. He is 55 (fifty-five).
- What is his name?
- His name is Mr. Jackson.
- What has he got on?

- He has got a black suit on.
- What is Mr. Black?
- What kind of architect is he?
- He is an intelligent architect.

7. Розподіліть репліки у діалозі в логічній послідовності.

- Sue, how old are you?
- 37.
- 17.
- Have you got any children?
- And you?
- Lucy and Robert.
- One is 11, the other is nine.
- Two.
- What are their names?
- I'm going an A level course at the pedagogical university.
- What are their names?
- Are 20 or 17?

8. Прочитайте словосполучення та складіть з ними міні-ситуації.

- | | |
|--|--|
| 1. an aged nurse. | 5. at a big department – store. |
| 2. an experienced driver | 6. in a light ([laɪt] – світлий) office. |
| 3. a clever and diligent secretary. | 7. an intelligent journalist. |
| 4. an elderly actor and a young actress. | |

9. Прочитайте діалоги англійською мовою з відповідним інтонаційним оформленням.

- | | |
|--|--|
| <p>1. – Hello, My name is Robert Dune.
I am from England.
– What are you?
– I am an experienced driver.
But my car is in the garage.</p> | <p>1. – Привіт, мене звати Роберт Дьюн.
Я з Англії.
– Хто ви (за професією, фахом)?
– Я досвідчений водій. Але моя машина в гаражі.</p> |
| <p>2. – Who is this girl?
– The girl is my sister-in-law.
She is married
and has a family: a husband, a daughter and a son. She is a housewife.</p> | <p>2. – Хто ця дівчина?
– Ця дівчина – моя своячениця.
Вона заміжня і в неї є сім'я: чоловік, дочка та син.
Вона – домогосподарка.</p> |
| <p>3. – Where is Betty?
– I have no idea. ([ˈaɪdiə])
– She is a good waitress.
She is at the restaurant.</p> | <p>3. – Де Бетті?
– Гадки не маю.
– Вона гарна офіціантка.
Вона в ресторані.</p> |

- | | |
|---|---|
| <p>4. – What is Ben?
 – He is an experienced cook.
 He is from Spain ([speɪn])
 – Why is he here?
 – He is fond of Ukraine.</p> <p>5. – Where are the surgeon,
 the nurse and the clerk?
 – They are at home already [ɔ:l' redɪ]</p> <p>6. – Has our librarian got many
 books?
 – Yes, she has.
 – Where is she?
 – She is in the library now.
 – What kind of librarian is she?
 – She is a diligent and clever
 librarian.</p> <p>7. Mike is in mid 20s. He has got a
 wife, a daughter and a brother.
 They have got a big house in the
 centre of the town near [nɪə] the
 factory. Mike is a reliable family man.</p> | <p>4. – Хто Бен за фахом?
 – Він досвідчений кухар. Він з
 Іспанії.
 – Чому він тут?
 – Він любить Україну.</p> <p>5. – Где хирург, медсестра и
 служащий?
 – Они уже дома.</p> <p>6. – У нашого бібліотекаря багато
 книг?
 – Так.
 – Де вона?
 – Вона зараз у бібліотеці.
 – Який вона бібліотекар?
 – Вона старанна і розумна
 бібліотекарка.</p> <p>7. Майку десь 25 – 26 років.
 У нього є дружина, дочка, теща
 та брат. У них великий будинок
 у центрі міста біля фабрики.
 Майк – надійний сім'янин.</p> |
|---|---|

10* Опишіть людей згідно з поданою нижче інформацією.

Наприклад: a woman, Ann Brown, 25, a doctor, experienced, children, married.

This is a woman. Her name is Ann Brown. She is 25. She is an experienced doctor. Ann is married. She has got children. She is at hospital now.

1. a man, Sam Grick, an engineer, experienced, factory, single, no children.
2. A boy, Peter White, a student, diligent, Pedagogical Institute, a girl-friend.
3. a girl, Nat Dandy, married, twins, a housewife, a husband, a journalist, office.
4. a woman, Ricky Nelson, 65, elderly, a pensioner ([ˈpenʃənə] – пенсіонер)
 2 grandchildren, department-store.
5. a teenager, 19, Bob Simon, a pupil, clever, a car, friends, theatre, his mother,
 librarian.

LESSON 4

1. Буквосполучення: ir / ur / er [ə:]; ar [a:]; or [ɔ:]; ow [əʊ] / [aʊ]; ou [aʊ].
2. Множина іменників.
3. Текст для читання “*Susie*”.
4. **Reading for fun.**

1. Озвучте літери:

Aa, Cc, Ee, Ww, Vv, Ee, Pp, Kk, Nn, Mm, Jj, Zz, Yy, Oo, Ii, Rr, Dd, Uu, Ll, Tt, Bb, Hh, Ff, Gg, Xx.

2. Напишіть літери, які відповідають транскрипційним знакам:

[t], [n], [ou], [ju:], [j], [v], [aɪ], [æ], [b], [s], [d], [i:], [ɪ], [e], [ə], [z], [f], [g], [m], [l], [p], [r], [ks], [dʒ], [ʌ], [h], [h], [r]

4.1. Буквосполучення

1. Буквосполучення **a+r** читається як [a:].

Наприклад: car [ka:] – машина
bar [ba:] – бар

2. Буквосполучення **ir, ur, er** читаються як [ə:].

Наприклад: dirty [ˈdɜ:tɪ] – брудний
curly [ˈkɜ:lɪ] – кучерявий
her [hɜ:] – її

3. Буквосполучення **or** дає звук [ɔ:].

Наприклад: short [ʃɔ:t] – низький, короткий
storm [ˈstɔ:m] – буря, шторм

Сполучення *голосних* з літерою **r** належать до 3-го типу наголошеного складу.

4. Буквосполучення **ow** часто читається [aʊ], коли знаходиться в середині слова або під наголосом, і [əʊ] – наприкінці слова.

Наприклад: brown [braʊn] – коричневий
low [ləʊ] – низький

5. Буквосполучення **ou** читається [aʊ], **oa** – [əʊ].

Наприклад: stout [staʊt] – огрядний
boat [bəʊt] – човен

3. Прочитайте та напишіть транскрипцію слів.

[a:], [ɔ:], [ə:]

[əʊ], [aʊ]

park – car

cowboy – town

foam – trout

hern – birth – turner

birch – church

coat – mouth

round- boat

mark – fork – rod

turn – march

throw – down

bow – towel

stone – sir – perl

corn – born
her – nerve

grow – crown
low – shower

proud – soap
goal – cloud

moan – clout – blow

4. Прочитайте слова з перекладом та запишіть їх у словник. Зверніть увагу на правопис цих слів.

1. pretty [ˈprɪti] – симпатична
2. handsome [ˈhænd(s)əm] – гарний
3. good – looking [ˈgʊdˈlʊkɪŋ] – вродливий
4. ugly [ˈʌɡli] – потворний, негарний
5. slim – стрункий
6. thin – худий
7. fat [fæt] – жирний
8. thick [θɪk] – товстий
9. stout [staut] – огрядний
10. plump [ˈplʌmp] – повновагий
11. stooping [ˈstʊpɪŋ] – сутулий
12. erect [ɪˈrekt] – прямий
13. graceful [ˈɡreɪsfəl] – граціозний
14. eyes [aɪz] – очі
15. eyelashes [ˈaɪˈlæʃɪz] – віії
16. eyebrows [ˈaɪˈbraʊz] – брови
17. hazel [ˈheɪzl] – карі
18. blue [ˈblu:] – блакитні
19. grey [ɡreɪ] – сірі
20. wide set [ˈwaɪdˈset] – широко посаджені
21. close set [ˈkləʊzˈset] – близько посаджені
22. curving [ˈkɜːvɪŋ] – хвилясте (волосся)
23. bushy [ˈbʊʃɪ] – густі (брови)
24. penciled [ˈpensɪld] – тонкі (про брови)
25. tall [tɔːl] – високий
26. short [ʃɔːt] – низький
27. complexion [kəmˈplekʃn] – колір обличчя
28. hair [hɛə] – волосся
29. dark [da:k] – темний
30. fair [fɛə] – світлий
31. chestnut [ˈtʃestnʌt] – каштанові
32. blonde – блондинка
33. curly [ˈkɜːli] – кучерявий
34. straight [streɪt] – прямий
35. nose [nəʊs] – ніс
36. turned-up [ˈtɜːndˈʌp] – кирпатий (ніс)
37. aquiline [ˈækwɪlaɪn] – орлиний (ніс)
38. snub [snʌb] – курносий
39. hooked [ˈhʊkt] – гачкуватий (ніс)

4.2. Множина іменників

1. Множина іменників утворюється шляхом додавання закінчення **-s-** до основи обчислюваних іменників в однині. Невизначений артикль **a (an)** перед іменниками у множині не вживається. Нечисленні іменники не мають форми множини.

--S читається $\left\{ \begin{array}{l} [z] \text{ після дзвінких приголосних та голосних} \\ [s] \text{ після глухих приголосних} \end{array} \right.$

Наприклад: a cat – cats [kæts] кіт – коти
a toy – toys [tɔɪz] іграшка – іграшки
a son – sons [sʌnz] син – сини

Але: black coffee – чорна кава
green tea – зелений чай
good news – хороша новина
thick hair – густе волосся
bad weather – погана погода
money – гроші (не moneys)
interesting work – цікава робота

2. Іменники, що закінчуються на *-s (ss), -sh, - (t)ch, -z* и *-x*, у множині приймають закінчення *-es*, яке читається [*ɪz*].

Наприклад: a dress – dresses [ˈdresɪz] сукня – сукні
a bush – bushes [ˈbʊʃɪz] кущ – кущі
a coach – coaches [ˈkəʊtʃɪz] вагон – вагони
a box – boxes [ˈbɒksɪz] коробка – коробки
a buzz – buzzes [ˈbʌzɪz] гудок - гудки (дзижчання)

3. Іменники, що закінчуються на німу *-e* з попередніми *-s, -z, -c, -g*, у множині приймають закінчення *-s* і читаються [*ɪz*].

Наприклад: a stage – stages [ˈsteɪdʒɪz] сцена – сцени
a dose – doses [ˈdoʊzɪz] доза – дози
a piece – pieces [ˈpiːsɪz] шматочок – шматочки

4. До іменників, що закінчуються на *-y* з попереднім приголосним, у множині додається *-es*, і *y* змінюється на *i*.

Наприклад: a baby – babies [ˈbeɪbɪz] дитина – діти
a city – cities [ˈsɪtɪz] місто – міста

Якщо перед *y* стоїть голосний, то множина утворюється за загальним правилом.

Наприклад: a boy – boys [bɔɪz] хлопчик – хлопчики
a day – days [deɪz] день – дні

5. До іменників, що закінчуються на *-f*, додається *es* у множині, *f* змінюється на *v* і читається [*vz*].

Наприклад: a leaf – leaves [li:vz] лист – листя
a shelf – shelves [ʃelvz] полиця – полиці

Іменники на *-fe* утворюють множину шляхом зміни *f* на *v* та додавання закінчення *-s*, яке читається [*vz*].

Наприклад: a wife – wives [waɪvz] дружина – дружини
a life – lives [laɪvz] життя – життя

6. Множина іменників на *-o* утворюється шляхом додавання закінчення *-es* [*əʊz*].

Наприклад: a potato – potatoes [pəˈteɪtəʊz] картоплина – картопля
(збиральний іменник)

Але: a tomato – tomatoes [tə'mɑ:təʊz] помідор – помідори
a photo – photos ['fəʊtəʊz] фотографія – фотографії
a piano – pianos ['pjæɪnəʊz] 1 піаніно – багато ...
an auto – autos ['ɔ:təʊz] автомобіль – автомобілі

(Це скорочені варіанти інтернаціональних слів – a photography, a fortepiano, an automobile).

7. Множина деяких іменників утворюється не за правилами. Ці іменники слід запам'ятати.

a man – men - чоловік – чоловіки
a woman – women ['wɪmɪn] - жінка – жінки
a child [tʃaɪld] – children ['tʃɪldrən] - дитина – діти

a mouse – mice - миша – миші
a goose – geese - гусак – гуси
a tooth – teeth - зуб – зуби
a foot – feet - ступня – ноги (ступні)
an ox – oxen - віл – воли

8. Запам'ятайте наступні іменники, що мають у множині ту саму форму, що і в однині.

a sheep – sheep - вівця – вівці
a deer – deer [dɪə] - олень – олені
a swine – swine - свиня – свині

5. Прочитайте іменники в однині та множині з перекладом. Поясніть правила утворення їх множини та фонетичного прочитання.

[s]

- | | |
|--|--|
| 1. a parent – parents | 1. батько – батьки |
| 2. an aunt – aunts | 2. тітка – тітки |
| 3. a clock – clocks | 3. годинник – кілька годинників (настінні) |
| 4. an adult – adults | 4. повнолітній – повнолітні |
| 5. a grown-up – grown-ups | 5. дорослий – дорослі |
| 6. a journalist – journalists | 6. журналіст – журналісти |
| 7. an architect – architects | 7. архітектор – архітектори |
| 8. a dentist – dentists | 8. дантист – дантисти |
| 9. a cook – cooks | 9. кухар – кухарі |
| 10. a shop-assistant – shop-assistants | 10. продавець - продавці |
| 11. a clerk – clerks | 11. клерк – клерки |
| 12. a restaurant – restaurants | 12. ресторан – ресторани |
| 13. a bank – banks | 13. банк – банки |

[z]

- | | |
|----------------------------|--------------------|
| 14. a mother – mothers | 14. мама – мами |
| 15. a father – fathers | 15. тато – тата |
| 16. a son – sons | 16. син – сини |
| 17. a daughter – daughters | 17. дочка – доньки |

18. a brother – brothers
19. a sister – sisters
20. an uncle – uncles
21. a nephew – nephews
22. a cousin – cousins

23. a husband – husbands
24. a father-in-law –
fathers-in-law
25. a mother-in-law –
mothers-in-law
26. a teenager – teenagers
27. a toddler – toddlers
28. a doctor – doctors
29. a surgeon – surgeons
30. a teacher – teachers
31. a waiter – waiters
32. an engineer – engineers
33. a driver – drivers
34. a worker – workers
35. a librarian – librarians
36. a hospital – hospitals
37. a school – schools
38. a department – store –
department – stores
39. a theatre – theatres
40. a cinema – cinemas

[iz]

41. an actress – actresses
42. a miss – misses
43. an eyelash – eyelashes
44. a niece – nieces
45. nurse – nurses
46. a garage – garages
47. a watch – watches
48. a baby – babies
49. a secretary – secretaries
50. a factory – factories
51. a library – libraries

[vz]

52. a wife – wives
53. a housewife – housewives
54. a life – lives

18. брат – брати
19. сестра – сестри
20. дядько – дядьки
21. племінник – племінники
22. двоюрідний брат (сестра)
двоюрідні брати (сестри)
23. чоловік - чоловіки
24. тесть (свекор) – тесті (свекри)

25. теща (свекруха) – тещі (свекрухи)

26. тінейджер – тінейджери
27. немовля – немовлята
28. лікар – лікарі
29. хірург – хірурги
30. вчитель – вчителі
31. офіціант – офіціанти
32. інженер – інженери
33. водій – водії
34. робітник – робітники
35. бібліотекар – бібліотекарі
36. лікарня – лікарні
37. школа – школи
38. універсам – універсами

39. театр – театри
40. кінотеатр – кінотеатри

41. актриса – актриси
42. міс – незаміжні дівчата
43. вія – вії
44. племінниця – племінниці
45. медсестра – медсестри
46. гараж – гаражі
47. годинник – годинники (наручні)
48. дитина – діти
49. секретар – секретарі
50. фабрика – фабрики
51. бібліотека – бібліотеки

52. дружина – дружини
53. домогосподарка – домогосподарки
54. життя – життя

55. a shelf – shelves

55. полиця – полиці

[əuz]

56. a potato – potatoes

56. картоплина – картопля

57. a tomato – tomatoes

57. помідор – помідори

58. an auto – autos

58. автомобіль – автомобілі

59. a piano – pianos

59. піаніно – багато ...

60. a photo – photos

60. фотографія – фотографії

* * * * *

* * * * *

61. a tooth – teeth

61. зуб – зуби

62. a goose – geese

62. гусак – гуси

63. a foot – feet

63. ступня – ноги (ступні)

64. an ox- oxen

64. віл – воли

65. a child – children

65. дитина – діти

66. a mouse – mice

66. миша – миші

67. a man – men

67. чоловік – чоловіки

68. a woman – women

68. жінка – жінки

6. Изучите таблицу. Переведите и запомните.

<i>Country</i>	<i>Language</i>	<i>Nationality (sg.)</i>	<i>Nationality (pl.)</i>
England	English	an English (man)	the English
America	American	an American	Americans
	English		
Canada	English/French	a Canadian	Canadians
Australia	English	an Australian	Australians
France	French	a French (man)	the French
			Frenchmen
Italy	Italian	an Italian	Italians
Spain	Spanish	a Spaniard	Spaniards
Norway	Norwegian	a Norwegian	Norwegians
Sweden	Swedish	a Swede	Swedes
Holland	Dutch	a Dutchman	the Dutch
The Netherlands			
Denmark	Danish	a Dane	Danes
Germany	German	a German	Germans

7. Прочитайте словосполучення та речення та перекладіть їх рідною мовою. Складіть якомога більше аналогічних словосполучень та речень з виділеними словами.

**pretty, handsome,
good – looking,
ugly, graceful,**

A pretty girl, a handsome boy, a good-looking nurse; handsome boys, pretty sisters, good-looking cousins; an ugly son, handsome sons; graceful Americans, pretty wives and ugly

thin, slim, fat, thick husbands, good-looking *Canadians* and handsome *English*.
plump, stout Where are you from? – I am from *Australia*. I'm *Australian*.
 How many daughters have you got? – We've got two. They are twins. Is your secretary in? – No, she is away (уехала). She is in *Spain*. A thin dentist, a slim librarian, a graceful teacher; a fat driver, a thick architect, a plump cook, a stout journalist; slim *Italians*, graceful *French*, thin women; thick cats, thick dogs, big countries, big garages; plump nieces, stout misses, fat actresses. This is a boy. He has got a lot of friends. They are from different (разные) countries: *Germany*, *Sweden*, *England* and *Holland*. Have you got nieces or nephews? – We have got two nieces and three cousins? What are their names? Their names are: Ann, Patty, Paul, Peter and Robert. - How old are they? – They are eight, ten, twelve, thirteen and fifteen.

tall, short, erect, stooping Tall uncles, short aunts, erect women; a stooping adult, a graceful surgeon; erect teenagers, stooping grandparents; a tall waiter, short waitresses. Who is it? – This is Ann. What is she? She is a shop assistant. – What kind of girl is she? – She is a tall pretty girl. Besides (кроме того) she is a diligent worker. Is your father-in-law stooping or erect? He is erect. He is middle – aged. Where are the *Spaniards*? They are at the department store. They are fond of shopping.

hazel, wide- set, close-set, eyelashes Hazel eyes, blue eyes, grey eyes; wide-set eyes, close- set, eyes; long eyelashes, curving eyelashes; dark hair, fair hair
dark, fair, hair, straight hair, curly hair, blond hair, chestnut hair; a good
curly, blond, complexion, a dark complexion, a fair complexion; a small
complexion nose, a long nose, a straight nose, an aquiline nose, a snub
chestnut, snub, nose, a turned-up nose; bushy eyebrows, penciled eyebrows.
turned-up, bushy, This is Mary. She is a young slim woman. Mary is married.
eyebrows, penciled She has got a husband and a child. Mary is pretty. Her hair is blond, her eyes are blue. She has a good complexion. Her face is oval. She has penciled eyebrows and curving eyelashes. Her hair is long and straight; her nose is small and a bit (немного) turned-up. Bred Smith is a middle-aged man. He is a pensioner. His children are grown up. Bred has a granddaughter. Bred is stout and short. He is stooping because of (из-за) his age. He has a dark complexion. His face is round. His eyes are hazel, his eyebrows are bushy. He has got an aquiline nose. He is an ugly, but very good-natured man.

8. Прочитайте та перекладіть текст українською мовою. Потім надайте відповіді на запитання.

Susie

Susie is one and a half years old. She is a little girl. There are some things she says: “ball, milk, daddy, mummy, granny, grandpa, home”.

Susie is very funny but witty. Susie has got a lot of toys. She has a red dress on. Susie is plump. Her face is round. Her eyes are big and blue. She has got long curving eyelashes. Her hair is chestnut. It is long and curly. Her cheeks and lips are pink. Her nose is snub but lovely. Susie is at home now. She is with toys. Susie is an only child, of course, she is a bit spoiled as she has a large family of loving relatives.



some things [səm 'θɪŋz] – декілька речей

a bit spoiled [spɔɪld] – трохи розпещена

of course [əf 'kɔ:s] – звісно

lips – губи

only – єдиний

says [sez] – каже

pink – рожеві

cheeks – щоки

1. What is the girl's name? How old is she? Is she a little girl?
2. What words does she say? What kind of girl is she? Has she got many toys?
What has she got on?
3. Is Susie plump or slim? Is her face round or oval? What colour eyes has she got?
Are her eyelashes long and curving?
4. What colour is her hair? Is it long or short? What are her cheeks, lips and nose like?
5. Where is Susie now? Why is Susie a bit spoiled? Has she got a big family?

9. Опишіть свого одногрупника, не називаючи його. Нехай інші відгадають, хто це.

10. Розпитайте один одного про ваші сім'ї (їхні ім'я, вік, професія, зовнішність, сімейний стан тощо).

11.* Надайте відповіді на запитання. Розкажіть про себе та про вашу родину, використовуючи запитання як план.

1. What is your name?
2. Are you Ukrainian? Where are you from?
3. Is your town (or village) large or small?
4. What street is your flat (house) in? What is your flat number?
5. How old are you? Are you tall or short? Are you slim or plump?
6. What kind of hair have you got? What colour is it? Is it long or short?
7. Is your face round or oval? What is your complexion?
8. What kind of nose have you got? Is it turned-up or straight?

9. Are your eyes large or small? What colour are they? What kind of eyelashes have you got?
10. What are you? What kind of person are you? What are you fond of?
11. Have you got a big family? Have you got any brothers or sisters? Grandparents?
12. What are your parents' names? How old are they? What are they? Are they good-looking?
13. Have you got any aunts or uncles, nieces or nephews? What are they? What kind of people are they?
14. Are you a diligent student? Are you sociable? Have you got many friends? Are they merry and witty?
15. Are you married or single? Are you fond of your family?

12*. Прочитайте слова та напишіть їх транскрипцію.

'chamber, joy, strength, 'further, 'bottom, cloak, con'ductor, 'elbow, hatch, 'difficult, grown, avoid, 'parlor, crown, 'lackey, 'baby, bark, 'capable, bone, flirt, dry, wipe, quirk, yoke.

13*. Напишіть твір про себе та про свою сім'ю, використовуючи впр. 11 як план і додаткову лексику:

charming ['tʃɑ:mɪŋ] – чарівний
 proud – гордий
 stocky – кремезний
 a widow ['wɪdəʊ] – вдова
 a baby-sitter – няня
 quick-minded ['kwɪk'maɪndɪd] – швидкодумний
 weak – слабкий
 a widower – вдівець
 strong – сильний
 well-made – добре складений
 a barber – чоловічий перукар
 well-read – начитаний
 a haircut – стрижка
 a hairdresser – жіночий перукар
 sluggish – повільний
 a hairdo – зачіска
 a mouth – рот
 easy-going – легковажний
 simple-minded – простодушний
 lips – губи
 smart – розумний
 serious ['sɪəriəs] – серйозний
 obstinate – впертий

awkward ['ɔ:kwəd] – незграбний
 always – завжди
 stubborn ['stʌbən] – впертий
 boastful – хвалькуватий
 beloved [bi: 'lʌvɪd] – коханий, любий
 a nickname – прізвисько
 a countryman – земляк
 a pet – домашня тварина
 a gardener – садівник

a god	son	---	крестные	СИН
	daughter			ДОЧКА
	father			ТАТО
	mother			МАТИ

Reading for fun:

1. *Teacher:* John, why should we eat carrots?

John: Because they are good for our eyes.

Teacher: How do we know?

John: Did you ever see a rabbit wearing glasses?

should [ʃud] – слід

ever [ˈevə] – будь-коли

wearing glasses [ˈweəriŋ ˈglɑ:sɪz] – який носить окуляри

* * *

2. *Little Mary:* What is your brother's name?

Little Sally: I don't know yet. I can't understand a word he says.

can't [kɑ:nt] – не можу

* * *

3. *Father:* You know that mother is very angry when you get bad marks at school.

Son: Well, it's not me who is to blame for, it's the teacher who gives bad marks.

is angry [ˈæŋɡrɪ] – злитися

who is to blame for – хто винен у цьому

mark [mɑ:k] – оцінка

* * *

4. *Mother:* Why is your dress so dirty, Mary? And your face and your hands are dirty, too! Did you see me in a dirty dress and with dirty hands?

Mary: I didn't see you when you were a little girl.

Did you see me ... ? – Чи бачила ти мене... ?

* * *

5. *Tom:* What's your father, Bobby?

Bobby: My father's a school teacher.

Tom: That's a good profession. Does he like it?

Bobby: He has only one thing to complain about.

Tom: What's that?

Bobby: The children.

to complain about [kəm ˈpleɪn] – скаржитися на що-небудь

LESSON 5

1. Буквосполучення: *ee* и *ea* [i:], *oo* [u] / [u:], *igh* [aɪ], *al* перед *k* [ɔ:k], *al* перед *f*, *m*, *ve* + приголосний [ɑ:], *air* [eə].
2. Зворот *there is/are* (позитивні, негативні та питальні форми).

1. Прочитайте слова вправи 12 уроку 4.

2. Прочитайте слова в транскрипції та перекладіть їх українською мовою; запишіть слова англійською мовою.

[ˈpeərənts]	[ˈnevju(:)]	[ˈeldəli]
[ˈfɑ:ðə]	[ɑ:nt]	[ˈnə:s]
[ˈdɔ:tə]	[ˈʌŋkl]	[ˈsə:dʒən]
[ni:s]	[ˈeɪdʒd]	[ˈweɪtrɪs]
[kʌzn]	[ˈædʌlt]	[ˈendʒɪniə]
[laɪˈbreəriən]	[ɪksˈpɪəriənst]	[rɪˈlaɪəbl]
[ˈhænsəm]	[kəmˈplekʃn]	[ˈkæ:lɪ]
[ˈaɪbraʊz]	[ˈbʊʃɪ]	[ˈækwɪləɪn]
[ˈstɑ:t]	[streɪt]	[ˈpensɪld]

5.1. Буквосполучення

1. Буквосполучення *ee* й *ea* в наголошеному складі читаються [i:].

Наприклад: green [gri:n] – зелений
read [ri:d] – читати

2. Буквосполучення *oo* перед літерою *k* та деякими іншими вибуховими приголосними читається [u].

Наприклад: book [bʊk] – книга

В інших випадках – [u:].

Наприклад: stool [stu:l] – табурет

3. Буквосполучення *igh* дають звук [aɪ].

Наприклад: lightshade [ˈlaɪtʃeɪd] – абажур

highchair [ˈhaɪtʃeə] – високий стілець

4. Буквосполучення *al* – перед *k* читається як [ɔ:k], *al* перед *f*, *m*, *ve* і наступний приголосний як [ɑ:], в інших випадках як [ɔ:l].

Наприклад: wall paper [ˈwɔ:lpeɪpə] – шпалери

talk [tɔ:k] – говорити

calm [kɑ:m] – спокійний

halves [hɑ:vz] – половинки

half [hɑ:f] – половина

5. Буквосполучення *air* дає звук [εə].

Наприклад: pushchair [ˈpuʃtʃεə] – дитячі ходунки

3. Прочитайте слова та затранскрибуйте їх.

[i:]	[v] - [u:]	[aɪ] - [εə]
free – tree	groom – broom	night – right
mean – cream	good – book	fight – high
beetle – meals	stood – fool	air – fair
dream – see	wood – look	stairs – hair

[ɑ:], [aɪ], [i:], [εə], [u:]	[ɔ:] - [ɑ:]
staff – bright – cair	call – calm bald –
meat – airy – wool	balm
rasft – mairs – seen	half – salt stalve –
	falk
	walk – calves smalt – all

5.2. Зворот *there is/there are*

1. В англійській мові поширені речення, що починаються зі звороту *there is/there are*. Він показує наявність чи відсутність будь-якої особи чи предмета у певному місці (десь). Цей зворот перекладається «є», «знаходиться». При цьому зворот *there is/are* стоїть на початку речення, за ним слідує підмет, а потім обставина місця (або часу). Переклад речення українською мовою починається з кінця речення, тобто з обставини місця (або часу).

Наприклад: **There is** a dressing table near my bed.

Біля мого ліжка знаходиться туалетний столик.

There are dolls, toy-cars and a teddy bear on her storage unit.

На її полиці для іграшок знаходяться ляльки, іграшкові машинки та плюшеве ведмежа.

2. Як видно з прикладів, зворот *there is* вживається перед обчислюваними іменниками в однині або необчислюваними іменниками, перед обчислюваними іменниками ми використовуємо невизначений артикль. Зворот *there are* вживається перед іменниками у множині, причому після нього часто слідують кількісні іменники, слова *a lot of, many, some, any* тощо.

Наприклад: **There is** a [→] gas [^] stove, a [^] fridge, a [^] sink, a [^] kitchen [^] table, [^] four [^] stools and a [∨] cupboard in the [^] kitchen. –

У кухні є газова плита, холодильник, раковина, кухонний стіл, 4 табурети та сервант.

There are [→] beautiful [^] curtains at the [∨] window.

На вікні чудові фіранки.

3. Якщо у реченні після звороту **there is (are)** знаходиться іменник в однині, то дієслово узгоджується з ним у числі, незалежно від того, скільки знаходиться за першим іменником однорідних іменників.

Наприклад: There is a telephone, modern furniture, two armchairs, a suite and a journal table in our living room.

У нашій вітальні є телефон, сучасні меблі, два крісла, м'який гарнітур та журнальний столик.

4. Негативна форма зі зворотом **there is/are** може бути створена двома способами:

- а) за допомогою негативного займенника **no**, після якого іменник вживається без артикля або будь-якого визначника.

Наприклад: There is no central heating in our house. –

У нашому будинку немає центрального опалення.

There are no tiled walls in our bathroom or toilet. –

У нашій ванній кімнаті та туалеті немає кахельних стін.

- б) за допомогою негативної частки **not** і наступним невизначеним артиклем **a/an** перед іменником в однині і невизначеним займенником **any** перед іменником у множині.

Наприклад: There isn't a music centre in our bedroom. – У нашій спальні немає музичного центру.

There aren't any upper lights on the ceiling [si:lɪŋ]. – На стелі немає жодного верхнього світла (люстри).

5. Питальні речення зі зворотом **there is/are** утворюються шляхом перенесення **is/are** на перше місце у загальних питаннях та перед перерахованими об'єктами у спеціальних питаннях.

Наприклад: → Are there any prams in this shop? – No, there aren't. –

У цьому магазині є коляски? Ні.

As there electricity in this flat? – Yes, there is. –

У цій квартирі є електрика? Так є.

→ What is there on the bedside cabinet? –

There are 5 flowers in the vase on it. –

Що на тумбочці? – На ній у вазі 5 квітів.

4. Прочитайте речення з перекладом та порівняйте їх. Зверніть увагу на інтонаційне оформлення речень (The Low Fall / Low Rise).

- | | |
|---|---|
| 1. There is a chamber pot under the bed.
The playpen is in the nursery.
There isn't a rocking horse in the living room.
There is no stroller in the corridor.
Is there a baby carrier on the hook? – Yes, there is. | 1. Під ліжком знаходиться нічний горщик.
Манеж у дитячій кімнаті.
У вітальні немає конячки-гойдалки.
У коридорі немає прогулянкові коляски.
На вішалках є пристрій для носіння немовля на грудях (спині)? – Є. |
| 2. There are four stools at the kitchen table.
The mirror and the bookcase are in my study.
Are the carpet, the rug and the playmat in your flat? – No, they aren't. They're in yours.
There aren't any water basins in the bathroom.
There are no bricks or tops in the children's room. | 2. За кухонним столом чотири табурети.
Дзеркало та книжкова шафа у моєму кабінеті.
Килим, доріжка та дитячий килимок у твоєї квартири? – Ні. Вони у твоїй (квартирі).
У ванній кімнаті немає жодних тазиків.
У дитячій кімнаті немає кубиків та вертушок. |

5. Прочитайте речення та перекладіть їх українською мовою. Складіть якнайбільше аналогічних речень.

- There is** a rag doll on the storage unit.
There is a pink standard lamp in the bedroom.
There is a lift in our house.
There is central heating in this new district.
There are five light coats in the room.
There are some tape recorders in this shop.
There are two armchairs in the study.
- Is there** cupboard in the kitchen?
Are there yellow curtains at the windows?
Is there a radio set in your parents' house?
Are there many people in the cinema?
- There is not** a park in our village.
There is no running water in this building [ˈbɪldɪŋ].
There are not any children in the kinder garden.
There are no pictures in this classroom.
- What **is there** on the stove? – **There is** a pan on it.
How many pupils are there in the classroom? – There are 30 pupils.
Whose book is there on the desk? – My mother's.
How much sugar ([ˈʃuːɡə] – цукор) is there in the tea ([ˈtiː] – чай)? –

There's a little sugar in it.
Who is there at school? – My teachers are.

6. Прочитайте слова з перекладом та запишіть їх у словник. Зверніть увагу на правопис цих слів.

- | | |
|--|---|
| 1. a block of flats – багатоквартирний будинок | 15. toilet (lavatory) ['tɔɪlɪt] – туалет |
| 2. a floor – поверх | 16. in front of [ɪn'frʌntəv] – перед, попереду |
| 3. a balcony ['bælkəni] – балкон | 17. in the middle – посередині |
| 4. a living room – вітальня | 18. above [ə'bʌv] – над |
| 5. a bed-room – спальня | 19. under ['ʌndə] – під |
| 6. a children's room – дитяча кімната | 20. on – на |
| 7. a kitchen – кухня
in the kitchen – на кухні | 21. in – в |
| 8. modern conveniences ['mɒdən kən'vi:niənsɪz] – сучасні зручності | 22. near [niə] – біля, коло, близько |
| 9. electricity [ɪ,lek'trɪsɪti] – електрика | 23. left – лівий
on (to) the left – ліворуч |
| 10. gas – газ | 24. right [raɪt] – правий
on (to) the right – праворуч |
| 11. lift – ліфт | 25. centre ['sentə] – центр
in the centre – у центрі |
| 12. 'telephone – телефон | 26. light [laɪt] – світлий |
| 13. running water ['wɒtə] – водопровід | 27. dark [dɑ:k] – темний |
| 14. central heating – центральне опалення | 28. between [bi'twi:n] – між |

7. Прочитайте словосполучення та речення, перекладіть їх рідною мовою; складіть пов'язані висловлювання з виділеними словами та напишіть їх.

living-room, bedroom, kitchen, nursery, children's room, block of flats, floor, light, dark, middle, centre, to the left

modern conveniences, running water, gas, electricity, telephone, central heating, cold, hot, in front of, above, under, between, balcony toilet

A big light living-room, a small dark bedroom; in the centre of my room, to the left of the kitchen; in the middle of the children's room. – Near the nursery. We live in a block of flats. How many rooms have you got? – We have got 3 rooms. Is your house high [haɪ] – високий)? – Yes, it is. There are 16 floors in it.

All modern conveniences, no conveniences; gas and running water; a lift and a telephone; electricity, no electricity; hot water, cold water; heating, central heating; on the desk, in front of the desk; under the desk, above the desk; between the window, between the sofas

(дивани); on the balcony – in the toilet. What is your address? – My address is Main Street, house number 5. Is there a telephone in your house? – Yes, there is. We also have all modern conveniences: gas and electricity, central heating and hot and cold running water. But we have no lift. Where is my book? – It is on the bookshelf (книжкова полиця) in front of the TV set. Where is the clock? – It is above the desk between the pictures. There is no cat. Where is it? – Oh, your cat is on the balcony. Who is in the toilet? – My child is.

8. Закінчіть речення, використовуючи нову лексику. Запишіть їх.

1. I live in a ... in ... street.
2. We have got 9 ... in our house.
3. There are 3 rooms in my flat:
4. Is your kitchen big or ... ? – It is very big and
5. There are all modern ... in our flat. They are:
6. There is also a ... in the flat. Our ... number is 555143.
7. To the left of the nursery there is a We've got two large... where we like to breathe [bri:ð] in fresh air (вдихнути свіжого повітря).

9. Утворіть ствердні, негативні та питальні речення від даних нижче слів та словосполучень, використовуючи оборот *there is/are*.

Наприклад: children / at school.

There are many children at school.

There are no children at school.

There aren't any children at school.

Are there many children at school?

How many children are there at school?

Students / at the university, cups / in the cupboard, flats / in the block of flats, rooms / in my house, a picture / above the clock, a cat / under the table, modern furniture / in the living room, a big mirror / between the bookshelves, shops / in the centre of our city.

10*. Перекладіть англійською мовою речення та запишіть їх.

1. Наше місто (city) дуже велике та красиве. У ньому є багато (a lot of) вулиць.
2. Скільки будинків на твоїй вулиці? – 20. Де твій будинок? – Він перед крамницею.
3. У вас є всі сучасні зручності? – Так. Це – центральне опалення, водопровід, газ, ліфт, електрика.

4. Ваша вітальня світла чи темна? – Наша вітальня велика та світла. У центрі кімнати знаходиться круглий стіл і ваза з квітами.

5. На якому поверсі квартира Сема? – На другому. – Скільки у нього кімнат? – Три. У нього є вітальня, спальня, дитяча, а також 2 балкони, кухня, ванна та туалет.

11*. *Запитайте свого партнера про те, яку він має квартиру (будинок), де він живе, чи має телефон, газ, ліфт тощо.*

LESSON 6

1. Невизначені займенники *some / (not) any*.
2. Звороти *a lot of, lots of, plenty of; many / much*.
3. *few / a few, little / a little*.
4. Текст для читання “*Peter Grey’s house*”.

1. Прочитайте слова та затранскрибуйте їх.

Crawl, duster, right, talking, palm, kidney, duke, capable, calves, mair, feed, crook, deal, stool, fall, cowboy, below, find, crazy, vital, dene, stir, pork, chop, boar, army, burden, germ, groin, destroy, thunder, clothes, type, pitch, cause, bishop, stock, quit.

2. Прочитайте слова у транскрипції, напишіть їх.

[hʌʊs]	[ˈprɪtɪ]	[nju:]
[flɔ:]	[ˈmɒdən]	[kənˈviːniənsɪz]
[nɪə]	[ˈendʒɪnɪə]	[əˈbʌʃ]
[ɪnˈfrʌnt əv]	[ˈsentə]	[ˈkɪtʃən]
[ˈbɑ:θru:m]	[ˈbælkəni]	[ˈlaɪt]

3. Перетворіть речення, використовуючи зворот *there is / there are*, і напишіть їх.

Наприклад: This flat has got a balcony.

There is a balcony in this flat.

1. This room has got two big windows (окна).
2. Our city hasn't got a library.
3. A dirty (грязный) dress and jeans are on the floor.
4. We have got a round table in the middle of the living room.
5. He's got a beautiful picture between the bookshelves.
6. The Browns have got 3 rooms in their flat.
7. My parents are not in the bedroom.
8. The girl has got a clock above her desk.
9. The factory isn't to the right of the office.
10. Nancy has got a telephone in the corridor (коридор).

4. Поставте запитання до нижченаведених речень, вживаючи запитальні слова в дужках, і попросіть однокурсника відповісти на них.

Наприклад: There are three shops in our street. (How many?)

– **How many** shops are there in our street?

– *There are three.*

1. There is a funny dog on the mat (коврик). (What?)
2. There is my niece at the door. (Whose?)
3. There is a nice portrait [ˈpɔ:trɪt] between the windows. (What?)
4. There are many toys on the storage unit (на полиці для іграшок). (What?)
5. There is a teacher at the desk. (Who?)
6. There are nine floors in our block of flats. (How many?)
7. There are pupils to the left of the door [dɔ:] (двері). (Who?)
8. There is a garage behind [bɪhaɪnd] (позаду) the house. (What?)
9. There are two married students in our group. (How many?)
10. There is a shop-assistant at the counter [ˈkaʊntə] (прилавок). (Who?)

5. Прочитайте слова з перекладом та запишіть їх у словник. Зверніть увагу на правопис цих слів.

- | | |
|--|--|
| 1. wall paper – папер | 12. a suite [ˈswi:t] – меблевий гарнітур |
| 2. a carpet [ˈkɑ:pɪt] – килим | 13. a mirror [ˈmɪrə] – дзеркало |
| 3. a rug – килимок, доріжка | 14. a chair [tʃeə] – стілець |
| 4. curtains [ˈkɜ:tɪnz] – штори | 15. an armchair [ˈɑ:mʃeə] – крісло |
| 5. furniture [ˈfɜ:nɪtʃə] – меблі | 16. a dressing table – туалетний столик |
| 6. a bed – ліжко | 17. a standard lamp – торшер |
| 7. a single bed – односпальне ліжко | 18. a TV set – телевізор |
| 8. a double [ˈdʌbl] bed – двоспальне ліжко | 19. a music centre – музична система |
| 9. a wardrobe [ˈwɔ:drəʊb] – платяна шафа | 20. a tape-reˈcorder – магнітофон |
| 10. a door [dɔ:] – двері | 21. comfortable [ˈkɒmfətəbl] – зручний, комфортний |
| 11. a bookcase – книжкова шафа | 22. convenient [kənˈvi:nɪənt] – зручний у використанні |
| | 23. some/any – кілька, скільки-небудь |

6.1. Невизначений займенник *some* / (*not*)*any*

Займенник *some* позначає – невизначена кількість чогось або будь-кого. У ствердних реченнях використовується займенник *some*, у негативних та питальних – *any*.

Наприклад: There are **some** chairs and armchairs in the room.

У кімнаті є кілька (якісь) стільців та крісел.

–We have **not** got **any** standard lamp in the bed room.

У спальні немає жодного торшера.

Have you got **any** books in the bookcase? Yes, I have **some**.
У тебе є якісь книжки у книжковій шафі? Да є трохи.

6.2. Звороти *a lot of, lots of, plenty of; many / much*

Для позначення великої кількості чогось або когось використовуються звороти *a lot of, lots of, plenty of* у розмовному мовленні в ствердних реченнях як перед обчислюваними, так і нечисленними іменниками.

Наприклад: There's **a lot of** furniture in our flat.

У нашій квартирі багато меблів.

There are **lots of** wardrobes, dressing tables and comfortable suits in this shop.

У цієї крамниці багато шаф, туалетних тумбочок та зручних меблевих гарнітурів.

There's **plenty of** fresh air in the 'orchard.

У фруктовому саду багато свіжого повітря.

Займенник **many** використовуються перед обчислюваними, а **much** – перед нечисленними іменниками у негативних та питальних реченнях.

Наприклад: There aren't **many** cups in the cupboard.

У буфеті (посудній шафі) небагато чашо.

Is there **much** money in your bag? Yes, there is.

Ти маєш у сумці багато грошей? Так.

Much і **many** можуть вживатися в ствердних реченнях, якщо перед ними стоять слова **too, so, very**.

Наприклад: There's **so much** milk in the pail.

У відрі так багато молока.

There are **too many** people in the bus.

В автобусі дуже багато людей.

6.3. *few / a few, little / a little*

Займенники **few** (мало) и **a few** (кілька, але достатньо) використовуються перед обчислюваними, а **little** (мало) и **a little** (небагато, але достатньо) – перед нечисленними іменниками.

Наприклад: Jack has got **few** friends. He is dull.

У Джека мало друзів. Він нудний.

There are **a few** windows on this floor.

На цьому поверсі кілька вікон.

There's very **little** water in the jar.

У баночці дуже мало води.

There's **a little** coffee in the cup. But it's enough [i' nlf] for me

У чашці є трохи кави. Но цього мені буде достатньо.

6. a) Прочитайте речення з перекладом. Закрийте ліву частину вправи та перекладіть їх англійською мовою.

1. There are some tape-recorders on the table.

There is some furniture in the children's room.

Is there any tea in the tea pot? – Yes, there is some.

Are there any rugs in the corridor? – No, there aren't any.

There isn't any salt [sɔ:lt] in the box.

There is no carpet on the floor.

There aren't any double beds in the bedroom.

There are no comfortable chairs in this classroom.

2. There are plenty of wall papers on the shelf.

There is lots of fresh air on the balcony.

There is a lot of convenient time for you.

There isn't much jam in the jar.

There aren't many TV sets in our department store.

Are there many doors in this building [ˈbɪldɪŋ]? – No, not many.

Is there much sugar [ˈʃu:ɡə] in the tea? – Yes, there is.

3. How many friends have you got? – I've got a few friends, but they are true friends.

Are all the sofas and suites comfortable? – No, very few.

There's very little mineral water in the bottle. I am thirsty [ˈθɜ:sti]. I am hungry. There's so little soup in the pan!

1. На столі кілька магнітофонів.

У дитячій є небагато меблів.

У заварнику є чай? – Так, є трохи.

У коридорі є якісь килимки? – Немає жодного.

У коробці немає солі.

На підлозі немає килима.

У спальні немає двоспальних ліжок.

У цій класній кімнаті немає зручних стільців.

2. На полиці багато шпалер.

На балконі багато свіжого повітря.

Для тебе є багато зручного часу.

У баночці не так багато варення.

У нашому універмагі небагато телевізорів.

У цьому будинку багато дверей? – Ні, не багато.

У чаї багато цукру? – Так.

3. Скільки в тебе друзів? – У мене є кілька друзів, але вони справжні друзі.

Чи всі дивани та меблеві гарнітури зручні? – Ні, дуже мало.

У пляшці дуже мало мінеральної води. Я дуже хочу пити. Я голодна. У каструлі так мало супу!

7. Розкрийте дужки, замінюючи слова їх англійськими еквівалентами.

1. There are (так мало) comfortable suites in this shop.
2. There isn't (багато) furniture in the nursery.
3. Are there (хоч якісь) doors here? They are to the left of the window.
4. There are (кілька, якісь) jars of jam on the balcony.
5. There are (трохи) experienced workers here.
6. There is (дуже мало) milk in the jug (глечик).
7. Is there (трохи) sugar in your tea? Yes, (небагато, але достатньо).
8. His hair is thick. There is (так багато) hair on his head.

8. Прочитайте текст і дайте відповіді на запитання. Перекажіть текст, використовуючи питання як план.

Peter Grey's house

Peter Grey is American. He is from New-York. He is a student at the pedagogical (teacher training) university. He is a very amiable¹, sociable² and witty young man. He is 20. He is fond of his study³. He is a would-to-be⁴ lawyer. He is married.

He has got a family: his wife Laura and his charming daughter Lizzy.

They have a big flat in the centre of the city. It is very comfortable and cosy⁵.

There are all modern conveniences in it: gas and electricity, central heating and running water, a telephone, a lift and a 'refuse chute. Besides, the ceiling⁶ is high and the floor is wonderful⁷. The wall paper is light green in his living room. He has got 3 rooms: a living room, a bedroom, a nursery, a kitchen, 2 balconies, a tiled⁸ bathroom and a toilet. He hasn't got much furniture. He's got a suite, a small table, a unit 2 armchairs and a music centre in the living room. The window in this room is big and the room is light.

There is a double-bed, a desk and a wardrobe in their bedroom. To the left and to the right of the bed there are dressing tables. His desk is between a mirror & a bookcase. His rug is soft and thick. Peter has got a modern computer on his desk. There are a lot of books in his bookcase. He is fond of reading⁹. They are Spanish, English, American and Ukrainian books.

His daughter's nursery is very cosy and clean. In the middle of the room there is a play mat where Lizzy plays¹⁰ with her toys.

Lizzy is a baby. She has got a pushchair¹¹, and she is often in her pram¹².

Laura's favourite place is the kitchen. She is a good cook. All the electric equipment¹³ is very convenient. She's got a gas stove¹⁴, a fridge¹⁵, a sink¹⁶. There is a kitchen table and four stools in it. The Greys' flat is not very big, but it is cosy and light. They often have a lot of guests. They are happy.



flat? There is only one room in my flat. 7. There is not any school near our block of flats. 8. There are some bottles of perfume [ˈpɜːfjuːm] (парфуми) on the dressing table. 9. Who is there at the front [frʌnt] (вхідна) door? – There’s our assistant there. 10. What is there in the middle of the room? – There is an oval table and four chairs there. 11. How many windows are there in your bedroom? There are two big windows in it. 12. There is a large two-door wardrobe between the bed and the bookshelves. 13. Are there any toys in the nursery? – Yes, there are many. 14. There is little water in the kettle (чайник). 15. Have you got many tops on the storage unit? – Only a few. 16. Any salt [sɔːlt] (сіль) or ‘pepper (перець). – Just, a little bit. 17. There is very little sugar in my tea. It is not sweet (солодкий) at all. 18. There are so few chairs in the hall. The guests [ˈɡests] (гості) have no place to sit (сидіти).

3. Заповніть прогалини відповідними за змістом словосполученнями *many, much, (very) few, a few, (very) little, a lot of, lots of, plenty of, quite a few.*

1. There are ... English books in the bookcase.
2. Are there ... or ... windows in this building? – There are ..., because the building is very large.
3. He’s got ... lemonade in the bottle.
4. There are ... apples in the tree.
5. There’s ... milk in the jug (глечик), but there’s ... milk on the carpet.
6. Are there ... buses in the street? – Yes,
7. There aren’t ... green leaves (листя), but there are ... yellow and brown leaves there. It is autumn [ɔːtəm] (осінь) now.
8. Have the Blacks got ... furniture in their new flat? – No, very
9. Have you got ... money [ˈmʌni] (гроші)? Yes, My father is a millionaire.
10. Kate has got ... relatives in Kyiv. But I have only We are from Odessa.
11. Bill and Pat have got so ... English books. They are good at English.
12. There are ... people at the theatre today. There is a ‘concert there.

7.1. Буквосполучення *ng, nk*

Буквосполучення **ng** наприкінці слова читається [ŋ], а в середині слова як [ŋɡ].

Наприклад: long [lɒŋ] – довгий
 single [ˈsɪŋɡl] – самотній
 singing [ˈsɪŋɡɪŋ] – спів

Буквосполучення **nk** теж дає носовий звук [ŋk].

Наприклад: a sink [sɪŋk] – раковина
 a bank [bæŋk] – банк

**7.2. s у положенні між двома голосними,
c перед e, i, y.**

Літера s у положенні між двома голосними читається як [z].

Наприклад: because [bi'kɔ:z] – тому що
busy ['bɪzɪ] – зайнятий

Літера c перед e, i, y читається як [s], а в інших випадках – як [k].

Наприклад: 'city ['sɪtɪ] – місто
'icy ['aɪsɪ] – крижаний
place [pleɪs] – місце
vacuum cleaner ['vækjuəm 'kli:nə] – пилосос
'curtains ['kɜ:tənz] – штори

7.3. Буквосполучення ew

Буквосполучення ew і літера u в позиції після r, l та шиплячих читається [u:], в інших випадках – як [ju:].

Наприклад: blue [blu:] – блакитний
duty ['dju:tɪ] – обов'язок
new [nju:] – новий
mute [mju:t] – німий, тихий
chew [tʃu:] – жувати
clue [klu:] – ключ, розгадка
prune [pru:n] – чорнослив
crew [kru:] – команда

7.4. Літера o перед m, n, v, и th

Літера o перед m, n, v, и th, як у відкритому, так і в закритому складі часто читається [ʌ].

Наприклад: mother ['mʌðə] – мама
son [sʌn] – син
gloves [glʌvz] – рукавички

4. Прочитайте та напишіть транскрипцію слів.

ju:, u:	ju:, u:	z; s
glue – due	few – threw	nose – stair
tune – jute	dew – flew	rose – 'bookcase
shute – 'stupid	new – strew	'reason – boss
,prune – 'numeral	'nephew – crew	cause – bus
influence – 'pupil	mew – 'jewel	'music – lost
ŋ, ŋg, ŋk	K s, k	ʌ
rank – bang	cyme – site	some – 'mother
sink – song	'bicycle – crime	dove – glove

'thinking – 'dinging	grace – cont'rol	'brother – none
'rankam – tangle	'cinema – cock	'donkey – 'monkey
'bonky – ringing	'Nancy – ra'coon	'nothing – come

**5. Прочитайте слова з перекладом та запишіть їх у словник.
Зверніть увагу на правопис цих слів.**

- | | |
|--|---|
| 1. to wake up – 1) прокидатися;
2) будити | 14. a comb [ˈkʌm] – однорядний
гребінець |
| 2. to get up – вставати | 15. to brush one's hair –
розчісувати волосся (щіткою) |
| 3. an a'larm clock [əˈlɑ:m] –
будильник | 16. a brush – щітка |
| 4. to do [du:] – робити | 17. to dress – одягатися |
| 5. to help – допомагати | 18. breakfast [ˈbrekfəst] –
сніданок |
| 6. to leave – йти, залишати, їхати | 19. to have breakfast – снідати |
| 7. to leave home – йти з дому | 20. to take – брати |
| 8. to begin [bɪˈɡɪn] – почати | 21. a shower [ˈʃaʊə] – душ |
| 9. to do morning exercises – робити
зарядку | 22. to take a shower – прийняти
душ |
| 10. to make one's bed – застелити своє
ліжко | 23. tea [ti:] – чай |
| 11. to wash one's face – вмиватися
(умити обличчя) | 24. coffee [ˈkɒfi] – кофе |
| 12. to clean (brush) one's teeth –
чистити зуби | 25. to drink – пити |
| 13. to comb one's hair – розчісувати
волосся (однорядним гребінцем) | 26. to eat – їсти |
| | 27. a 'sandwich – бутерброд |
| | 28. juice [dʒu:s] – сік |

6. Складіть розклад вашого ранку. Використовуйте слова вправи 8.

- Наприклад:** 6.30 – (I) wake up
6.40 – (I) get up
6.42 – (I) make my bed
6.45 – (I) go to the bathroom
6.55 – (I) have breakfast и т.д.

7.5. Простий теперішній час (The Present Simple Tense).

Значення й утворення

В англійській мові для вираження дії, що відбувається з різним інтервалом часу (зазвичай, регулярно, часто, рідко і т.д.), як правило, вживається **простий теперішній час (The Present Simple Tense)**, яке утворюється від інфінітиву смислового дієслова без частки *to*.

Наприклад: We always play basketball after classes.

Ми завжди граємо у баскетбол після занять.

They speak only English at the lesson.

Вони говорять лише англійською мовою на уроці.

Для Present Simple характерне вживання таких слів: *usually* [ˈju:z(u)əlɪ] – зазвичай; *always* – завжди; *often* [ɒfn] – часто; *regularly* – регулярно; *seldom* (= *rarely*) [rɛəlɪ] – рідко; *every day* [ˈevri ˈdeɪ] – кожен день; *once a month* [ˈwʌns ə ˈmʌnθ] – раз на місяць; *twice a week* – 2 рази на тиждень; *three times a year* – 3 рази на рік; *sometimes* – іноді.

У 3-й особі однини (he, she, it) до дієслова додається закінчення *s* або *es* (за тими ж правилами, що і закінчення множини іменників).

Наприклад: My mother works at the public library.

Моя мама працює у бібліотеці.

Fred helps his parents.

Фред допомагає своїм батькам.

Винятки становлять форми наступних дієслів:

to go – goes [gəʊz]

to do – does [dʌz]

Наприклад: Sue does morning exercises every day.

Сью робить зарядку щодня.

Sandy goes to school number 5.

Сенді ходить до школи № 5.

Слова, характерні для Present Simple, зазвичай стоять перед смисловим дієсловом. Але вони можуть стояти на початку або наприкінці речення.

Наприклад: I *usually* get up at 7 o'clock.

Я зазвичай встаю о 7 годині.

We *seldom* go to the theatre.

Ми рідко ходимо до театру.

Every day pupils read interesting books.

Щодня учні читають цікаві книги.

He visits his grandparents *once a month*.

Він відвідує своїх бабусю та дідуся раз на місяць.

7. Прочитай речення з перекладом.

1. I do. – He does.

2. We make. – She makes.

3. You go. – He goes.

4. They come. – She comes.

5. I wake up. – She wakes up.

6. They get up. – He gets up.

7. We wash. – She washes.

8. You clean. – He cleans.

9. I cook. – She cooks.

1. Я роблю. – Він робить.

2. Ми виробляємо. – Вона виробляє.

3. Ти йдеш. – Він іде.

4. Вони приходять. – Вона
приходить.

5. Я прокидаюся. – Вона
прокидається.

6. Вони встають. – Він встає.

7. Ми миємо. – Вона миє (прає).

8. Ти чистиш. – Він чистить.

9. Я готую. – Вона готує.

10. We comb our hair. – He combs his hair.
11. You brush your teeth. – She brushes her teeth.
12. I dress. – He dresses.
13. We live. – She lives.
14. You leave. – He leaves.
15. I sit. – He sits.
16. We play. – It (котенок) plays.
17. You take. – He takes.
18. I stand. – She stands.
19. We give. – He gives.
20. You speak. – She speaks.
21. I work. – He works.

10. Ми зачісуємо волосся. – Він зачісується.
11. Ти чистиш зуби. – Вона чистить зуби.
12. Я одягаюся. – Він вдягається.
13. Ми живемо. – Вона живе.
14. Ти йдеш. – Він уходить.
15. Я сиджу. – Він сидить.
16. Ми граємо. – Він грає.
17. Ти береш. – Він бере.
18. Я стою. – Вона стоїть.
19. Ми даємо. – Він дає.
20. Ти говориш – Вона говорить.
21. Я працюю. – Він працює.

8. Прочитайте речення та перекладіть їх рідною мовою. Складіть аналогічні речення та напишіть їх.

I. I take a dog for a walk every day.
You cook breakfast in the morning.
We usually get up at 7 o'clock.
They do morning exercises every day.
I always make my bed.
Sometimes we take a shower.
My husband and I rarely have breakfast at home.
You never brush your hair.
We dress and leave home.
Usually I go to the bathroom and wash my face.
They drink tea very seldom. They like coffee.
For breakfast I usually eat a sandwich and drink a cup of coffee.
Once a week our classes begin at 10.
Every morning we clean our teeth.
I wake my brother up.

II. Mary wakes up at 6 o'clock.
He usually brushes his teeth in the bathroom.
Angela plays tennis every day.
My English lesson finishes at 11 o'clock.
Sometimes our cat drinks water.
Steve does morning exercises once a week.
Tracy rarely helps her mother clean the flat.
Boris never takes a shower in the morning.
Bill usually leaves home at 9 o'clock.
The alarm clock wakes me up.
She always goes to school on foot (пішки).
Denis rarely goes to the institute by tram.

Kate regularly does her homework.
The baby sits on the rocking-horse (кінь-качалка).
Jane often plays with bricks (кубики).
Nil walks with a baby-carrier.

9. Розкрийте дужки, додайте закінчення s (es), де потрібно, і розставте слова в реченні у правильному порядку.

Наприклад: He (to go, always) to the cinema.

He always goes to the cinema.

1. I (to wake up, usually) at 6 o'clock in the morning.
2. My father (to take, seldom) me to the university by car.
3. Children (to play, often) in the yard.
4. Richard (to cook breakfast, never) in the morning.
5. We (to wash our faces, usually) before breakfast.
6. I (to clean, usually) my teeth after breakfast.
7. Nat (to drink, often) coffee at work.
8. Jane (to brush, always) her hair in front of the mirror.
9. They (to dress, usually) before they (to leave) home.
10. Randy (to eat, never) meat (м'ясо) for breakfast. She (to have, sometimes) a sandwich and a cup of tea.

10. Прочитайте речення та перетворіть їх у 3-ю особу однини. Напишіть їх.

Наприклад: Their children often read books.

My child often reads books.

1. I often help mum about the house.
2. Sometimes they phone me late at night.
3. Ronald and Betty live not far from the restaurant.
4. We seldom make our beds in the morning.
5. James and Ann wake their children up early in the morning.
6. We often take a shower in the morning.
7. Sally and Helen rarely walk their dog.
8. Sometimes we dance at the disco.
9. My parents dress fashionably (модно).
10. Once a day I drink coffee.

11. Перекладіть речення англійською мовою та напишіть їх.

1. Віктор дуже розумний. Його тітка працює у бібліотеці.
2. Ми з сестрою вчимося в одній школі (one and the same). Ми любимо її.
3. Дена немає вдома. Він зазвичай ходить за покупками (shopping) в цей час.
4. Ми рідко їздимо в гори (to the mountains) влітку. Ми зазвичай їздимо до моря (to the sea).

5. Ненсі зазвичай п'є багато кави. А її чоловік п'є лише чай.
6. Грег – досвідчений спортсмен. Він добре грає у теніс.
7. Рита миє голову двічі на тиждень, тому що (because) її волосся дуже густе і красиве.
8. Водії приходять на роботу о 6-й ранку. Їхня робота – важка (difficult).
9. Ми прокидаємося о 8, а встаємо о 10 ранку на вихідних (at the weekends).
10. Вранці я йду у ванну, вмиваюся, чищу зуби, розчісуюсь та одягаюсь.

12. Напишіть твір про свою квартиру, використовуючи додатковий вокабуляр:

- | | |
|---|--|
| <ol style="list-style-type: none"> 1. a play mat – дитячий килимок 2. curtains [kə:t(ə)nZ] – штори 3. to draw [drɔ:] curtains – зашморгувати штори 4. lightshade – абажур 5. a sink – раковина 6. a bath – ванна 7. a water-basin [ˈwɔtəˈbeɪzɪn] – тазик 8. a cot – дитяче ліжко; розкладачка 9. bouncing cradle [ˈbaʊnsɪŋ] – дитяче ліжко-гойдалка 10. a bedside cabinet – тумбочка 11. a dresser – кухонна шафа для посуду 12. a storage unit [ˈstɔrədʒ ˈju:nɪt] – полиці (для іграшок) | <ol style="list-style-type: none"> 13. a vacuum cleaner [ˈvækjʊəm] – пилосос 14. a radio set – радіо 15. an electric stove – електрична плита 16. a chamber pot – нічний горщик 17. a playpen – манеж 18. a pram – коляска 19. a pushchair [ˈpuʃtʃeə] – ходунки 20. a stroller – коляска для прогулянок 21. a doll (a rag doll) – (ганчір'яна) лялька 22. the floor [flɔ:] – підлога 23. the ceiling [si:lɪŋ] – стеля |
|---|--|

LESSON 8

1. Буквосполучення *ear; aw, au; eer, ere*.
2. Суфікси іменників *tion, (s)sion; ture*.
3. Літера *a* перед *th; o* перед *ld*.
4. **The Present Simple**. Негативні та питальні речення (загальне, альтернативне, спеціальне та розділове питання).
5. Текст для читання **“Mr. Widdle’s day”**.

1. Прочитайте слова в транскрипції, напишіть їх і перекладіть рідною мовою.

- | | | |
|------------------|------------------|----------------|
| [ˈkʌmfətəbl] | [ˈteɪp rɪˈkɔ:də] | [ˈfə:nɪtʃə] |
| [ti:θ] | [ˈbɑ:θru:m] | [ˈkʌbəd] |
| [kənˈvi:nɪənt] | [ˈstændədˈlæmp] | [ˈmɪrə] |
| [kəʊm] | [ˈɑ:mʃeə] | [ˌteləˈfəʊn] |
| [ˈdresɪŋ ˈteɪbl] | [ˈwɔ:lpeɪpə] | [ɪˌlekˈtrɪstɪ] |

8.1. Буквосполучення *ear; aw, au; eer, ere*

Буквосполучення *ear* у середині слова читається [ə:], а наприкінці слова – [ɪə].

Наприклад: near [nɪə] – біля
to earn [ə:n] – заробляти

Виняток становлять:

rear [rɛə] – груша
bear [bɛə] – ведмідь
wear [wɛə] – носити одяг

Буквосполучення *aw; au* читаються [ɔ:].

Наприклад: strawberry [ˈstrɔ:bɛrɪ] – полуниця
autumn [ˈɔ:təm] – осінь

Виняток:

aunt [ɑ:nt] – тітка

Буквосполучення *eer, ere* дають звук [ɪə].

Наприклад: deer [dɪə] – олень
here [hɪə] – тут

8.2. Суфікси іменників *tion, (s)sion; ture*

Суфікси іменників **tion, (s)sion** читаються [ʃ(ə)n].

Наприклад: pollution [pəˈlu:ʃən] – забруднення
profession [prəˈfeʃ(ə)n] – професія
impression [ɪmˈpreʃən] – враження

Суфікс іменників - **ture** читається [tʃə].

Наприклад: picture [ˈpɪktʃə] – картина

8.3. Літера *a* перед *th; o* перед *ld*

Літера *a* перед *th*, а також перед *n, s, f* з наступним приголосним читається як [ɑ:].

Наприклад: glance [glɑ:ns] – погляд
task [tɑ:sk] – завдання
craft [krɑ:f] – вміння
path [pɑ:θ] – стежка

Літера *o* перед *ld* часто читається [əʊ].

Наприклад: cold [kəʊld] – холодний
hold [həʊld] – тримати

2. Прочитайте слова та напишіть їх транскрипцію.

[ɑ:]		[ɪə, ə:, ɛə]
draft – after	dear – here	wear – search
cast – past	heard – mere	fere – early
chance – ‘rather	near – steer	jeer – beer

'raskal – 'basket re'searcher – 'cheerful peer – pearl
 father – branch bear – pear here – rear

[ɔ:, əv]
 paw – aunt
 crawl – told
 paul – scold
 lawn – fold
 mauld – old

[tʃə, ʃ(ə)n]
 mixture – ,revo'lution
 'structure – ,consti'tution
 'nature – con'dition
 'sculpture – im'pression
 dis'cussion – ad'mission

3. Прочитайте слова з перекладом та запишіть їх у словник. Зверніть увагу на правопис слів.

- | | |
|--|--|
| 1. a double period [ˈdʌbl ˈpiəriəd] – пара (навчальна), заняття у виші | 13. to sweep [swi:p] – підмітати |
| 2. to have dinner – обідати | 14. to write [raɪt] – писати |
| 3. to have supper – вечеряти | 15. to read [ri:d] – читати |
| 4. to help about the house – допомагати по дому | 16. a magazine [ˌmæɡəˈzi:n] – журнал |
| 5. to clean the flat – прибирати квартиру | 17. to have a rest – відпочивати |
| 6. to wash up [ˈwɒʃ ʌp] – мити посуд | 18. to be hungry [ˈhʌŋɡri] – бути голодним |
| 7. wet – мокрий, вологий | 19. to watch TV [ˈwɒtʃ ˈti:vi:] – дивитися ТБ |
| 8. to wet the dust – витирати пил | 20. to listen (to) [ˈlɪsn] – слухати |
| 9. water – вода | 21. to play the computer – грати на комп'ютері |
| 10. to water [ˈwɔ:tə] the flowers [flaʊəz] – поливати квіти | 22. a telephone [ˈtelɪfəʊn] – телефон |
| 11. to phone [fəʊn] – дзвонити | 23. to go to bed – йти спати |
| 12. to vacuum [ˈvækjuəm] – пилюсосити | 24. to gather [ˈɡæðə] – зібратися (разом) |
| | 25. together [təˈgeðə] – разом |

4. Прочитайте словосполучення та речення; перекладіть їх рідною мовою. Складіть короткі ситуації із виділеними словами.

**dinner, supper,
 double periods**

To have dinner at home, to have dinner at the university; to have three double periods, to have four double periods; to have supper at work, to have supper at the restaurant; to help mum – to help about the house, to help mum about the house; to clean the flat, to clean the floor, to clean the room once a week, to clean the blackboard. We have dinner at home every day. How many double periods have you got today? – I have got four double periods every day. Do you have supper at home or at work? – At home of course.

**about the house, to
clean water, read,
telephone, a
vacuum cleaner,
wet**

My daughter is a di'ligent girl. She always helps me about the house. She cleans her room at the weekend. To wash the dishes, to wash up, to wash the linen [ˈlɪnɪn] (білизна), to wash one's hair; clean water, deep (глибокий) water; to water the flowers – to water the trees – to water the bushes [ˈbʊʃɪz] (кущі). A telephone number, a wrong telephone number, a new telephone, an old telephone; to telephone somebody, to phone mum twice a day; to read books, to read newspapers (газети) to read magazines; a vacuum cleaner – to vacuum rugs, to vacuum carpets, to vacuum play mats, to vacuum every day; to sweep the floor, to sweep a room, to sweep the carpet, to sweep the rug; wet weather [ˈwetðə] (погода), a wet room, a wet duster; to wet the furniture, to wet the dust, to wet the door, to wet the blackboard. What is your telephone number? – My telephone number is 7146219. Phone me in the evening. I like to read newspapers and you? I like to read magazines. My husband vacuums the carpets every day, and I cook and wash up. We have a new vacuum cleaner. It is very convenient. The weather is wet. Stay at home. Our children like to wet the furniture and water the flowers.

**write, rest,
hungry, listen to,
watch, computer**

To write a book, to write an exercise, to write a composition; to have a rest, to rest, to rest at home, to have a rest at the seaside [ˈsi:saɪd] (морське узбережжя); hungry, to be hungry, a hungry dog, a hungry boy; to watch a film, to watch TV, to watch TV programmes; to listen to elderly people, to listen to mum, to listen to music; a computer, a modern computer, to play the computer; to go to bed, to go to bed early; to gather at home, to gather together in the evening. Who is this man? – He is my nephew. What is his occupation? – He is a journalist. He writes articles [ˈɑ:tɪklz] (статті) in newspapers. He is very busy and has a rest only on Sunday. We are hungry. We have dinner at this time. My father watches TV, my mother cooks supper and I play the computer every evening. All my family gather together at a big table at 8 o'clock in the evening.

8.4. The Present Simple. Негативні та питальні речення (загальне, альтернативне, спеціальне та розділове питання)

1. Негативні речення (negative) у Present Simple утворюються за допомогою допоміжного дієслова **do** і негативної частки **not** (**do not = don't** – скорочена форма) та інфінітива без частки **to**, що слідує за ними. У 3-й особі однини використовується форма **does not (= doesn't)**.

Наприклад: I watch TV in the evening. – I **don't** watch TV in the evening.

Я дивлюся телебачення увечері. – Я **не** дивлюся телебачення увечері.

She waters the flowers. – She **doesn't** water the flowers.

Вона поливає квіти. – Вона **не** поливає квіти.

2. При утворенні **загальних** (general) питань та **альтернативних** (alternative) допоміжні дієслова **do/does** ставляться перед підметом. Сміслові дієслова втрачає закінчення **s (es)**.

Наприклад: **Do** you like tea or coffee? – I like tea.

Ти любиш чай чи каву? – Я люблю чай.

Does she read or write in the afternoon? – She writes.

Вона читає чи пише вдень? – Вона пише.

Do they often phone your parents? – Yes, they **do**. (No, they **don't**.)

Вони часто дзвонять батькам? – Так. (Ні).

Does he help mum about the house? – Yes, he **does**. (No, he **doesn't**.)

Він допомагає мамі по дому? – Так. (Ні).

3. У спеціальних питаннях на перше місце виноситься питальне слово (when, where, what, why, how тощо), за ним слідує порядок слів як при загальному питанні.

Наприклад: **When do** you get up? – I get up at 7.

Коли ти прокидаєшся? – Я встаю о 7.

Where does she live? – She lives in London.

Де вона живе? – Вона живе у Лондоні.

4. При утворенні запитання до підмета (to the subject) на перше місце виноситься питальне слово **Who?** або **What?**, після якого вживається смислове дієслово в 3-й особі однини, тобто із закінченням **s (es)**. (Крім **How many?**)

Наприклад: **Who listens** to music in your class? – We **do**. (Nick **does**).

Хто слухає музику у вашому класі? – Ми. (Нік).

What makes noise [nɔɪz] (шум)? – The cars do. (The fridge does).

Що шумить? – Машини. (холодильник).

How many students want to have a rest? – All do.

Скільки студентів хочуть відпочити? – Всі.

5. Розділове питання (Disjunctive) складається з 2-х частин: перша частина – саме речення, друга частина – "хвостик". Якщо перша частина є ствердним (позитивним) реченням, то «хвостик» стає негативним і навпаки. У другій частині стає допоміжне дієслово (у відповідній формі) і за ним займенник, що замінює підмет.

Наприклад: We go to school every day, don't we? – Yes, we do. (No, we don't).

Ми ходимо до школи кожен день, чи не так? – Так. (Ні).

Sally walks with her friends in the yard, doesn't she? – Yes, she does. (No, she doesn't).

Саллі гуляє зі своїми друзями у дворі, чи не так? – Так. (Ні).

You don't play the computer, do you? – No, I don't. (Yes (But), I do).

Ти не граєш на комп'ютері, чи не так? – Так, не граю. (Ні (Але), я граю).

Bill doesn't do his homework, does he? – No, he doesn't. (Yes (But), he does).

Білл не робить домашнє завдання, чи не так? - Так, не робить. (Ні (Але), робить).

5. Прочитайте речення, перекладіть їх рідною мовою. Складіть свої приклади та запишіть їх.

I. Women don't make houses, they make homes.

People don't walk dogs in such terrible weather.

Our children don't help us about the house.

Americans don't eat borscht.

Kate doesn't read books.

Steve doesn't write any compositions.

Stacy doesn't watch cartoons (мультфільми).

Dick doesn't drink coffee.

II. Do they vacuum their carpets? – Yes, of course.

Do Mr. and Mrs. Smith work at school? – No, they don't.

Do you do your lessons? – Yes, every day.

Do we speak English at our lessons? – Sure.

Does Nat come home at 6? – No, she comes at 7.

Does Peter clean his teeth in the evening? – No, he doesn't.

Does Peggy cook breakfast? – Never, her mother does.

Does Nancy wash her hair twice a week? – Yes, she does.

III. Do you go to bed at 10 or at 11? – At 12.

Do they gather together at home or at work? – At work.

Do we read magazines or newspapers?

Do you phone your friends or parents?

Does she wet the dust or the blackboard?

Does he have dinner or supper? – He has lunch.

Does Olga drink milk or water? –She drinks coca-cola.

Does Nastya have 2 or 3 double periods? – She has 4 double periods every day.

IV. What do you do in the evening? – I watch TV.

When do we leave home? – We leave home at 8.

Why do you sit here? – It is comfortable.

Where do they study? – They study at the institute.

How often does she visit her grandparents? – Once a week.

When does Nelly brush her hair? – In the morning.

Where does my father work? – At the airport.

Why does he clean his room? – It is very dirty.

V. We don't water the flowers, do we? – No, we don't.

You listen to rock music, don't you? – Yes, I do.

I don't sweep the floor, do I? – No, I don't.

We wash up after dinner, don't we? – Yes, we do.

The boy doesn't write exercises, does he? – But, he does.

The girl watches cartoons, doesn't she? – Yes, she does.

Mr. Brown doesn't make his bed, does he? – Never.

Mrs. White does morning exercises, doesn't she? – No, she doesn't.

VI. Who has supper at 7? – I do.

What makes so much noise? – My vacuum cleaner does.

Who has a rest at the hotel? – My friends do.

What begins at 8? – Our lessons do.

Who wets the furniture? – Nick's granny does.

What has three rooms? – Our flat does.

Who teaches you English? – Miss Blur does.

6. Зробіть подані нижче речення негативними, а потім поставте до них загальне питання.

Наприклад: You always help your mum about the house.

That's wrong. I don't help my mum about the house. I am busy. – Do you help you mum about the house? – Yes, I do. (No, I don't).

1. She cleans her flat twice a week.

2 He listens to pop music.

3. My grandparents watch TV in the evening.

4. Our teacher speaks three foreign [ˈfɔːrɪn] (іноземні) languages.

5. My fellow students (однокурсники) have dinner at the canteen [kænˈtiːn] (студентська їдальня).

6. Bruce dresses very quickly.

7. Our parents leave home at 8.

8. Kirk goes to the bathroom to wash his face and hands.

9. Greg does the same things every day.

10. Pat washes up after supper.

7. Побудуйте питальні речення зі слів. Використовуйте допоміжні дієслова do/does, де необхідно.

Наприклад: Peter/in the morning/ at 7 get up?

Does Peter get up at 7 in the morning?

1. Steve /when/ come/ from school?
2. do morning exercises /Marta/ every day?
3. or /Maths/ English /study/ my sisters/ at the courses [kɔ:sɪz] (курси)?
4. who /books/ read/ very often?
5. Nelly /in summer/ have/ a rest? – розділове питання.
6. they /what/ listen to/ every morning?
7. Clean /teeth/ I/ have breakfast/ or / at 8?
8. She /a lot of/ eat/ fruit?
9. Your relatives / where/ work?
10. Why /gather/ they/ together?

8. Прочитайте текст про незвичайний розпорядок Містера Уїдла. Перекладіть його та надайте відповіді на запитання. Перекажіть текст, використовуючи запитання як план.

Mr. Widdle's day

Mr. Widdle plans his day in a very special way¹. He has a schedule². At 6 o'clock in the morning Mr. Widdle wakes up. He slips out³ of bed and waits⁴ only two seconds to become more awake⁵. Then he gets dressed. At 7 o'clock he makes his own⁶ breakfast and eats it. At 8 o'clock he washes his dishes.

At 9 he sits on his front steps⁷ and reads a newspaper. He does it every morning. He reads his newspaper when the sun shines⁸, he reads it when it rains⁹.

“The most important thing¹⁰”, he says, “is that I keep¹¹ my schedule.” At 10 o'clock he does his laundry¹². He washes his socks¹³, underwear¹⁴ and his shirts¹⁵. Then he hangs¹⁶ them in the backyard, rain, shine, snow or wind¹⁷. At 11 Mr. Widdle cooks his lunch and eats it. At 12 he feeds¹⁸ his dog. At 1 o'clock he goes shopping¹⁹. If he has time, he visits his friends.

At 3 o'clock Mr. Widdle does the ironing²⁰. When he finishes ironing his clothes²¹, he irons his shoelaces²² on his ironing board. At 4 he cleans his house from top to bottom²³. If there is dust, he dusts it, if there is no dust, he dusts it all the same.

At 5 o'clock he has tea. At 6 he has only one hour²⁴ when he allows²⁵ visiting his house. He goes to bed at 7. So you see Mr. Widdle really keeps his schedule. And you?



¹ in a special way [ˈspeʃ(ə)l] – особливим чином

² schedule [ˈskedʒl] – розклад

³ slips out – тут «вислизає з»

4	waits – чекає	15	shirt – сорочка
5	to become more a'wake – швидше прокинутися	16	hangs – вішає
6	own [əʊn] – власний	17	wind – вітер
7	steps – сходи	18	feeds – годує
8	the sun shines – сонце світить	19	goes shopping – ходить по магазинах
9	it rains – йде дощ	20	does the ironing [ˈaɪəniŋ] – займається прасуванням
	the most important [ɪmˈpɔ:tənt] thing – найважливіше	21	clothes [kəʊðz] – одяг
11	keep – дотримуватися	22	shoelaces [ˈʃu:leɪsɪz] – шнурки
12	does his laundry [ˈlɔ:ndri] – прає (свою білизну)	23	from top to bottom – зверху до низу (повсюди)
13	socks – шкарпетки	24	hour [aʊə] – година
14	'underwear [ˈʌndəweə] – спідня білизна	25	allow [əˈlaʊ] – дозволяти

1. Does Mr. Widdle plan his day in a special way? He has a schedule, doesn't he?
2. When does he wake up? How long does he wait to become more awake? Who cooks breakfast? When does he wash dishes?
3. What does he do at 9 o'clock? Does he read every morning? What is the most important thing for Mr. Widdle?
4. When does he do his laundry? What does he wash? Where does he hang his clothes?
5. Does Mr. Widdle have lunch? What does he do at 12? Does he do the ironing or shopping at 3? What does he iron?
6. When does Mr. Widdle clean his house? How does he do it? Does he dust if there is no dust?
7. What does he have at 3? When does he allow his friends to come? When does Mr. Widdle go to bed?
8. Does he keep a schedule? And do you?

9. Надайте відповіді на запитання.

- | | |
|--|--|
| 1. When do you get up? | 1. Коли ти прокидаєшся? |
| 2. Who wakes you up? | 2. Хто тебе будить? |
| 3. What do you do when you get up? | 3. Що ти робиш, коли встаєш? |
| 4. Do you go to the bathroom to clean your teeth, wash your face and comb (brush) your hair? | 4. Ти йдеш у ванну, щоб почистити зуби, вмитися та розчіساتися (щіткою)? |
| 5. Who cooks breakfast in your family? What do you usually eat for breakfast? | 5. Хто готує сніданок у твоїй родині? Що ти звичайно їси на сніданок? |
| 6. When do you get dressed? When do you leave home? | 6. Коли ти одягаєшся? Коли ти йдеш із дому? |
| 7. How do you get to the university? | 7. Як ти дістаєшся університету? |

- | | |
|--|---|
| 8. How long does it take you to get to the university? | 8. Скільки тобі потрібно часу, щоб дістатися інституту? |
| 9. How many double periods do you usually have? When do your classes begin? When do they finish? | 9. Скільки у тебе зазвичай пар? Коли розпочинаються твої заняття? Коли вони закінчуються? |
| 10. Where do you have dinner at home or at the canteen [kæn'ti:n]? | 10. Де ти обідаєш – удома чи у студентській їдальні? |
| 11. Where do you go after classes? Do you go to the library? | 11. Куди ти йдеш після занять? Ти ходиш у бібліотеку? |
| 12. When do you come home? How often do you clean the flat? | 12. Коли ти приходиш додому? Як часто ти прибираєш квартиру? |
| 13. Do you help your mum about the house? What household work do you fulfill? | 13. Ти допомагаєш мамі по дому? Яку роботу по дому ти виконуєш? |
| 14. Do you go for a walk in the evening? When do you do your lessons? What do you do in the evening? | 14. Ти ходиш гуляти ввечері? Коли ти робиш уроки? Що ти робиш увечері? |
| 15. When do you go to bed? | 15. Коли ти йдеш спати? |

10. Напишіть твір про свій робочий день, використовуючи запитання вправ 9 заняття 8 як план і додаткову лексику на цю тему (Supplementary vocabulary).

Supplementary vocabulary:

- | | |
|--|--|
| 1. to do the laundry – прати | 9. to get to – добиратись до |
| 2. to iron [aɪən] – прасувати | 10. by bus – автобусом |
| 3. to wash the linen [ˈlɪnɪn] – прати білизну | 11. by trolleybus – тролейбусом |
| 4. to go shopping – ходити по магазинам | 12. by tram – трамваєм |
| 5. disco (discoteque) [ˈdɪskəʊ] – дискотека | 13. by taxi – на таксі |
| 6. to stay at home – залишатися вдома | 14. to be tired [taɪəd] – втомлюватися |
| 7. to change [tʃeɪndʒ] clothes – переодягатися | 15. to feed a pet – годувати домашню тваринку |
| 8. to keep a schedule – дотримуватися розпорядку | 16. to walk a dog – вигулювати собаку |
| | 17. to empty a refuse [ˈrefju:s] bin – виносити сміття |

A joke:

Little Billy went to school for the first time in his life. When he returned home, his mother asked him about his first lessons.

Mother: Billy, what did you learn today?

Billy: I learned to write.

Mother: Oh, what did you write?

Billy: Oh, I don't know. I haven't learned to read yet.

LESSON 9

1. Буквосполучення *ai, ay; ea* перед *d* і *th*.
2. Буквосполучення *wh* на початку слова перед *o*; *wor* перед приголосним; *w* перед *r*.
3. Літера *k* перед *n*.
4. Наказовий спосіб (*The Imperative Mood*).
5. Спонукальні речення з дієсловом *to let*.
6. Тексти для читання “*First school*” і “*At the English lesson*”.
7. *Reading for fun*.

1. **Вивчи римування:** Early to bed,

Early to rise. –

Makes people

healthy, wealthy and bright.

2. **Розкажи про свій робочий день однокурсникам та запропонуй їм переказати його.**

3. **Розпитайте один одного про ваш робочий день. Що в ньому є незвичайного?**

4. **Прочитайте текст, перекладіть його. Перекажіть текст, використовуючи завдання після тексту.**

First School

Arnold is five now. Every morning his mother makes him go to First School, Down Realy Hill not far from their house. Arnold has a good time there and he also learns a lot of interesting things at school.

The school is really very good. It provides¹ work in Mathematics, spelling², reading, physical activity³ such as music and movement games. Seven-year-olds have a swimming instruction⁴ every week.

When the weather⁵ is fine the children play on the playground⁶. In nasty⁷ weather they play indoors⁸.

When Arnold goes to school. He wears⁹ his uniform: a red pull-over and grey trousers. He takes pride¹⁰ in it. Arnold's parents often consult his teachers to discuss¹¹ his progress. The staff¹² encourage¹³ the parents to take an active part in helping their children.

¹ provide [prə'vaɪd] – забезпечувати

² spelling – вимовляння слова по літерах

³ physical [ˈfɪzɪkl] activity [æk'tɪvɪtɪ] – фізична активність (діяльність)

⁴ a swimming instruction – правила безпеки на воді

⁵ weather [ˈweðə] – погода

⁶ playground – ігровий майданчик

⁷ nasty [nɑ:stɪ] – огидний

⁸ indoors [ˈɪndɔ:z] – у приміщенні

⁹ wear [weə] – носити одяг

¹⁰ to take pride in – пишатися

¹¹ to dis'cuss – обговорювати

¹² the staff – персонал (учителі)

1. Say what school Arnold studies at and what he does in the morning.
2. Explain what activities and subjects the school provides.
3. Retell what the children do when the weather is fine or nasty.
4. Say a few words about their uniform.
5. Speak how the teachers help parents to bring up (виховувати) their children.
6. When do you think it's high time for a child to start going to school?
7. What must a child be able to do by the age of 6?
8. How long is a child's working day?

9.1. Буквосполучення *ai, ay; ea* перед *d* і *th*

Буквосполучення *ai, ay* читаються [eɪ].

Наприклад: explain [ɪksˈpleɪn] – пояснювати
delay [dɪˈleɪ] – відкладати

Буквосполучення *ea* перед *d* і *th* часто дає звук [e].

Наприклад: ready [ˈredɪ] – готовий
breath [breθ] – дихання

9.2. Буквосполучення з *w*

Буквосполучення *wh* на початку слова перед *o* читається [h], в інших випадках – [w].

Наприклад: whose [huːz] – чий?
when [wen] – коли?

Літера *w* перед *r* на початку слова не читається.

Наприклад: write [raɪt] – писати
wrong [rɒŋ] – неправильно

Буквосполучення *wor* перед приголосним дає звук [wɜː].

Наприклад: word [wɜːd] – слово
world [wɜːld] – світ

9.3. Літера *k* перед *n*

Літера *k* перед *n* на початку слова не вимовляється.

Наприклад: to know [nəʊ] – знати
knowledge [ˈnɒlɪdʒ] – знання

5. Прочитайте слова та напишіть їх транскрипцію.

[eɪ]	[h], [w]	[wɜː], [n]
pain – clay	who – whiskey	worm – knight
gain – stay	whose – whey	worst – kneel
main – play	whole – wheeler	worthy – knitted
rainbow – delay	whom – while	worship – knackey

stain – may

[e]

dead – feather

bread – leather

head – heather

ready – weather

who'd – wheat

worktable – knock

[tʃə]

creature – feature

picture – lecture

moisture – fracture

adventure – torture

6. Повторіть вивчені фонетичні правила. Прочитайте слова та напишіть їх транскрипцію.

Stay, description, possession, taper, kiss, wheat, whom, wrong, wrinkle, gain, working, knelt, meat, feather, dead, bear, fear, pearl, after, path, casting, can't, strawberry, caution, fold, mere, questioner, feature, future.

7. Прочитайте слова з перекладом та запишіть їх у словник.

1. to translate [trəns'leɪt] –

перекладати

2. to ask [ɑ:sk] – питати, просити

to ask a question [kwɛstʃən] –

поставити запитання

3. a lecture ['lektʃə] – лекція

to give a lecture – прочитати лекцію

4. to answer ['ɑ:nsə] – відповісти

an answer – відповідь

to answer a question – відповісти на

запитання

5. to know [nəʊ] – знати

6. to learn [lɜ:n] – 1) дізнаватися;

2) вивчати

to learn by heart – вчити напам'ять

to learn rules [ru:lz] – вивчати правила

7. to explain [ɪks'pleɪn] – пояснювати

8. difficult ['dɪfɪkəlt] – важкий

9. a word combination ['wɜ:d

,kɔmbɪ'neɪʃn] – словосполучення

10. a sentence ['sentəns] – речення

11. to study ['stʌdɪ] – вивчати, вчитися

to study at school – навчатися в

школі

12. to work hard (at) – працювати

старанно над

13. pronunciation [prə,nʌnsi'eɪʃn] –

вимовляння

14. to be present at ['prezənt] – бути

присутнім

15. to be 'absent from – бути

відсутнім

16. to miss classes – прогулювати,

пропускати заняття

17. to attend [ə'tend] – відвідувати

18. to make a mistake [mɪs'teɪk] –

зробити помилку

19. to co'rrect [kə'rekt] a mistake –

виправити помилку

20. to get a mark – отримати оцінку

21. to give sb. a mark – поставити

оцінку

22. to take an exam [ɪg'zæm] –

складати іспит

to pass an exam [pɑ:s] – скласти

іспит

to fail an exam – провалити іспит

23. su'ccessfully [sək'sesfəli] –

успішно

24. an article ['ɑ:tɪkl] – стаття

25. to retell [rɪ'tel] – переказувати

26. to describe [dɪs'kraɪb] –

описувати

27. as a rule – як правило

28. a 'lesson – урок

at the lesson – на уроці

29. a break [breɪk] – перерва

30. 'during a break – під час перерви

31. to make up – складати

8. Прочитайте словосполучення та речення. Складіть якомога більше аналогічних прикладів із виділеними словами.

lesson, break, present, absent, lecture, as a rule

A long lesson, a short break; an interesting lesson; a dull lesson, during a break, before a break; before / after lessons, to be present at the lesson, to be absent from the lesson; a useful (корисна) break; lecture a very important lecture. Where is Mack? – He is at the lecture. He is fond of lectures on the History of language. – Have you got short or long breaks? – We have got both short and long breaks. – Are you often absent from Maths. – As a rule, I am never absent from Maths. Is Nick present at the lesson? – Yes, he is. He is a diligent pupil.

question, to ask, answer, know, knowledge, to make, to correct, mistake, ready

To ask a question, to answer a question; very simple questions, very difficult questions; to know the answer, a brilliant answer; to have a good knowledge of spelling and ' grammar rules; make a mistake, to correct a mistake; a bad mistake, grammar mistakes; not to make mistakes. You ask too (занадто) many questions! I know your father. – It is interesting for me. – Answer my question, pupils. – But we don't know the answer. We are not ready for the lesson. Your knowledge is poor, that's why you make a lot of mistakes. I always correct your spelling mistakes.

read, retell, translate, article

To read a book, to read a text, to read an article; to translate a text, to translate an article, to translate a book; to retell a text, to retell an article, to retell a book; Do you like to read books? – Of course I do. What do you do at your English lessons? – We read, translate and retell texts. What kind of article is it? It is a scientific [saɪn' tɪfɪk] (наукова) article. We retell not only texts, we also retell books. A translator translates from one language to the other one.

learn, study, make up,

To learn a poem ['pəʊɪm] (вірш), to learn

sentence, hard, word-combination, explain, work, pronunciation

rules by heart; to study at school, to study well; to make up sentences, to make up word-combinations, to make up dialogues [ˈdɪəlɒɡz] (діалоги); to explain the rule, to explain the task (завдання); to work hard, to work hard at pronunciation, to work hard at the university. What school do you study at? – I study at school number 15. What do you like to do? – I like to learn poems. Nancy makes up sentences; Dolly makes up word combinations. The teacher explains us the rules. What is our home task? – Your home task is to learn the poem by heart, to make up short dialogues and sentences with the new words. We work hard at our pronunciation. It is very necessary [ˈnesəsəri] (необхідно).

miss, attend, get, describe, mark

To miss classes, to attend classes, to get a good mark, to get a bad mark; to give an 'excellent [ˈeksələnt] (відмінно) mark, to give an unsatisfactory [ˌʌnsætɪsˈfæktəri] (незадовільна) mark, to give students only good marks, to give students only bad marks; to describe a boy, to describe a girl, to describe a picture. Is Dan present? – No, he isn't, he often misses classes. He is a bad pupil. The students of our group attend classes regularly. My brother gets only excellent marks. We like to describe pictures and discuss interesting topics (теми). Our teacher gives us good marks because we work hard. She is happy.

take an exam, pass, fail, successfully

To take an exam, to take an exam in English Literature; to pass an exam, to pass an exam successfully; to fail an exam, to miss. an exam. We usually take our exams twice a year, in winter and in summer. Who fails exams in your group? 'Nobody (ніхто) does. All my classmates always pass exams successfully. My congratulations [kənˌgrætʃuˈleɪʃnz] (вітання).

9. Прочитайте речення, замінюючи слова у дужках англійськими еквівалентами.

1. (Як правило) our lessons begin at 8 o'clock. We usually have 3-4 (пари).
2. It is necessary not only (виправляти помилки), but not (робити їх).
3. (Під час перерви) we talk, discuss problems and have a bite. (На уроках) we (працюємо старанно над) our pronunciation. We (читаємо) articles, (перекладаємо) texts, (слухаємо) tapes.
4. Our task is (вивчити) the poem (напам'ять), (скласти) sentences and (словосполучення) with the new (вокабуляр), (переказати) the story.
5. (На уроці) the teacher (пояснює) us (складні граматичні правила), (ставити) questions and we (відповідаємо) them. After that she (ставити) us good (оцінки).
6. We like (описувати) pictures and (читати) books. (Лекції) usually are very interesting and we (відвідуємо їх) with great pleasure. We (не пропускаємо) them. Natalie (не відсутня на) lesson, she (присутня).
7. We (не складаємо іспити) in autumn, we (складаємо їх) in summer and in winter. Those who (мають погані) marks, (провалюють) exams, those who (мають хороші) marks, (складають їх успішно), the teacher is proud of our (знання).
8. This (питання) is very (складне). Мы (не відповідаємо на) it. Kate (знає) this rule, but she (не знає) the topic "My family".

10. Скажіть, що хтось не виконує дії, про які йдеться у попередніх реченнях. Чому?

Наприклад: I read this book. (Paul)

Paul doesn't read this book. He reads that article.

1. The students translate texts. (the teachers)
2. My aunt asks many questions. (my uncle)
3. Henry knows this rule perfectly well. (Richard)
4. Our fellow students (однокурсники) learn English poems by heart. (engineers)
5. Mark explains the task to his pupils. (Mrs. White)
6. Denis studies at school number 69. (Kelly)
7. At the English lesson we make up word combinations and sentences. (at the History lesson)
8. They work hard at pronunciation, spelling and punctuation on Monday. (on Tuesday)
9. Susie is present at Maths. (at Politology)
10. Stacy is absent from Ukrainian. (from English)
11. Rose misses classes very often. (Martin)
12. As a rule the students of our university attend all lectures. (the students of the technical school)
13. Phil and Victor make mistakes in their compositions. (I)

14. Mrs. Black corrects our mistakes in dialogues. (Mr. Nelson)
15. We always get excellent marks in literature. (in Biology)
16. The teacher of Ukrainian gives us bad marks (the teacher of Geography)
17. They take exams in French in April (in June)
18. I pass exams successfully. (Jim)
19. Terry fails his exams when he is not ready. (Steward)
20. Gerry retells texts very well. (Olga)
21. Pupils describe pictures at the lesson (during a break).

11. Поставте загальні та альтернативні питання один одному, використовуючи слова в дужках, та надайте відповідь на них.

Наприклад: We make up dialogues at the English lesson (monologues).

1. *Do you make up dialogues at the English lesson?*
2. *Yes, we do. And do you make up dialogues or monologues at the English lesson.*
3. *We make up both dialogues and monologues.*

1. During a break we discuss problems (to talk).
2. Steve answers a lot of questions (to ask).
3. Lily has a good knowledge of phonetics (grammar).
4. The teacher explains easy rules (difficult).
5. They pass exams successfully at the end of every term (to fail).
6. We always work hard at our pronunciation (spelling).
7. Peter always attends lectures on the History of language (miss).
8. Our students read articles, texts, dialogues (to translate).
9. Melanie describes pictures very well (to retell texts).
10. Tony is often absent from Psychology [saɪ'kɒlədʒɪ] (to be present at).

12. Складіть спеціальні питання, починаючи з питальних слів у дужках.

Наприклад: She translates texts well (who, what, how).

Who translates texts well?

What does she translate well?

How does she translate texts?

1. Nick calls his parents once a week (who, how often, who (m)).
2. Sandra writes compositions with great pleasure (who, what, how).
3. We have a rest during breaks (when, what, who).
4. You read a very interesting book in the evening (what, what kind of, who, when).
5. Richey listens to pop-music at the weekend (who, what, when, what kind of).

6. Every evening my family gathers together at the table (who, how often, when, where, whose family).
7. Ken studies badly at the institute (who, how, where).
8. Ann misses classes, because she is ill (why, what, who).
9. You make a lot of mistakes in your dictation, because you are not ready for the lesson (what, where, why).
10. The tape-recorder has a loud sound (громкий звук) (what, what kind of).

13. Складіть діалоги про те, що ви:

a) робите на уроках англійської мови;

б) що вам подобається робити; в) що вам не подобається робити.

9.4. Наказовий спосіб (*The Imperative Mood*)

Для вираження спонування до дії за допомогою наказу, прохання, команди, поради тощо використовується наказовий спосіб (*The Imperative Mood*). В англійській мові воно утворюється таким чином:

- 1) у ствердній формі – від інфінітиву без частки *to*.

Наприклад: to listen – слухати

Listen to me! – Послухайте мене!

to translate – перекладати

Translate the text! – Перекладіть текст!

- 2) у негативній (заперечній) формі – на перше місце ставиться допоміжне дієслово *do* та негативна частка *not* (або скорочена форма – *don't*). Далі слідує інфінітив без частки *to*.

Наприклад: Talk! – Говоріть!

Don't talk! – Не говоріть!

Open your books. – Відкрийте книги!

Don't open your books. – Не відкривайте книги!

9.5. Спонукальні речення з дієсловом *to let*

До особливої групи належать *спонукальні речення* з дієсловом *to let* (дозволити, дати щось зробити).

Let з іменниками, з особистими займенниками в об'єктному відмінку, тобто *me, you, them, him, her, it* має такі значення:

Наприклад: Let me drink. I'm thirsty. –

Дозвольте (дайте) мені попити. Я відчуваю спрагу.

Let him do it. – 1. Дозвольте йому це зробити.

2. Нехай він це зробить.

Let her help Dick. – 1. Дозвольте їй допомогти Діку.

2. Нехай вона допоможе Діку.

Let the children play. – 1. Нехай діти грають.

2. Дозвольте дітям пограти.

У поєднанні *let* зі словом *us* ми можемо використовувати скорочену

форму *let's*.

Наприклад: Let us go to the cinema (= let's go to the cinema).

Давайте підемо у кіно.

Негативні речення утворюються за загальним правилом.

Наприклад: Don't let them spend all the money.

Не дозволяй їм витратити всі гроші.

Let us not (let's not) play tennis. (= Don't let's play tennis).

Давайте не гратимемо в теніс.

14. Прочитайте речення, перекладіть їх рідною мовою. Складіть свої аналогічні приклади.

I. Look at me, Peter.

Learn this poem by heart.

Answer difficult questions.

Study well, guys ([gʌɪz] – хлопці та дівчата).

Work hard at your pronunciation.

II. Don't be silly.

Don't open the door.

Don't look up in your text books.

Don't be absent from the lectures!

Don't ask easy questions!

III. Let him translate text A.

Let her speak Russian.

Let Jim study the rule.

Let's listen to the tape.

Let me help you.

IV. Don't let the child be present here.

Don't let them explain the task.

Don't let us retell the story.

Let us not make any mistakes.

Don't let it happen. ([ˈhæpən] – відбуватися).

15. Попросіть своїх одногрупників: а) виконати дії; б) не виконувати дії.

- виправити помилку
- отримати добру оцінку
- скласти іспити влітку
- описати картину
- бути уважним (attentive [əˈtɛntɪv])
- бути серйозним (serious [ˈsɪəriəs])

- відповідати на запитання вчителя
- переказати статтю
- утворити словосполучення
- бути готовим на уроці

16. Запропонуйте своїм однокурсникам: а) виконати; б) не виконувати дії разом та аргументуйте їх.

For example: випити чашку чаю в студентській їдальні (холодно – втомилася) *Let's drink a cup of tea the canteen. It's cold, I'm tired.*

- 1) пропустити урок (не готові – погана оцінка);
- 2) відвідати лекцію професора Сміта (цікава – незабаром іспит);
- 3) прочитати статтю (корисна – відповідати на уроці);
- 4) дивитись телебачення (освітня програма (educative ['edʒukətɪv] programme) – дізнатися про останні новини – the latest news);
- 5) залишитися вдома – (зробити уроки – вимовляти нові слова).

17. Прочитайте речення, замінюючи слова в дужках їх англійськими еквівалентами.

1. The weather is fine. (Ходімо) go for a walk.
2. I'm short of time. (Нехай) Max come tomorrow.
3. (Не дозволяйте йому) miss his Pedagogics classes.
4. It's very cold today. (Давайте не) go to the university.
5. The text is difficult. (Нехай вона) translate it.
6. (Нехай вони) write a composition.
7. (Нехай це) be interesting for everyone.

18. Прочитайте та перекладіть діалог. Надайте відповіді на запитання після діалогу. Перекажіть його.

At the English lesson

Teacher: Good morning children.

Pupils: Good morning Maryna Mykolaivna.

Teacher: How are you?

Pupils: We are fine, thank you. And you?

Teacher: I am O.K., thanks. Let's begin our lesson. We speak today about our school. Who is on duty¹ today?

Mark: I am.

Teacher: What date is it today?

Mark: It is the third of December.

Teacher: Who is absent from the lesson?

Mark: Tania Petrova is absent today, because she is ill.

Teacher: Pupils, what season is it now?

Pupils: It's winter now.

Teacher: We are going² to read a text about winter today. Open your books page 75 exercise 13. Vania, begin please. Read the new words after

Vanya: the text.

Maryna Mykolaivna, I don't know the pronunciation of the word

Teacher: "figure skating".

Masha: Masha, go to the blackboard, write down the word and spell it.

f – i – g – u – r – e s – k – a – t – i – n – g. The transcription is ['fɪgə

Teacher: 'skeɪtɪŋ].

Vasya: It is correct. Thank you Masha, take your seat. Go on Vasia.

(reads). Maryna Mykolaivna, explain me the meaning³ of the word

Teacher: combination "to decorate a New Year's tree."

Nadya: Children, help him.

Teacher: It is "прикрашати новорічну ялинку".

Sonya: Right you are⁴, Nadia. Sonia, continue⁵ reading, please.

Teacher: It's a difficult word.

Sonya, you should⁶ work hard at your pronunciation. Learn the new

Sonya: words and make up more⁷ sentences.

Teacher: O.K.

Oleg: Oleg, translate the text.

Teacher: (translates). I know all the words because I am ready.

How clever of you⁸! You are my right-hand man⁹. It's time to answer

Kate: the questions. Kate, do please.

Teacher: I don't know the answer.

Pupils, no helping. Kate, look up¹⁰ in the vocabulary the meaning of

Kate: the word "congratulate" and carry on^{cm.5}.

It means "поздравлять". Well done¹¹. (somebody is laughing). We don't laugh¹² at each other's mistakes, Kolya. You often miss classes,

Kolya: you study badly, you get bad marks and make many mistakes in you dictations.

Teacher: I am ready today. I want to have excellent marks, to pass exams successfully.

Tanya: Very nice, Kolia. Those, who don't attend classes or work hard, fail

Teacher: their exams.

Maryna Mykolaivna, may¹³ I describe Father Frost.

Nat: Of course, you may. I like it. Children, give her a clap¹⁴. (children are

Teacher: clapping). Nat, retell the beginning of the text.

(retells). Olga retells the second part¹⁵.

Peter: That'll do. Make up short dialogues. Ask each other how you

Teacher: celebrate New Year's Day.

Pupils: Are we writing a test today? What is it about?

We aren't writing a test at the lesson. It's a break now. Have a rest.

Hurra!

¹ on duty – черговий	⁸ How clever of you! – Який ти
² we are going – ми збираємося	молодець!
³ meaning – значення	⁹ right-hand man – права рука
⁴ Right you are – правильно	¹⁰ look up – знайди
⁵ continue [kən'tɪnju:] (=carry on)	¹¹ Well done [dʌn] – Дуже добре!
– продовжувати	¹² laugh [lɑ:f] – сміятися
⁶ should [ʃʊd] – слід, повинен	¹³ may [meɪ] – можна (мені)
⁷ more [mɔ:] – більш	¹⁴ give her a clap – поплескайте їй
	¹⁵ the second part – друга частина

1. What is the teacher's name? Is she fine? What do they speak at the lesson about?
2. Who is on duty? Who is absent from the lesson? Why?
3. What are they going to read? Do they read the new words before reading? Does Vania know the pronunciation of all the words? Who helps him? What does Masha do?
4. Who explains the meaning of the word combination "to decorate a New Year's tree?"
5. Is there any difficult word for Sonia in the text? What should she do?
6. Who translates the text? Is he ready? He is the teacher's right-hand man, isn't he?
7. Who answers the questions? Does she know the answers?
8. What kind of pupil is Kolia? How does he study? Does he often miss classes? What kind of marks does he get? How many mistakes does he make in his dictations?
9. What does Kolia want? Who usually fails exams?
10. Does the teacher like Tania's description of Father Frost? What does she ask pupils to do?
11. Who retells the beginning of the text and the second part? What is the pupils' next task?
12. Are the pupils writing any test at the lesson? What do they usually do during a break?

19. Перекладіть пропозиції англійською мовою та напишіть їх.

1. Усі наші друзі цікавляться іноземними ('foreign ['fɔ:ɡɪn]) мовами. Хто навчає їх англійської мови? – Містер Браун. А вони щодня вчать нові слова та словосполучення.
2. Ви знаєте правильну відповідь на запитання? – Так. – Тоді не смійся з помилок інших. Поясни правило Ніку. Він його не розуміє.

3. Ліза старанно працює над вокабуляром, вимовою та граматиною, тому вона отримує відмінні оцінки та успішно складає іспити.
4. На уроці відсутніх немає. Всі присутні. Вчитель задоволений і ставить нам добрі оцінки. Ми читаємо і перекладаємо статті та тексти. Це важко, але корисно (useful).
5. Таня та Аня складають короткі діалоги, Тоня описує картинку, Петро переказує текст, а Марія ставить запитання до тексту.
6. На уроці ми трохи (a bit) втомлюємося, а на перерві відпочиваємо, розмовляємо та їмо бутерброди.

20. Напишіть твір «At the English lesson» та розкажіть його, використовуючи додаткову лексику на тему.

Supplementary Vocabulary:

- | | |
|---|--|
| 1. a subject [ˈsʌbdʒɪkt] – предмет | 11. dean – декан |
| 2. to be late for – запізнюватися | 12. a fellow-student – однокурсник |
| 3. to pronounce [prəˈnaʊns] – вимовляти | 13. at the Dean's office – у деканаті |
| 4. sing songs – співати пісні | 14. dictionary [ˈdɪkʃən(ə)rɪ] – словник |
| 5. to be on duty [ˈdjuːti] – бути черговим | 15. foreign [ˈfɔːrɪn] – іноземний |
| 6. to be going to do smth. – збиратися зробити щось | 16. be careful [ˈkeəfəl] – бути уважним, обережним |
| 7. a gym [dʒɪm] – спортзал | 17. attentive [əˈtentɪv] – уважний, вбачливий |
| 8. department [dɪˈpɑːtmənt] – відділення, факультет | 18. to collect exercise-books – збирати зошити |
| 9. reading-room – читальна зала | 19. to hand out – роздавати |
| 10. a first-year student – першокурсник | |

Reading for fun

I. During vacation time a schoolboy made up his mind to write a letter to his friend. He sat down at his writing table and wrote: “Dear Bill!” He thought a bit and continued: “I am writing to you because I have nothing to do.” After that he thought a great deal and added at last, “I am afraid I must stop writing because I have nothing to say. Yours truly, Tom Brown.”

made up his mind – вирішив
a bit – трохи
a great deal – багато

to add – додавати
yours truly [ˈtruːli] – з повагою,
щиро ваш

* * *

II. Son: Oh, Mummy, must I learn music?

Mother: Yes, my boy. Every nice boy must learn music. But you can choose what instrument, if you like.

Son: Well, I choose the tape-recorder.

choose [tʃu:z] – вибрати

LESSON 10

1. Буквосполучення *ph, sc, qua, are*.
2. Суфікси прикметників *cian, cial*.
3. Особові та присвійні займенники.
4. Присвійний відмінок іменників (*the Possessive Case*).
5. Текст для читання “*Our University*”.

1. *Learn the rhyme; say how many hours on sleep you need.*

Nature needs five,
Custom takes seven,
Laziness takes nine,
And wickedness eleven.

10.1. Буквосполучення *ph, sc, qua, are*

Буквосполучення *ph* читається [f].

Наприклад: ear-phones [ˈiəˈfəʊnz] – навушники
philology [fiˈlɒlədʒi] – філологія

Буквосполучення *sc* читається [s] перед *e, y, i*, а *sch* – [sk].

Наприклад: scholarship [ˈskɒləʃɪp] – стипендія
science [ˈsaɪəns] – наука.

Буквосполучення *qua* читається [kwɔ:] перед *r*, [kwɔ] перед *rr* та в інших випадках.

Наприклад: quarter [ˈkwɔ:tə] – чверть
quality [ˈkwɒlɪti] – якість
quarrel [ˈkwɔrl] – сварка

Буквосполучення *are* читається [ɛə].

Наприклад: to take care [təˈteɪkˈkeə] – дбати
hare [heə] – заєць

Виняток: are [ɑ:] – є

10.2. Суфікси прикметників *cian, cial*

Суфікси прикметників *cian, cial* читаються відповідно [ʃn] и [ʃl].

Наприклад: official [əˈfɪʃl] – офіційний
musician [mjuˈzi:ʃn] – музикант

2. Read the words and write their transcription.

[f].	[eə], [ɑ:]	[ʃn], [ʃl]
photo – phone	mare – care	,poli'tician – 'crucial
'phonetics – phi'losopher	dare – fare	mu'sician – pre'judicial
'graphic – phi'losophy	pre'pare – stare	ma'gician – social
'physics – phi'lology	are – be'ware	scheme – scene – quadro
		'schedule – 'scientific – 'quarter
		scho'lastic – 'scythe – 'quarreling

3. Read the words, write their transcription. Pay attention to the phonetic rules.

,Pho'tography, scent, 'quantity, 'quarting, pre'pare, care, fi'nancial, phy'sician, 'signature, are, scho'lastic, scheme, rag, steme, brutal, stuck, calm, trans'lator, mighty, path, 'government, be'low, what, en'joy, a'nounce, soap, 'skyline, mercy, stood, stool, wild, badge, wrong, scotch, pinky, 'shelter, o'bey.

4. Read the words and write them down into your vocabularies.

- | | |
|---|---|
| 1. to be angry with smb [æŋgrɪ] – злитися на когось | 16. autumn [ˈɔ:təm] – осінь |
| 2. nowadays [ˈnaʊədəɪz] – у наші дні, зараз | 17. month [mʌnθ] – місяць |
| 3. a higher education [ˈhaɪər ,edju'keɪʃn] – вища освіта | 18. January [ˈdʒænjuəri] – січень |
| 4. educational [ˌedju'keɪʃnəl] – освітній | 19. February [ˈfebruəri] – лютий |
| 5. establishment [ɪs'tæblɪʃmənt] – заклад, установа | 20. March [mɑ:tʃ] – березень |
| 6. to enter smth [ˈentə] – вступати кудись, входити | 21. April [ˈeɪprɪl] – квітень |
| 7. to be eager to do smth [ˈi:gə] – пристрасно хотіти щось зробити | 22. May [meɪ] – травень |
| 8. noble [ˈnəʊbl] – благородний | 23. June [ˈdʒu:n] – червень |
| 9. it goes without [wɪ'dəʊt] saying – само собою зрозуміло | 24. July [dʒu'laɪ] – липень |
| 10. to be proud of smb/smith [tə bɪ'praʊd əv] – пишатися чимось, кимось | 25. August [ˈɔ:gəst] – серпень |
| 11. to last [lɑ:st] – длиться last – останній | 26. September [sep'tembə] – серпень |
| 12. year [jɪə] – рік | 27. October [ɒk'təʊbə] – жовтень |
| 13. winter [ˈwɪntə] – зима | 28. November [nəʊ'vembə] – листопад |
| 14. spring [sprɪŋ] – весна | 29. December [dɪ'sembə] – грудень |
| 15. summer [ˈsʌmə] – літо | 30. term [tə:m] – семестр |
| | 31. to have a bite [ˈbaɪt] – перекусити |
| | 31. to be tired of smth/smb [tə bɪ'taɪəd əv] – втомитись від... |
| | 32. in spite of [ɪn'spaɪt əv] – незважаючи на |
| | 33. to make good progress in [ˈprəʊgrəs] – робити успіхи в |
| | 34. best regards to [rɪ'gɑ:dz] – мій сердечний привіт |

5. Read and translate the word combinations and the sentences with the new vocabulary and make your own examples.

angry, tired, proud, in spite of regards, to be eager To be angry with her, to be tired of him, to be proud of the university, in spite of the fact that, our best regards to Mr. Smith, to be eager to enter the institute. Don't be angry with the teacher. He wants to give you good knowledge of his subject. Our timetable (розклад) is tense [ˈtens] (напружений), that's why I'm very tired. But in spite of it, we try to do our best to get excellent marks in Phi'losophy. Doctor Prest is far away. Give our best regards to him and tell him that we are eager to see him as soon as possible.

education, year, nowadays, higher, term, A secondary education, a higher education, a good education; educational programmes, educational establishments; an academic year, an academic term; to get a higher education, to study at educational institutions. It is necessary to get a higher education nowadays. School leavers (випускники) study at various [vɛəɹiəs] (різні) educational establishments. An academic year consists of 2 terms.

winter, summer, noble, spring, autumn, There are four seasons ([ˈsi:zəns] – сезони) in a year: winter, spring, summer, autumn. Winter months are December, January and February. Spring months are March, April and May. Summer months are June, July and August. Autumn months are September, October and November. We have holidays twice a year: in winter and in summer.

enter, progress, to have a bite, it goes without saying, last, To enter the room, to enter a university; to last long, to last little; to make great progress in language study, to make no progress in Mathematics; a noble man, a noble profession; to have a bite at the canteen, to have a bite at home. I want to enter the Pedagogical University. It goes without saying, "teacher" is a noble profession. Ben is eager to make progress in History, but he is lazy. This lecture doesn't last long, besides it's very educative ([ˈɛdjukətɪv] – освітня)..

6. Open the brackets. Use the essential vocabulary.

1. There are four seasons in a year (зима, весна, літо, осінь).
2. (Само собою зрозуміло), it is important nowadays (здобути вищу освіту).

3. There are a lot of (освітніх установ) in our city: academies, institutes, (університети), colleges.
4. The students of our group are clever. They (роблять успіхи) in Ukrainian and get a scholarship for it.
5. This documentary film (триває) 20 minutes, it's very dull.
6. Betty (сильно бажає вступити до державного педагогічного інституту) in autumn.

7. Complete the sentences.

1. Teacher is a ... profession.
2. There are twelve months in a year:
3. The four seasons of the year are:
4. All our workers have got a higher...
5. A university is an educational
6. I'm hungry it's high time to

10.3. Особові та присвійні займенники

1. **Особові займенники** в англійській мові мають 2 відмінки: називний (*The Nominative Case*) та об'єктний (*The Objective Case*). Об'єктний відмінок відповідає знахідному, давальному, орудному і прийменниковому відмінкам в українській мові і відповідає на питання: кого? що?; кому? чому?; ким? чим?; про кого? про що? Особисті займенники в об'єктному відмінку є в реченнях додатком та обставиною.

Вивчіть таблицю:

<i>Nominative Case</i>	<i>Objective Case</i>
I – я	me – мені, мене, зі мною, про мене
We – ми	us – нам, нас, з нами, про нас
You – ти, ви	you < тобі, тебе, з тобою, про тебе вам, вас, з вами, про вас
They – вони	them – їм, їм, з ними, про них
He – він	him – йому, його, з ним, про нього
She – вона	her – їй, їй, з нею, про неї
It* – він, вона, воно (неживі предмети, тварини)	it < йому, його, з ним, про нього їй, їй, з нею, про неї.

Наприклад: I don't wake up in the morning, my mother usually wakes **me** up.

Я не прокидаюся вранці, моя мама будить **мене**.

She is an excellent student, but the boys of her group-don't like **her**.

Вона – відмінниця, але хлопчики з її гурту не люблять **її**.

I am glad to see **you**.

Я радий вас бачити.

Steve is a handsome man, but Lizzy doesn't even look at **him**.

Стів симпатичний чоловік, але Лізі навіть не дивиться на **нього**.

Sally doesn't know a story about **them**.

Селлі не знає розповідь про **них**.

It's all about *us*.

Це все про *нас*.

2. В англійській мові присвійні займенники мають дві форми – просту (*conjoint*) та абсолютну (*absolute*) і відповідають на питання чий? чия? чие? чиї? Присвійні займенники у простій формі перебувають у становищі перед іменниками, а в абсолютній формі вони використовуються самостійно (без наступного іменника) задля уникнення повторення іменника. Присвійні займенники у простій і абсолютній формі перекладаються однаково українською мовою.

Порівняйте їх форми:

Особисті займенники	Присвійні займенники		
	проста форма	абсолютна форма	переклад
I	my	mine	мій
we	our [auə]	ours	наш
you	your [jɔ:]	yours	твій, ваш
they	their [ðeə]	theirs	їхній
he	his	his	його
she	her	hers	її–
it*	its	its	

Наприклад: Where is your pen? – Mine is on the table.

Де твій олівець? – Мій на столі.

Their university is very pre'stigious.

Їхній університет дуже престижний.

Whose car is this? – Ours.

Чия це машина? – Наша.

10.4. Присвійний відмінок іменників (*the Possessive Case*)

Іменники в англійській мові мають два відмінки: *загальний (the Common Case)* і *присвійний (the Possessive Case)*.

1. Іменник у *присвійному відмінку* позначає належність предмета (або особи) або його ставлення до іншого предмета (або особи), відповідає на питання Whose? [hu:z] – чий? У формі присвійного відмінка можуть використовуватися іменники одушевлені, імена власні, деякі неживі іменники.

2. Присвійний відмінок утворюється шляхом додавання закінчення -'s (знак апострофа та літера s) до основи іменника в однині і до основи іменників у множині, що утворюються не за загальним правилом множини (тобто не закінчуються на -s (*es*)). 's читається за загальними правилами закінчення множини іменників – [s], [z], [iz].

Наприклад: the woman's hat – капелюх жінки

Kate's cousin – двоюрідна сестра Каті
the children's room – дитяча кімната
the group's decision [dɪ'si:zn] – рішення групи

3. Присвійний відмінок іменників у множині, що утворюються за правилом, тобто із закінченням *s (es)*, позначається лише знаком апострофа наприкінці слова.

Наприклад: the students' room – кімната студентів
my parents' names – імена моїх батьків

4. Коли дві особи і більше є власниками одного і того ж предмета, закінчення присвійного відмінка додаються до останнього іменника.

Наприклад: Whose house is this? – This is Sue and Rick's house.
Чий це будинок? – Це будинок Сью та Ріка.

5. Форму присвійного відмінка можуть набувати:

– назви країн, міст (а також слова: *country, city, world, ship*).

Наприклад: the world's literature – світова література
Odesa's streets – вулиці Одеси
America's cities – міста Америки
Our town's name – ім'я нашого міста

– словосполучення, що позначають часові визначення: *yesterday, today, tomorrow, Monday* тощо.

Наприклад: today's newspaper – сьогоднішня газета
next week's meeting – збори наступного тижня

– словосполучення, що позначають періоди часу, тривалість будь-якого явища.

Наприклад: We've got a week's holiday.

У нас тижнева відпустка.

It's five minutes' walk from here.

Це за п'ять хвилин ходьби звідси.

(Зауважимо, що перед словом *walk* невизначений артикль *a* не вживається).

Якщо в українській мові перед визначеним словом може бути два чи більше слів, як-от: *машина друга мого батька*, то в англійській мові зазвичай використовується конструкція з прийменником *of* і словосполучення в присвійному відмінку.

Наприклад: the cat of my sister's friend. – кіт друга моєї сестри.

8. *Read and translate the sentences into Ukrainian. Make up your own examples with the new grammar material.*

I. Do you know *them*? – Yes, *I* do. *They* are *our* neighbours [ˈneɪbəz] (сусіди).

I don't like *him*. – *He* is a truant [tru:ənt] (прогульник).

Is David fond of **her**? Yes, **she** is a witty (дотепна) charming girl.

Natalie doesn't want to talk to us. **We** are very sorry.

I tell **you, you** have examinations twice a year.

Do you hear **me**? It's high time to wake up.

I am nervous (['nə:vəs] – нервувати).

I have got a tape – recorder. **It** is on the table. I listen to **it** with great pleasure.

II. This **our** classroom. – Room number 5 is **yours**.

What is **their** mark in dictation? – **Their** mark is a "5". – **Mine** is a "4".

His institute has got a huge ['hju:dz] (величезну) library. **Its** library is famous all over the region (['ri:dʒən] – область).

He doesn't borrow (брати) books from the library. They are **his**.

Whose earphones are they? – They are **ours**.

Is it your cassette? No, it isn't. It's **hers**.

Whose car is that? It's **theirs**.

III. It's our teacher's laboratory [lə 'bɒrətəri].

Look, this is Frank's text book. Give it to him.

Where is Boris's mobile telephone? ['məʊbaɪl 'telɪfəʊn]. It's over there.

The women's clothes department (відділ готового одягу) always strikes me as unusual (вважає мене).

My grandparents' private house is on the bank (берег) of the River Dniester.

It is the company's decision [dɪ 'si:zn] (рішення) to visit Italy.

Jack and Jill's hard work is a good example for everybody.

The world's opinion is negative about this event [ɪ 'vent] (подія).

Is it this week's magazine? – Yes, it is.

Do you live far from here? – No, it's two minutes' drive.

This is the best composition of my mother's student.

9. Complete the sentences. Use the Objective Case of the Personal Pronouns.

1. Who is that woman? Why don't you want to listen to ...?

2. Do you know that man? – Yes, I work with

3. Where are my keys? I can't [kɑ:nt] (не можу) find

4. We have holidays twice a year. You can join (приєднатися до)

5. I don't like dogs. I am afraid of

6. I have very important information. Please, listen to

7. Where is Jane? I want to see

8. My cousin has a new job, but he doesn't like

10. Fill in the gaps. Choose the correct variant of the Case: I/me; he/him; she/her; we/us; it/its; they/them.

For example: I want to see her but **she**...



doesn't want to see **me**... .

1. They want to see me, but ... don't want to see

2. She wants to see him, but ... doesn't want to see... .
3. We want to see them, but ... don't want to see... .
4. He wants to see us, but ... don't want to see
5. They want to see her, but ... doesn't want to see
6. I want to them, but ... don't want to see
7. You want to see her but ... doesn't want to see

11. The Objective or Nominative Case? Make a correct choice.

For example: I don't know that man. Do you know **him** ? – Yes, I do, **he** ... is our Dean.

1. I need this book. Where is ... ? – ... on the shelf.
2. Mike, there's a letter for are lucky (тобі пощастило).
3. My name is Alice. ... am a first-year student. Everybody knows
4. This is our group. ... all are very friendly and proud (пишаємося) of our university. Our teachers give ... very interesting lectures.
5. Henry is here. Don't look for (шукати) is at the piano.
6. Boris! Olga! Where are you? ... are at the museum. Oh, I see
7. Helga studies well, besides ... is a brilliant tennis player. Play with

12. Form the Possessive Pronouns out of the Personal ones in brackets.

For example: Mrs. Jackson is a teacher. **her** daughter is a student (she).

1. The children are at school already. ... lessons begin at 8. (they).
2. You are would-be teachers. Only children can appreciate ([ə'pri:ʃieɪt] оцінити гідно) ... work (you).
3. I have a son. He is a naughty boy. There's always a mess (безладдя) in ... room. (he)
4. We study at South Ukrainian National Pedagogical University named after K. D. Ushynsky. ... University is famous all over the country (we).
5. The baby sitter is at work. ... working day lasts 8 hours. (she)
6. I am good at foreign languages. ... marks are good and excellent. (I)
7. There are two terms in a year: the autumn term and the spring term. The academic year is tense, but ... results are positive. (it)

13. Choose the correct form of the Possessive Pronouns in brackets (absolute or Conjoint).

1. This is (my, mine) bag. – This bag is (my, mine).
2. Is (her, hers) auditorium large or small? Is (her/hers) progress in studies high?
3. Whose schedule is this? – It's (our, ours). (Our, ours) classes are over at 6.
4. Is Richard a group-mate of (your, yours)? Where are (your, yours) final tests? – On the desk.
5. Don't look up in (their, theirs) copybooks! Do it yourselves let (their, theirs) mistakes be (their, theirs).

6. (His, He's) is the best composition. She learns the material that's why (his, he's) success is obvious ['ɔbvɪəs] (очевидний).
7. This is a parrot. That is (its, it's) cage.

14. Replace the of-phrases by the noun in the Possessive Case.

For example: The book of that student is torn (рваний).

→ *That student's book is torn.*

1. The books of these students are old.
2. The computer of our nephew doesn't work.
3. The cassettes of Mr. Hanks are modern.
4. The toys of the children are on the floor.
5. The voice of their lecturer is too loud.
6. The project of Tom and Kate is the most interesting. (найцікавіший)

15. Paraphrase the sentences using the nouns in the Possessive Case.

For example: The name of the city is Lviv. → *The city's name is Lviv.*

1. I need 15 minutes to walk from my home to the university. It's ... from my home to the University.
2. It is the 19th of December today. The date of the newspaper is the 18th of December. So, it's ... newspaper.
3. I leave my house at 9 o'clock and drive to the centre of the town, I arrive ([ə'raɪv] – *прибувати*) there at 11 o'clock. So, it's about ... to the centre of the city from my house.
4. The only cinema in the town is closed today.
5. Teaching Training Technologies is the main branch in the region.
6. See you tomorrow at the meeting. See you at ... meeting.

16. Read the text. Translate it from English into your mother tongue. Render the contents using the assignments [ə'saɪnmənts] (*завдання*) after the text.

Our University

(A letter)

Dear Mary,

Don't be angry with me for my long silence¹, but really I was² too busy to write.

You know, it's very important nowadays to get higher education. All famous and serious companies and state educational establishments need³ qualified⁴ workers. That's why after finishing school school-leavers⁵ enter institutions of higher education: academies, universities, institutes or technical schools, colleges of various⁶ kinds.

As for me, I am now a student of the State institution "South Ukrainian National Pedagogical University named after K. D. Ushynsky".

I love children very much, so I am eager to be a teacher. I think teaching is a noble profession. It is always thrilling⁷ to work with children. And it goes without

saying we, students, are very proud of our university. There are 10 faculties at our University which train teachers in many subjects: Ukrainian and Foreign Languages, Physics⁸ Mathematics⁹, Music and Choreography¹⁰, Arts and Graphics¹¹, Philology¹² and History, Primary and Preschool Education, Physical Training¹³, Computer Studies, Psychology [sai'kɒlədʒi], Medicine and others. Many well known professors teach at our University. There are good libraries and reading rooms in it and for those who go in for sports we have got good gymnasiums and a stadium¹⁴.

Our academic year begins in September and lasts for 10 months: September, October, November, December, January, February, March, April, May and June. There are two terms in each year: an autumn term and a spring term. We take exams twice a year: in January and in June. So we work hard during the whole year.

As a rule, our classes begin at 8 o'clock in the morning. We usually have three or four double periods. The breaks between them are 20 minutes. So, we can go to our canteen and have a bite and drink some juice or simply have a rest. We are tired, but we have a lot to do. We also go to the library after classes because there is also a great deal of material that is necessary to learn. In spite of that I like to study at our university. I have got a lot of friends among my fellow-students. We hope to make good progress in our study. My favourite subjects are: Children's Literature, The World's History, English, Philosophy, Pedagogics¹⁵. Those who are diligent students pass exams successfully in winter and summer and get their scholarship¹⁶.

There are folklore and choir¹⁷ clubs, a sports club, a humour contest team¹⁸, a theatre studio and other student societies¹⁹ at the university.

So, that's the latest news²⁰ about me. Please write to me about your life and study. I look forward²¹ to your reply.

My best regards to your relatives.

Yours,
Olga

¹ silence [ˈsaɪləns] – тишина

² I was [wɒz] – я була

³ need – нуждатися, мати потребу, потребувати

⁴ qualified [ˈkwɒlɪfaɪd] – компетентний, кваліфікований

⁵ 'school-'leavers – абітурієнти

⁶ various [ˈveəriəs] – різноманітні, різні

⁷ thrilling [ˈθrɪlɪŋ] – захоплюючий

⁸ Physics [ˈfɪzɪks] – фізика

⁹ Mathematics [ˌmæθəˈmæɪks] – математика

¹⁰ Choreography [ˌkɔːrɪˈɒlədʒi] – хореографія

¹² Philology [fɪˈlɒlədʒi] – філологія, мовознавство

¹³ Physical Training [ˈfɪzɪkl ˈtreɪnɪŋ] – фізкультура

¹⁴ stadium [ˈsteɪdʒəm] – стадіон

¹⁵ Pedagogics [ˌpedəˈɡɒdʒɪks] – педагогіка

¹⁶ scholarship [ˈskɒləʃɪp] – стипендія

¹⁷ choir [ˈkwaɪə] – хор

¹⁸ a humour contest team [ˈhju:mə ˈkɒntest ˈti:m] – команда КВК

¹⁹ society [səˈsaɪti] – суспільство, товариство

²⁰ the latest news – остання новина

1. Tell us why it is very important nowadays to have a higher education and where it is possible to enter.
2. Where does Olga study now? Teaching is a noble profession. Prove it.
3. Talk about what faculties and how many faculties there are at Olga's University. What else is there at her university?
4. Say how long an academic year lasts, how many terms it is divided [dɪˈvaɪdɪd] into (поділений).
5. Speak about Olga's working day at South Ukrainian National Pedagogical University named after K. D. Ushynsky.
6. Does your working day resemble [rɪˈzembəl] (схожий, нагадує) Olga's? How many double periods have you got every day? What do you do during the breaks?
7. What are your favourite subjects? Give some information about your study at the university.

17. Make up dialogues on the topic "Our University".

18. *Translate the following sentences into English. Be ready to write them to the teacher's dictation.

1. Скажи йому, а не мені. Він не хоче віддавати їй словник, хоча (though – [ˈðəʊ]) він не його.
2. Це рішення нашої родини жити в Одесі та вступати до Південноукраїнського національного педагогічного університету імені К. Д. Ушинського.
3. Вчитель – це шляхетна професія. Діти відчують справжнього (real) вчителя та зацікавлені його предметом.
4. Мені потрібна твоя допомога. У мене проблеми з українською літературою. Навчи мене користуватися (to use) цим робочим зошитом (a work book).
5. Джейн подобається фізика та математика, а Ніколосу – хімія та біологія. Вони вивчають різні предмети.
6. Чий це підручник? Це підручник Кріса. (Chris). У нього вдома величезна кількість книг. Бібліотека його батьків багата.
7. Де Сем? Він хворий? – Ні, він у студентській їдальні. Він завжди спізнюється на третю пару. – Передайте йому привіт від мене. Побачимося на завтрашній науковій конференції (scientific conference).

LESSON 11

1. Модальні дієслова: *can (could, to be able to); must (to be to, to have to); may; should; shall.*

2. Тексти для читання “*The rights of the child*”, “*What do children need?*”

1. Learn the rhyme.

Thirty days have September,
April, June and November.
All the rest have thirty-one;
February has twenty-eight alone,
Excepting a leap-year, that's the time.
When February's days are twenty-nine.

2. Imagine that you are a teacher. Give orders to your students and conduct a lesson. Use the expressions below.

- a) – встати
- сісти
- відкрити зошит
- записати дату
- бути готовим відповідати

- b) – не розмовляти на уроці
- не пропускати уроки
- не перебивати вчителя (to interrupt)
- не запізнюватися
- не повертатися спиною (to turn over)

3. Offer your group mates to do smth (not to do) together. Use the verb “to let”.

- | | |
|-------------------------|--|
| – to play basketball | – not to take part in sports competitions. |
| – not to help in class | – to write a composition |
| – to correct the answer | – not to describe pictures |
| – not to make mistakes | – to enter the room |
| – to go to the library | |

4. Read and translate the text. Express your attitude to the information given in this text.

The rights of the child

Eglantine Jebb is the founder¹ of the Save² the Children Fund³. It is commonly known⁴ as the Declaration of Geneva [ʒə'ni:və]. These principles form the basis of our work:

I. The child must⁵ be protected⁶ beyond and above⁷ all consideration⁸ of race, nationality or creed⁹.

- II. The child must be cared for¹⁰ with due¹¹ respect¹² for the family as an entity¹³.
 III. The child must be given the means¹⁴, requisite¹⁵ for its normal development¹⁶, materially, morally and spiritually¹⁷.
 IV. The child that is mentally or physically handicapped¹⁸ must be helped; the maladjusted¹⁹ child must be re-educated; the orphan²⁰ and the waif²¹ must be sheltered²² and succoured²³.
 V. The child must be the first to receive relief²⁴ in time of distress²⁵.
 VI. The child must enjoy the full benefits²⁶ provided²⁷ by social welfare²⁸ and social security schemes, must receive a training which will enable²⁹ it, at the right time, to earn a livelihood³⁰, and must be protected against every form of exploitation³¹.
 VII. The child must be brought up³² in the consciousness³³ that its talents must be developed to the service of its fellow men.

(from: *Children Need a Future by Harry Undy, 1988.*)

¹ founder [ˈfaʊndə] – засновник	¹⁸ handicapped [ˈhændɪkæpt] – з вадами у розвитку
² save [seɪv] – рятувати	¹⁹ maladjusted [ˌmæləˈdʒʌstɪd] – малозабезпечені
³ fund [fʌnd] – фонд	²⁰ orphan [ˈɔːf(ə)n] – сирота
⁴ commonly known [ˈkɒmənli ˈnəʊn] – загально відомий	²¹ waif [weɪf] – безпритульник
⁵ must [mʌst] – повинен	²² be sheltered [ˈʃeltəd] – дати дах, дати притулок
⁶ protected [prəˈtektɪd] – захищений	²³ succour [ˈsʌkə] – допомагати
⁷ beyond and above [bɪˈjɒnd ənd əˈbʌv] – понад усе	²⁴ relief [rɪˈliːf] – заспокоєння, полегшення
⁸ consideration [kənˌsɪdəˈreɪʃn] – розгляд, увага, обговорення	²⁵ distress [dɪˈstres] – лихо
⁹ creed [kriːd] – переконання	²⁶ benefit [ˈbenɪfɪt] – вигода, користь
¹⁰ care for [ˈkeə ˈfɔː] – дбати про	²⁷ provided [prəˈvaɪdɪd] – забезпечений
¹¹ due [djuː] – належний	²⁸ welfare [ˈwelfeə] – добробут
¹² respect [rɪsˈpekt] – повага	²⁹ enable [ɪˈneɪbl] – дати можливість, право щось робити
¹³ entity [ˈentəti] – щось реально існуюче; буття	³⁰ livelihood [ˈlaɪvliːhʊd] – засоби для існування
¹⁴ means [miːnz] – засоби	³¹ exploitation [ˌeksplɔɪˈteɪʃn] – експлуатація
¹⁵ requisite [ˈrekwɪzɪt] – все необхідне	³² to be brought up [ˈbrɔːt ˈʌp] – бути вихованим (від дієслова to bring up)
¹⁶ development [dɪˈveləpmənt] – розвиток	³³ consciousness [ˈkɒnʃəsnəs] – свідомість, розуміння
¹⁷ spiritually [ˈspɪrɪtʃuəli] – духовно	

husband, he is seriously ill. You are so careless about your study. The exams are difficult!

achieve, try, provide, praise, self-esteem, independence, feelings, explore, for a change To achieve good results, to try to understand, to provide an educational process. Do you praise your children when they answer correctly? Of course, I do. They need self-esteem and independence. They are strong feelings. Let's explore this problem for a change. What does it mean? It means, that the pupils respect your. They are careful and attentive.

prefer, feed, treat, biscuits To prefer tea to coffee, to feed kids, to treat a friend to biscuits ([ˈbɪskɪts] печиво). Nowadays doctors treat their patients [ˈpeɪʃənts] with very expensive medicine [ˈmedsɪn]. This problem is vital. It needs a quick decision [dɪˈsɪʒn] (рішення).

deserve, expect, confident, creative, routine, mean, bring, allow, courtesy, care To deserve a punishment [ˈpʌnɪʃmənt] (покарання), to expect somebody to come, to be confident of one's knowledge. Do you prefer routine work to creative one? Certainly, not. I mean, we should ([ˈʃʊd] – слід), develop ([dɪˈveləp] – розвивати) a child's talent and bring them up (виховувати) with courtesy and care. Usually parents don't allow their children to walk at night. Change your style of clothes.

11.1. Модальні дієслова

1. Для вираження модальності в англійській мові використовується ряд модальних дієслів, що відображають ставлення до дійсності. Давайте розглянемо їх. Групу модальних дієслів поєднують такі ознаки:

- 1) у них немає форми інфінітиву;
- 2) смислове дієслово слідує за ними без частки **to** (крім **ought to** – слід; **to be able to** – бути спроможним, уміти);
- 3) питання і заперечну форму вони утворюють самостійно без допоміжного дієслова. У питальній формі модальне дієслово ставиться перед підметом, а в заперечній формі частка **not** ставиться після модального дієслова.

Ось деякі «представники» групи модальних дієслів:

Can – могли, вміти. Позначає, що щось можливо зробити, або хтось має здатність або вміння щось виконувати.

Наприклад: We **can** see the lake from our bedroom window.

Ми **можемо** побачити озеро із вікна нашої спальні.

Can you help me?

Ти **можеш** мені допомогти?

Could you help me?

Ви не **можли** б мені допомогти? (ввічливе прохання).

Yes, I **can**. No, I **can't**.

Can you speak any foreign language?

Ти **можеш** говорити якоюсь іноземною мовою? -

Так, **вмію** (**можу**). (Ні, **не вмію**).

I'm afraid I **can't** come to the party tonight.

Боюся, я **не зможу** прийти на вечірку сьогодні ввечері.

Can Irene skate? – Yes, she **can**.

Айріні **вміє** кататися на ковзанах? - Так, **вміє**.

To be able to – могли, вміти, мати здатність. Можливо використовувати це модальне дієслово замість **can**, але **can** – більш поширено.

Наприклад: Richard **is able to** bring up children.

Річард **може** (**у змозі**) виховувати дітей.

Are you able to comfort a crying baby?

Ти **можеш** заспокоїти дитину, що плаче?

I **am not able** to deceive [di'si:v] people.

Я **не вмію** обманювати людей.

May – 1) могли, мати можливість, бути ймовірним;

2) можна – висловлює прохання чи дозвіл щось зробити;

3) можемо – про можливі дії у майбутньому.

Наприклад: It **may** be true.

Можливо, це правда. (або It **might** [maɪt] be true).

You **may** not come in.

Тобі **не можна** увійти. (= Ти **не можеш** увійти).

May I ask you? – **Можна** вас спитати?

Yes, You **may**. – Так.

Ann **may** not come to the party tonight.

Можливо, Енн не прийде на вечірку сьогодні ввечері.

Must – зобов'язаний, повинен. Висловлює внутрішню необхідність виконувати будь-яку дію.

Наприклад: I **must** study well because I want to enter the

Pedagogical University. Я **повинен** добре вчитися, бо хочу вступити до педагогічного університету.

Заперечна форма **must not** або **mustn't** ['mʌsnt] виражає категоричність судження.

Наприклад: You **mustn't** offend [ə'fend] little children!

(Тобі) **не можна** ображати маленьких дітей!

У відповідях на загальне питання використовується форма **needn't**, якщо немає необхідності у вчиненні даної дії.

Наприклад: **Must** I write this letter? – No, you **needn't**.

Я **маю** писати цей лист? – Ні, **не потрібно**.

(Порівняйте з модальним дієсловом **shall**, який у питальних реченнях перекладається як «можна», «потрібно»; та речення передає очікування

вказівок, інструкцій з боку іншої особи.

Наприклад: Shall I begin? – Do, please.

Мені починати? – Так, будь ласка.)

Синонімами модального дієслова *must* є *to have to* і *to be to*.

To have to – змушений, доводиться, повинен. Висловлює необхідність виконання будь-якої дії у силу обставин, що склалися.

Наприклад: It is already dark. It is dangerous [ˈdeɪndʒərəs]. I have to go home.

Вже темно. Небезпечно. Я *мушу* йти додому (змушена).

Заперечна та питальна форми утворюються за допомогою допоміжного дієслова.

Наприклад: You don't have to help him. He has a lot of money.

Ти *не мушиш* йому допомагати. Він має багато грошей.

Does Mary have to take a taxi? Yes, she does.

Her car is stolen.

Мері *доводиться* брати таксі? – Так. Її машину вкрали.

To be to – зобов'язаний, повинен, має намір. Позначає необхідність вчинення будь-якої дії згідно з планом, статутом, розпорядженням або наказом, правилом.

Наприклад: You are to be at work in time.

Ви *повинні* бути вчасно на роботі.

Am I to telephone your partners?

Це входить до моїх обов'язків (=обов'язана я)

дзвонити вашим партнерам?

He isn't to consult you.

Він *не повинен* консультиватися з тобою.

Should [ʃud] – слід. Висловлює дружню, доброзичливу пораду щось зробити. Це буде добре, правильно, якщо ви виконаєте ту чи ту дію.

Наприклад: You should behave yourself.

Тобі *слід* добре поводитися.

У негативному реченні *shouldn't* означає, що вам не слід робити небажану дію.

Наприклад: You shouldn't argue [ˈɑːgju] your baby sitter.

Тобі *не слід* сперечатися з твоєю нянею.

Praise Nick. – *Should I.*

Похвали Ніка. – Мені це слід зробити? (= А треба?)

7. Read the sentences and compare them with the Ukrainian translation. Pay attention to the usage of the modal verbs.

I.

1. They *can* have a try to do it once more.

I.

1. Вони можуть спробувати зробити це ще раз.

2. I **can** ski and play volleyball.
3. It **can't** be so.
4. Denis **can't** provide the educational process.
5. Pat **can't** express his self-esteem.
6. **Can** you change your point of view [ˈvju:]?
7. **Can** you carry my bag?
8. **Could** you open the door, please? – Sure [ʃuə].

II.

1. This task is very easy. Everybody **is able** to fulfill it.
2. Jane is ill she **isn't able** to take care of her younger brother.
3. Are you **able** to achieve good results in this project? – I feel, I am.

III.

1. What does Kate like? I'm not sure, she **may** prefer reading to watching TV.
2. He **might** have to take the child to hospital. His temperature is high.
3. Mary **may not** expect such a result.
4. **May** I treat you to a delicious [diˈliʃəs] meal? – Yes, you **may**.
5. Be careful. You **may** not make a mistake.

IV.

1. Jack, you **must** encourage your assistants.
2. We **must** respect our parents.
3. You **mustn't** allow your daughter to come home so late.
4. **Must** I explore our district? – No, you **needn't**.

2. Я вмію кататися на лижах та грати у волейбол.
3. Цього не може бути.
4. Деніс не може забезпечити освітній процес.
5. Пет не може висловити почуття власної гідності.
6. Ви можете змінити свою думку?
7. Чи можете ви понести мою сумку?
8. Ви б не могли відчинити двері, будь ласка? – Звичайно.

II.

1. Це завдання легке. Кожен може його виконати.
2. Джейн хвора. Вона не може (не в змозі) подбати про молодшого брата.
3. Ти можеш досягти добрих результатів у цьому проєкті? – Я відчуваю, що можу.

III.

1. Що любить Кейт? Я не впевнена, що вона може віддавати перевагу читанню, а ні перегляду телевізійних програм.
2. Можливо, йому доведеться відвезти дитину до лікарні. У нього висока температура.
3. Мері може і не очікувати такого результату.
4. Можна я вас пригощу смачним обідом (їжею). – Так, можеш.
5. Будь обережним. Тобі не можна зробити помилку.

IV.

1. Джеку, ти маєш заохочувати своїх асистентів.
2. Ми маємо поважати наших батьків.
3. Ви не повинні дозволяти вашій дочці приходити так пізно.
4. Я маю обстежити наш район? – Ні, не потрібно.

5. **Shall** we feed the children? Do, please. The dinner is so nutritious.

V.

1. I **have to** go. My son has vital problems. It is necessary ['nesəsəri] to solve ['sɒlv] them.

2. Charlie **has to** be confident and careful. The world around him is deceptive [di'septɪv].

3. You **don't have to** be in a hurry. There is one more train to Kyiv.

4. Angie doesn't work. She **doesn't have to** get up early.

5. Do we **have to** do it? We are extremely [iks'tri:mli] rich.

6. **Does** Route **have to** go to hospital? Why? – She is injured ['ɪndʒəd].

VI.

1. According to our plan we **are to** finish this game at 1 o'clock.

2. Laura **is to** walk the dog. It's her duty ['dju:tɪ].

3. They **aren't to** take any decisions, they **are to** plan work.

4. **Am** I to use only this information at the conference? – No, you **aren't**.

5. **Is** Michael **to** question the baby-sitter. No, he **isn't**. It is not his work.

6. You **should** bring up your child with love.

7. We **shouldn't** laugh at our friends' failure.

8. Look, Eugene is sad. **Should** I comfort him?

5. Нам годувати дітей? – Так, будь ласка. Обід такий поживний.

V.

1. Мені треба йти. У мого сина проблеми життєвої ваги. Їх необхідно вирішити.

2. Чарлі доводиться бути впевненим та обережним. Світ навколо нього оманливий.

3. Тобі не треба поспішати. Є ще один потяг на Київ.

4. Енджі не працює. Їй не треба вставати рано.

5 А чи треба нам це робити? Ми дуже багаті.

6. Рут має їхати до лікарні? Чому? – Вона поранена.

VI.

1. Згідно з нашим планом ми повинні закінчити цю гру за годину.

2. Лора має виховувати собаку. Це її обов'язок.

3. Вони не повинні приймати рішення, вони мають складати план роботи (планувати роботу).

4. Я маю використовувати тільки цю інформацію на конференції? – Ні.

5. Майки зобов'язаний ставити запитання няні? – Ні, це не його робота.

6. Тобі слід виховувати дитину з коханням.

7. Нам не слід сміятися з невдач наших друзів.

8. Дивись, Юджин сумний. – Мені слід його заспокоїти?

8. **Make the sentences negative. Give your variant of answers.**

For example: We can skate. – We can't skate. We can ski.

1. Julia *goes* to the university after she leaves school.
2. Joanna *can* bring children up very well.
3. Jena *may* get offended ([ə'fendɪd] – образитися) if you don't give her the book back.
4. We *are able to* develop the idea. It's interesting.
5. Vivian *is able to* cheer up ([ˈtʃɪər 'ʌp] – розвеселити) people.
6. You *may* take my pen.
7. Juliya *must* take care of her sick granny.
8. I *should* listen to my doctor. He is right.
9. John *is to* improve his study ([ɪm 'pru:v] – покращити). Bad students don't study here.
10. They *have to* stay at home. It's raining (іде дощ).
11. We *are to* create ([kri'eɪt] – створити) a new kind of control.
12. Paul *has to* answer all the questions. Jane isn't ready today.

9. Ask general questions. Let your group mates answer them. Motivate your answer.

For example: P₁ I have to go. It's dark.

P₂ *Do you have to go? – Let's stay together at home.*

1. Britney might break something. She is clumsy (незграбна).
2. Martin can treat people by means of pills (таблетки, пігулки).
3. I am able to make 'orders (наказ, розпорядження).
4. We may introduce [,ɪntrə'dju:s] our parents to the teacher.
5. You must learn to be a specialist.
6. Betty has to change her decision. It's wrong.
7. We should try again ([ə'geɪn] – знову).
8. Parents are to respect their children's individuality when they create something.
9. He is to blame (звинуватити) "excessive competitiveness" [ɪk'sesɪv kəm'petətɪvənəs] (надмірне суперництво).
10. I may believe ([bɪ'li:v] – повірити) your words.
11. They have to find the difference between these tasks. The children don't understand them. Explain everything to them.

10. Make the right choice. Mind the forms of the verbs.

a) can, to be able to, may, might, could.

1. ... you see these words in this inky darkness? (суцільна темрява)
2. You ... go when the child is asleep.
3. When ... Dorothy be here? Let me see, she is busy tomorrow, she ... not come.
4. I'm afraid, I ... not ... help you with your child.
5. We ... fall ill (захворіти). It is very cold.
6. They ... not write, but they ... read.

7. ... open the door, please? – Certainly.

b) *should or shall?*

1. ... I begin? – Do, please.
2. You ... work more seriously!
3. We ... not give sweets to children before dinner.
4. ... we call the doctor? – You needn't

c) *must, to have to, to be to, needn't?*

1. The meeting ... begin at 5. Don't be late.
2. You ... do it alone. There's nobody to help you.
3. He ... work hard at his pronunciation.
4. ... I do it today?! – No, you It isn't that urgent ([' ə : dʒ ə n t] – терміново).
5. Why ... she ... leave? – She has a lot to do at home.

11. Read the text and translate it into Ukrainian. Do the tasks after the text. Retell the text. Use the questions as a plan.

What do children need?

Children have three essential¹ types of needs – emotional, physical and intellectual. You may not be able to meet² all their needs as you would like³. What matters⁴ is doing the best you can.

Love is the most vital need of all. If you can love children without expecting anything in return⁵, they will grow up feeling more confident and positive about themselves and more able to love others.

Children need a lot of **praise** – not just for achieving things, but for trying too.

As for **physical care**, it includes⁶ warmth⁷, regular nutritious meals and plenty of rest. Most children feel more secure⁸ if a few things happen at roughly⁹ the same time every day and any changes in **routine** are explained to them.

Try to provide a variety¹⁰ of creative interesting things for your children to do. **Encourage** them to explore and take on new challenges¹¹ if you think they are ready for them. Your interest and praise will help to built their self-esteem.

Talk to your baby or child as much as possible and encourage them to talk to you. **Independence** means encouraging them to learn to do things for themselves, like getting dressed and feeding themselves. It also means allowing them to make choices¹² sometimes, perhaps about which clothes they wear¹³ or which toys they prefer to play with.

Children deserve to be treated with courtesy, just like adults. They should be told about decisions which affect¹⁴ them, like hospital visits or separations¹⁵. They have rights too. But don't forget to teach them to **respect** grown-ups: their parents, grandparents, teachers, etc.

(From: Putting Children First)

¹ essential [ə'senʃəl] – основні, важливі	⁹ roughly ['rʌfli] – приблизно
² meet (all their needs) – вітати (необхідне для них)	¹⁰ variety [və'raɪəti] – різноманітність
³ would like [wʊd] – хотілося б	¹¹ challenge ['tʃælɪndʒ] – виклик, складне завдання
⁴ matter – має значення	¹² choice [tʃɔɪs] – вибір
⁵ in return [rɪ'tʌ:n] – на взаєм	¹³ wear (clothes) [weə] – носити одяг
⁶ include [ɪn'klu:d] – включати	¹⁴ to affect [ə'fekt] – впливати, хвилювати
⁷ warmth ['wɔ:mθ] – теплота, тепло	¹⁵ separation [ˌsepə'reɪʃ(ə)n] – розлучення батьків
⁸ secure [sɪ'kjʊə] – спокійний, надійний, безпечний	

1. What essential types of needs have children got? What matters if you can't meet all their needs?

2. What is the most vital need of all? When can children grow up feeling more confident and positive about themselves and more able to love others?

3. What for do children need praise? What does physical care include? On what condition ([kən'diʃn] – умова) do most people feel more secure?

4. What is it necessary to provide your child with? Should we encourage children to explore and take on new challenges? What can help to build their self-esteem?

5. How often must we talk to our baby or child? What does "independence" mean?

6. How do children deserve to be treated? What should we tell them? Whom should they respect?

12. What else do children need? Express your ideas about it. Mention such notions as individuality, manners, leadership, suppression, dictatorship, appreciation. Share your opinions with each other.

13.* Translate from Ukrainian into English.

1. Ми повинні захищати наших дітей, незважаючи на (in spite of) їхню расу чи національність.

2. Вчителю слід поважати та заохочувати творчість дітей. Їм це потрібно (need).

3. Ми просто зобов'язані дати дитині все для її нормального розвитку – матеріального, морального та духовного.

4. Кожен може допомогти розумово чи фізично відсталій дитині. Дайте йому освіту по-новому (to re-educate) і «дах над головою» (= притулок).

5. Вам доведеться дозволити дитині висловлювати (express) його особисту думку, тому що дитина – це особистість (personality), індивідуальність.

6. Ви б не могли пояснити дівчинці зміни у нашій звичайній роботі (рутині)? Похваліть її за творчу роботу та гарну поведінку (behaviour [bi'heɪviə]).

7. Місіс Джексон змушена (повинна) годувати малюків поживним обідом. Няні немає сьогодні. – А вона це повинна (обов'язана) робити? – Ні, вона – соціальний (social) працівник.

8. Ви не повинні лаятись ('argue – ['ɑ:gju]) з бабусяю та дідусем! Вони вас люблять і завжди захищають.

9. Як ти себе почуваєш? - Могло б бути й краще (better).

10. Мені погодувати рибок? – Так будь ласка. Вони голодні. – Ти дуже добродушний (good-natured – ['gud 'neɪtʃəd]) хлопчик.

11. «Незалежність» – означає заохочувати дітей навчатися робити все самотійно; одягатися (by themselves) і їсти, робити іноді свій вибір (choice) в одязі, іграшках.

12. Ти можеш заслужити гарне ставлення до себе, якщо ти зумієш поважати людей та допомагати їм вирішувати (solve) життєво важливі проблеми.

14.*Write a paragraph about children's needs and the way we should treat children and their individuality. What must maladjusted children have? Use the texts of this lesson as a help in your composition.

LESSON 12

1. Ступені порівняння прикметників (*Degrees of Comparison of adjectives*).

Односкладні та багатоскладові прикметники. Винятки.

2. Тексти для читання "A Child grows", "Being a parent".

1. Learn the poem.

Books

Since¹ books are friends,
They need much care.
When you're reading them,
Be good to them and fair.
Use book-marks², children,
To hold your place,
And don't turn a book
Upon its clear face.
Remember, children, then:
Books are meant³ to read,
Not cut⁴ or colour them –
No, really never indeed⁵.

¹ since ['sɪns] – оскільки
book-marks – закладки

³ meant [ment] – призначений
⁴ cut [kʌt] – різати, розрізати

⁵ indeed [ɪn'di:d] – справді²

- 2. a) Name five things:** a) what a pupil *is to* do at school;
b) what a parent *must* do;
c) what we *can't* do at the lesson;
d) what students *may* do during a break;
e) what your sister (brother) *is able to* do;
f) what a friend *should* do;
g) what you *have to* do if you are not ready for a lesson (if it is cold, if your mother is tired, if a teacher is not right, if your room is dirty).

3. a) Ask your group mate to do 5 things.

For example: Could you open the window, please? It's too stuffy here.

b) Ask your teacher if you must do something and give your answer.

For example: Must I learn this poem by heart? – No, you needn't. You have got enough tasks to do.

4. a) Read the text; b) translate it into Ukrainian.

A Child grows

By the age of two, most children start trying to copy real words and chat¹ to themselves. We should encourage this as much as we can. Your child learns language from you, so talk to him as much as possible right from the start even if you find it a bit embarrassing².

From about the age of three, children begin to make friends and enjoy the company of other children. If your child is very shy, he might prefer just to watch others play for a while. Try not to force³ him to take part⁴. He'll soon join in when he feels ready.

Before children are five it's high time⁵ for them to be ready to start going to a playground or a nursery school and many of them start "big school". This is when many parents realize that their parenting efforts⁶ are suddenly on view⁷ to the public.

Starting school can be an overwhelming⁸ experience for some children, especially if they haven't gone⁹ to a nursery or playground. It is necessary to find time, right from the start, to talk to your child's teacher about any worries you or your child may have. You may also need to be extra patient for a while, as your child may find starting school quite a struggle¹⁰ at first, and may get tired and cross more quickly.

We shouldn't forget that good schools make good citizens. Nowadays teachers' aim¹¹ is to develop character¹². They try to teach the pupils about right and wrong, they also should prepare children for their future careers¹³. We feel we must educate children both to read, write and count properly and for leisure¹⁴ too. They should have more art, music and games on the timetable.

The main aim of any school is to pass on knowledge from one generation¹⁵ to another.

(From: Putting Children first)

¹ to chat – балакати	⁸ overwhelming [ˌəʊvəˈwelmiŋ] – нездоланий
² embarrassing [imˈbærəsɪŋ] – бентежні; ті, що бентежать	⁹ haven't gone [ɡɒn] – не ходили (взагалі) до...
³ to force [fɔːs] – змушувати	¹⁰ struggle [ˈstrʌɡl] – боротьба
⁴ take part – брати участь	¹¹ to aim [eɪm] – ставити за мету
⁵ it's high [ˈhaɪ] time – настав час	¹² character [ˈkærəktə] – характер
⁶ effort [ˈefət] – зусилля	¹³ career [kəˈrɪə] – кар'єра, професія
⁷ on view [ˈvjuː] – на виду	¹⁴ leisure [ˈleɪzə] – дозвілля
	¹⁵ generation [ˌdʒenəˈreɪʃn] – покоління

5. Make a plan of the text. Discuss every item in groups. Let it be project work. Express your own opinion on these items.

6. Read the sentences. Make up your own examples with the words in bold types.

1. You mustn't **chat** at the lesson. Stop chattering. You are a chatter-box.
2. Children like to ask **embarrassing** questions. I get embarrassed when John looks at me like this.
3. We should teach pupils how to take part in sports competitions.
4. Wake up! It's **high time** to go to school.
5. This feeling is **overwhelming**; I can't pull myself together (взять себе в руки).
6. Schools **aim** to develop **character** and to pass knowledge and experience to the younger **generation**.
7. What's your future **career**? – I want to be a manager.
8. When do you have **leisure** time? – On Saturday. Let's go to the art gallery or to the theatre. – OK., settled.

12.1. Ступені порівняння прикметників

В англійській мові, так само як і в російській, є 2 ступеня порівняння (*Degrees of Comparison*): порівняльний (*The Comparative Degree*) і найвищий (*The Superlative Degree*), які можуть виражати як більший, так і менший рівень якості.

1. При вираженні більшого ступеня якості до основи односкладового прикметника і двоскладового з наголосом на другому складі, а також закінченнями - *e*, - *y*, - *er*, - *ow* додається суфікс *-er* для утворення порівняльного ступеня та суфікс *-est* для найвищого ступеня. Причому перед прикметником у найвищому ступені порівняння використовується означений артикль *the*, який зберігається й у випадку, коли іменник тільки мається на увазі.

Наприклад: cold – colder – the coldest

холодний – холодніший – найхолодніший

cheap – cheaper – the cheapest
дешевий – дешевший – найдешевший
My brother is the cleverest pupil in his class.
Мій брат найрозумніший учень у класі.
His father is the strongest.
Його тато найсильніший.

2. Під час утворення ступенів порівняння за допомогою суфіксів - *er* и - *est* необхідно дотримуватися таких правил орфографії:

а) у складних прикметниках кінцева приголосна, що стоїть після короткої голосної (закритий тип складу), подвоюється;

Наприклад: big – **bigger** – the **biggest**
fat – **fatter** – the **fattest**

б) німа голосна - *e* наприкінці слова опускається;

Наприклад: nice – **nicer** – the **nicest**
large – **larger** – the **largest**

в) якщо прикметник закінчується на - *u* з попередньою приголосною літерою, то - *u* змінюється на -*i*.

Наприклад: tidy – **tidier** – the **tidiest**
dirty – **dirtier** – the **dirtiest**

3. Для утворення порівняльного та найвищого ступенів якості у складних словах вживаються слова *more* (порівняльний) і *the most* (найвищий) перед прикметником. Орфографія слова не змінюється.

Наприклад: comfortable – **more** comfortable – **the most** comfortable
зручний – зручніший – найзручніший
good-natured – **more** good-natured – **the most** good-natured
добродушний – добродушніший –
добродушніший за всіх.

4. Для вираження меншого і найменшого ступеня якості у предмета в порівнянні з іншими вживаються слова *less* и *the least*, які ставляться як перед односкладовими, так і багатоскладовими прикметниками.

Наприклад: cheap – **less** cheap – **the least** cheap
дешевий – менш дешевий – найменш дешевий
demanding – **less** demanding – **the least** demanding
вимогливий – менш вимогливий – найменш вимогливий.

5. В англійській мові є ряд прикметників, які утворюють порівняльний та найвищий ступені порівняння не за правилом, а від інших коренів. Такі прикметники слід запам'ятати. Вони відносяться до *винятків*:

good – better – the best
хороший (добрий) – кращий – найкращий
bad – worse – the worst

	поганий – гірший – найгірший	
	many	} more – the most
	much	
	a lot of	
	багато – більше – найбільше	
	little – less – the least	
	мало – менше – найменше	
old старий	older	– the oldest
	старше за віком	– найстарший (за віком)
	elder	– the eldest
	старший	– найстарший
	у сім'ї (брат/сестра)	(із сестер/братів)
far далеко	farther	– the farthest
	дальший	– найдальший
	(за відстанню)	(за відстанню)
	further	– the furthest
	у значенні	– найдальший
	«наступний»	

6. Для порівняння двох предметів, що мають однакові якості, прикметник у початковій формі ставиться між **as ... as**.

Наприклад: I am **as** happy **as** you are.

Я така ж щаслива, як і ти.

Is Stan **as** handsome **as** his father?

Чи Стен такий красивий, як його батько?

7. Для вираження неоднакового ступеня якості у двох порівнюваних предметах використовується сполучник **not so (as)...as** або слово **than** (ніж).

Наприклад: This armchair is **not so (as)** comfortable **as** yours.

Це крісло не таке (настільки) зручне, як ваше.

My car is **not so (as)** expensive **as** Dan's.

Моя машина не така (настільки) дорога, як у Дена.

Steve is taller **than** Alfred.

Стів вищий за Альфреда.

7. Read the adjectives. Pay attention to their spelling in the Comparative and Superlative Degrees; translate them into Ukrainian.

<p>a) poor – poorer – the poorest big – bigger – the biggest cosy – cosier – the cosiest thick – thicker – the thickest thin – thinner – the thinnest large – larger – the largest funny – funnier – the funniest narrow – narrower – the narrowest light – lighter – the lightest clean – cleaner – the cleanest</p>	<p>b) experienced – more experienced – the most experienced reserved – more reserved – the most reserved convenient – more convenient – the most convenient sincere – more sincere – the most sincere diligent – more diligent – the most diligent friendly – more friendly – the most friendly demanding – more demanding – the most demanding modest – more modest – the most modest beautiful – more beautiful – the most beautiful attractive – more attractive – the most attractive</p>
<p>c) good – better – the best bad – worse – the worst</p> <p>old { older – the oldest elder – the eldest</p> <p>many { much { more – the most a lot of { little – less – the least</p> <p>far { farther – the farthest further – the furthest</p>	<p>d) ugly – less ugly – the least ugly charming – less charming – the least charming clever – less clever – the least clever expensive – less expensive – the least expensive fat – less fat – the least fat comfortable – less comfortable – the least comfortable lazy – less lazy – the least lazy handsome – less handsome – the least handsome sad – less sad – the least sad qualified – less qualified – the least qualified quiet – less quiet – the least quiet</p>

8. Pronounce and write the adjectives given below in the Comparative and Superlative degrees. Translate them into Ukrainian.

a) short
young

b) careful
careless

weak
warm
quick
dull
hot
silly
healthy
dear

educational
difficult
maladjusted
protected
creative
independent
boastful
tired

- c) marvellous
kind
good
good-natured
rich
bad
successful
modern
far
amiable
new
old
sociable
sick

- d) *Give two variants of Degrees of Comparison of the adjectives given below.*

For example:

long – longer – the longest
long – less long – the least long
educated – more educated – the most educated
educated – less educated – the least educated.
wonderful
sweet
embarrassing
small
overwhelming
tasty
thrilling
pretty
handicapped
juicy

9. Read the sentences and translate them into Ukrainian. Make up your own sentences using the adjectives given in exercises 8, 9.

1. Jack is a well-educated person. But Jim is less educated. Stacy is the most educated girl in our group. Derrick is the least educated boy in our class.
2. Tom is strong. Alice is weaker than Kate. John is stronger than Bob. Gordon is the strongest. Betty is the weakest person in this team.
3. Teachers encourage creative work. Peter is a very creative pupil. But Ron is more creative than Peter is. Annie is less creative, but she is the most boastful girl at school.
4. I am tired. – Irene is as tired as you are, she always works hard. Kim is lazier than you are, but she is more good-natured. She is the most amiable person in our group.
5. Laura is not so attentive as Paula. But Paula is less successful in study. Richard is the least careful student here, but the kindest one.

10. Answer the questions.

1. Who is more handsome: you or your brother? Your nephew is the most handsome of all in your family, isn't he? (чи не так?).
2. Who is the most demanding teacher at your course? Who is the least demanding?
3. Which is easier exercise 5 or exercise 9? What is the most difficult exercise of lesson 12?
4. Whose house is less protected: yours or your friend's? What is the safest (найбезпечніше) place in your street?
5. Have you got an elder brother or sister? Who is the oldest in your family?
6. Whose dictation is the worst of all in your subgroup? Whose dictation is the best? Who is the most diligent student in your group? (the least diligent).
7. Are you as tall as your friend? Which of you is shorter? Who is the tallest in your family?
8. You are not so lazy as Vova, are you? Who is the laziest of all? Who is the most intelligent and experienced of all in your opinion?
9. It is very dark here. Room 5 is lighter. Room 63 is the darkest of all at our faculty. What is the lightest/darkest room in your building?
10. Germany is less dependent on Russia than Ukraine. What is your most overwhelming feeling? Which is more embarrassing: to kiss each other in public or to quarrel? What is the most thrilling film?

11. Translate from Ukrainian into English and write it down.

1. Це дерево вище, ніж дерево у нашому саду. Кущі агрусу (goose-berry bushes) – найнижчі (low).
2. Де найближча трамвайна зупинка? – За кінотеатром. Який шлях (way) найзручніший? – Через дорогу.
3. Ти молодший чи старший за свою сестру? Вона – моя старша сестра і розумніша і досвідченіша, ніж я.
4. У вас будинок чи квартира? У вашого друга велика вітальня? Чий будинок більший і затишній? Чия кухня менш комфортна?
5. На мою думку, автор (the author) книги не такий щирий, як це може здатися.
6. Хто найосвіченіший у вашій родині? – Мій дядько. Він професор. Але я не менш талановитий (talented), ніж він.
7. Діти в Африці такі малозабезпечені, як у Південній Америці (South America)? – Я так не думаю. Вони не залежать від гуманітарної допомоги (humanitarian (aid) help).
8. Що краще: хвалити чи карати дітей? – Звичайно, хвалити та заохочувати їхні справи (deeds) та забезпечити їм нормальні умови навчання.
9. Будь обережнішим. Ти не мусиш гуляти вночі на вулиці. Цей район – найнебезпечніший.
10. Найважливіші типи (essential types) розвитку – це інтелектуальний, фізичний, біологічний, емоційний та моральний (moral).

12. a) Study the sentences given below then put a circle around the number which closely coincides with your opinion. Before starting, look at the key.

- Key:* 1. Yes, definitely.
 2. Yes, perhaps.
 3. Well, that depends.
 4. No, not really.
 5. No, definitely not.

- | | |
|--|-------|
| 1. Children should obey their parents without questions. | 12345 |
| 2. It is a disadvantage to be an only child. | 12345 |
| 3. Girls and boys should be brought up in the same way – without definite roles. | 12345 |
| 4. Most men would prefer to have a son as their first child. | 12345 |
| 5. You should never hit a child. | 12345 |
| 6. It is a child's duty to look after his or her parents when they are old. | 12345 |
| 7. Parents should never quarrel in front of their children. | 12345 |
| 8. The best way of punishing a child is to stop his or her pocket money. | 12345 |
| 9. Babies are boring. | 12345 |
| 10. It is wrong for both parents to go out to work if they have small children. | 12345 |
| 11. Now family should be allowed to have more than four children nowadays. | 12345 |
| 12. Children under 18 should never be out later than 11 o'clock in the evening. | |

b) Discuss your answer with your group mates. Give your reasons and arguments if you disagree with your group mates' opinions.

(From Functional English by Peter Watchyn-Jones Penguin, 1983)

13. Read and write down the new words into your vocabularies. Pronounce them orthographically.

- | | |
|--|--|
| 1. to disappoint [ˌdɪsəˈpɔɪnt] –
1) розчарувати;
2) обманювати (надії);
3) порушити плани | disappointment – розчарування,
розлад |
| 3. to expect [ɪksˈpekt] – очікувати,
передбачити | 2. disappointing – невтішний,
розчаровуючий, сумний |
| 4. parenthood [ˈpeərənθud] – статус батьків | 9. important [ɪmˈpɔ:tənt] – важливий, значний |
| 5. perfect [ˈpɜ:fɛkt] – досконалий, ідеальний | 10. spoil [spɔɪl] – балувати |
| 6. satisfying – задовольняючий, задовільний; відповідний; той, що | 11. to suppose [səˈpəʊz] – припускати, вважати, думати |
| | 12. to cope (with) – впоратися з чимось |
| | 13. satisfy [ˈsætɪsfɑɪ] – |

відповідає вимогам		1) задовольняти;
7. lack [læk] – нестача, відсутність		2) відповідати
to lack – бракувати, не	вимогам	
вистачати	14. to take over – приймати	
8. relationship [rɪ'leɪʃnʃɪp] –	(посаду тощо) від іншого;	
відносини, спорідненість, зв'язок	вступати у володіння (замість	
	іншої особи)	

14. Read and translate the words, word combinations and sentences with the new vocabulary. Make up your own examples with the new words.

disappoint, expect, satisfy, spoil; disappointing, satisfying, cope with, parenthood To disappoint, to expect, to satisfy, to spoil; to disappoint parents, to expect teaching to be enjoyable, to satisfy the plans and expectations, to spoil children. This idea can be disappointing if you don't cope with your new role – being a mother. For most people parenthood is the most exciting and satisfying experience. Don't spoil your child. In the future you may have a lot of problems with his behaviour and discipline [ˈdɪsɪplɪn] – дисципліна).

perfect, lack, relationship, important, disappointment, take over, suppose A perfect way of bringing up children, ideal relationship; lack of knowledge, an important decision ([dɪˈsɪʒn] – рішення). If you are tired, ask your friend to take over. To my great disappointment, their government ([ˈɡʌv(ə)nmənt] – уряд) can't provide maladjusted and handicapped children with their elementary needs. I suppose, it is very difficult to keep self-possession ([self pəˈzeʃn] – самовладання) when a baby cries or is ill. Lack of money and experience makes her behave like this. I have perfect relations with my parents.

15. Fill in missing words. Use the words of exercise 14. Here are their explanations. Give definitions.

1. You get married, then give birth to a child. So, you obtain the status of
2. You are sure, that something is going to happen. So, you ... it.
3. Ideal, without any defect. –
4. You allow (let) your child to do whatever he or she wants. In the long run your child becomes ([bɪˈklʌm] – стати) disobedient ([ˌdɪsəˈbɪdɪənt] – неслухняний), naughty. So, you ... him or her.

5. You have some problems, but you direct ([di'rekt] – спрямовувати, направляти) all your strength, knowledge and experience to solve them, at last you have good results. So, you ... them.

6. When there is not enough quantity ([kwɒntɪtɪ] – кількість) of something, or there is none ([nʌn] – нічого) of it. So, we feel ... of it.

16. a) Read the text and translate it into Ukrainian. Give your own title to it.

Being a parent

Being a parent is probably¹ the most difficult and demanding job people ever do. It can be quite a disappointing time if they expect parenthood to be enjoyable all the time, or have unrealistic² ideas about having the perfect child. But for most parents it is one of the happiest and most satisfying experiences of their lives.

There are some problems that can make being a parent even more difficult – such as lack of money, cramped³ housing conditions⁴, problems in your relationship.

The most important thing to remember is that there is no one correct way of bringing up a child. If we provide the child's needs, children from all different kinds of social, religions or cultural backgrounds can still grow up to be happy, well-adjusted adults. YOU ARE THE ONLY EXPERTS⁵ when it comes to bringing up your children.

Many parents find it difficult to understand what their children need. For some of them this is more true at the baby stage before the children can talk, but for others it becomes more of a problem later on.

Here are some helpful points.

Remember!

1. You can't spoil new-babies. – They have no idea about the world.
2. Crying is your babies' only language.
3. A baby doesn't know that he is supposed to sleep at night or that it may annoy⁶ when he doesn't. Sooner or later all babies learn these things.
4. If you feel you can't cope with your baby's crying, ask a friend or a neighbour to take over, even for an hour.
5. Every other job has training but for bringing up kids, there's nothing at all.

(From: Putting children first)

¹ probably ['prɒbəblɪ] – можливо

² unrealistic [ˌʌnrɪəɪstɪk] –

нереальні, нездійсненні

³ cramped ['kræmpt] – обмежені

⁴ conditions [kən'dɪʃnz] – умови

⁵ expert ['ekspət] – спеціаліст,

експерт

⁶ annoy [ə'noɪ] – дратувати

b) Group work. Discuss in groups such topics:

- being a parent;
- possible problems of parenthood;
- ways of bringing up the perfect child;
- it is difficult to cope with the baby's demands.

17. Read the international words and write their transcription. Guess what they mean.

international	expert	photography
cultural	unrealistic	humanitarian
industrial	political	paragraph
religious	economic	idea
problem	character	moral

18.* Write a paragraph expressing your own attitude to the information given in exercise 17.

LESSON 13

1. Майбутній простий (або невизначений) час. *The Future Simple Tense*. Значення, утворення. Ствердна, питальна, негативна (заперечна) форми.
2. Текст для читання *"Bringing up a better baby (and goodbye Dr. Spock) Part I"*.

1. Read your paragraph to your group mates. Let them agree or disagree with your opinion.

2. Study the list of qualities a good primary school teacher should possess. Place them in order of importance. Discuss your choice with your group mates. Give your arguments.

A good primary teacher:

- is pretty young and diligent;
- has a lot of new up-to-date ideas;
- loves children very much;
- encourages the children to learn happily;
- develops a child's creativity ([kri, ei' tivtɪ] – творчість);
- keeps in contact with the parents of his or her pupils;
- respects her pupils' opinion;
- works hard to remain up-to-date in his or her subject;
- sets high standards;
- doesn't suppress personality of her pupils;
- has a lot of patience and energy;
- uses a lot of different materials, equipment and teaching methods to make the lessons interesting;

- knows a lot of fairy-tales ([ˈfɛəri-ˈteɪlz] – казки), riddles ([ˈrɪdlz] – загадки) and rhymes;
- is friendly and helpful to his or her colleagues;
- is kind;
- openly admits ([ədˈmɪt] – визнавати) his or her mistakes.

3. Read and translate the text. Pay attention to the new words after the text.

Bringing up a better baby

(and goodbye Dr. Spock)

Part I

Dr. Benjamin Spock, the famous American pediatrician¹, reassured² several generations of anxious³ parents in his best selling *Baby and Child Care*. He wrote⁴ “Your Baby is born to be a reasonable⁵ friendly human being”. Today’s parents aren’t sure this is enough. There is a growing number of American professional parents with obsessive⁶ ambitions for their children. They are dedicating⁷ their lives to creating brilliant children. The Age of Spock is over! Why have a merely ‘normal’ Baby when you can have an improved⁸ model, a Better Baby? In the world of baby care, common sense⁹ has given way to¹⁰ competition and connoisseurship¹¹.

The Better Baby Institute

This was founded¹² by an American called Alenn Doman. Four to six times a year the Institute opens its doors to a group of about eighty parents who have paid \$490 for a seven-day seminar entitled “How to multiply¹³ your baby’s intelligence”. After studying children for over forty years, Doman has developed an apparently¹⁴ brilliant, internally consistent³⁰, and completely idiosyncratic¹⁵ brand¹⁶ of science that commingles¹⁷ developmental psychology, neurology¹⁸ and anthropology¹⁹. He introduces the parents to his “89 Cardinal Facts for Making Any Baby into a Superb Human Being.”

Cardinal Fact #6: “Our individual genetic potential is that of Leonardo da Vinci, Mozart, Michelangelo, Edison and Einstein”.

Doman claims²⁰ that up until the age of six, when brain growth slows, a child’s intellectual and physical abilities will increase²¹ in direct proportion to stimulation.

Cardinal Fact # 26: “Tiny kids would rather learn than eat”.

Doman claims that they’d rather learn Greek than baby talk, since higher orders²² of complexity²³ offer²⁴ more stimulation. He makes the average adult seem like a tree sloth²⁵ in comparison with a two-year-old. “Every kid”, he asserts²⁶, “learns better than every adult”. Parents at the Better Baby Institute learn to regard their mewling²⁷ puking²⁸ infants not so much with respect as awe²⁹.

(adapted from an article in Harper’s and Queen March 1986)

¹ pediatrician [ˌpiːdiˈætriʃn] –
педіатр

² reassured [ˌriːəˈʃɔːd] – запевнив,
переконав

3 anxious [ˈæŋkʃəz] – стурбований	15 idiosyncratic [ˌɪdiəʊsɪŋˈkrætɪk] – ідіосинкразичний (підвищена хвороблива чутливість)
4 wrote [rəʊt] – минулий час від write	16 brand [brænd] – сорт, якість
5 reasonable [ˈriːz(ə)nəbl] – розсудливий, прийнятний	17 to commingle [kəˈmɪŋɡl] – змішувати
6 obsessive [əbˈsesɪv] – одержимий; той, що охоплює	18 neurology [njuːˈrɒlədʒɪ] – неврологія
7 are dedicating [ˈdedɪkeɪtɪŋ] – присвячують	19 anthropology [ˌænthrəˈpɒlədʒɪ] – антропологія
8 improved [ɪmˈpruːvd] – покращений	20 to claim [kleɪm] – заявляти, проголосити
9 common sense [ˈkɒmənˈsens] – здоровий глузд	21 will increase [ɪnˈkriːz] – збільшаться
10 has given way to ... – поступився	22 order [ɔːdə] – 1) наказ, розпорядження; 2) порядок
11 connoisseurship [ˌkɒnəˈsɜːʃɪp] – знання, компетентність	23 complexity [kəmˈpleksɪtɪ] – складність
12 was founded [wɒz ˈfaʊndɪd] – був заснований	24 offer [ɔfə] пропонувати; пропозиція
13 multiply [mʌlˈtɪplɑɪ] – розмножити	25 a (tree) sloth [ˈsləʊθ] – (деревний) лінивцець
14 apparently [əˈpærəntli] – явно, очевидно	26 assert [əˈsɜːt] – стверджувати
	27 mewling [ˈmjuːlɪŋ] – пхикаючий
	28 puking [ˈpjuːkɪŋ] – той, хто відчуває нудоту
	29 awe [ɔː] – 1) страх; 2) вселяти страх
	30 consistent [kənˈsɪstənt] – сумісний, послідовний, твердий.

4. Read the sentences with the words in bold types. Make a situation (2-3 small situations) of your own with them.

1. **Pediatricians, neurologists**, psychologists, surgeons are doctors. Mothers are to take their babies to a pediatrician every week during a year.
2. Competition and **connoisseurship** occupy the first place in bringing up children.
3. Where is the **common sense**? But there is some, because every child has a great individual genetic **potential**.
4. An **obsessive** and strange feeling of **awe** overwhelms parents whenever they think what may happen to a child nowadays.
5. Real teachers **dedicate** their lives to children, pedagogics and science in spite of the **complexity** of the teaching process.
6. We can **assert** from our own experience that every kid learns better than every adult.
7. Every year science develops, **improves** and we get new knowledge of it. That's why interest **in** unexplored phenomena **increases**.

5. Find in the text all Adjectives. Write them down. Form the Comparative and Superlative degrees.

6. Write out of the text synonymic expressions to the following ones and explain their meaning in English:

- 1) careful parents –
- 2) a man (чоловік, людина) –
- 3) to grow in number –
- 4) to devote one's life to –
- 5) to mix (unite) psychology, neurology ... –
- 6) small kid –
- 7) a usual adult –

7. Choose 5 interesting facts in the text (from your point of view). Compare them with your group mate's ones.

8. Read the new vocabulary. Translate it and write down the words into your copy-books. Pay attention to their orthography.

- | | |
|--|--|
| 1. expertise [ˌɛkspəːˈtaɪz] – знання та досвід (у певній спеціальності); компетенція | 2. to recite [rɪˈsaɪt] – декламувати |
| 4. to entertain [ˌentəˈteɪn] – розважати | 3. simultaneously [sɪmlˈteɪniəsli] – одночасно |
| 5. to amaze [əˈmeɪz] – дивувати, вражати | 9. analyze [ˈænəlaɪz] – аналізувати |
| 6. to stagger [ˈstæɡə] – приголомшувати | 10. convinced [kənˈvɪnst] – переконаний |
| 7. to distinguish [dɪsˈtɪŋɡwɪʃ] – Розрізняти | 11. patiently [ˈpeɪʃntli] – терпляче |
| 8. thoughtfully [ˈθɔːtfəli] – задумливо, змістовно, з виразом глибокої думки | 12. entertainment – розвага |
| | 13. excessive [ɪkˈsesɪv] – надмірний |
| | 14. cognitive [ˈkɔɡnɪtɪv] – пізнавальний |

13.1. The Future Simple Tense

1. Для вираження майбутньої, незапланованої заздалегідь дії в англійській мові використовується *The Future Simple Tense* (Майбутнє просте або невизначене). Відповідні для цього часу є такі слова:

a day after tomorrow – післязавтра

next week – наступного тижня

next month – наступного місяця

next year – наступного року

tomorrow [təˈmɔːrəʊ] – завтра

in a week (year, month ...) – за тиждень (рік, місяць) тощо.

The Future Simple Tense утворюється за допомогою допоміжного дієслова *shall* (після займенників 1 особи однини та множини) або *will* (в

інших випадках) з інфінітивом без частки *to*. У розмовному мовленні можна замінити *shall* на *will*, але не навпаки.

Наприклад: We *shall* spend our holidays in Poland next summer.

Наступного літа ми проведемо канікули в Польщі.

Nick and Ted *will* take part in sports competitions tomorrow.

Нік та Тед візьмуть участь у спортивних змаганнях завтра.

I *will* read this text a day after tomorrow.

Я прочитаю цей текст післязавтра.

Можна зробити заміну повної форми на скорочену в швидкому розмовному мовленні:

I	}	<i>'ll</i> + <i>V</i>
We		
You	}	<i>'ll</i> + <i>V</i>
They		
He		
She		
It		

Наприклад: *She'll* visit her niece next week.

Вона відвідає свою племінницю наступного тижня.

I'll help you with your re'port next weekends.

Я допоможу тобі з доповіддю наступних вихідних.

2. Негативна (заперечна) форма майбутнього простого часу утворюється шляхом додавання негативної частки *not* після допоміжного дієслова *shall* або *will*.

Наприклад: The children *will not* wake up early tomorrow.

Діти не прокинуться рано завтра.

We *shall not* play the guitar [gɪ'tɑ:] tomorrow.

Ми не гратимемо на гітарі завтра.

Скорочена негативна форма так само має місце у подібних реченнях:

shall not = *shan't* [ʃɑ:nt]

will not = *won't* [wəʊnt]

Порівняйте: We *'ll* not go to the university next month. та We *shan't* go to the university next month.

Ми не підемо до університету наступного місяця.

He'll not argue [ɑ:gju] with the teacher tomorrow. та

He *won't* argue with the teacher tomorrow.

Він не буде сперечатися з учителем завтра.

3. Для утворення спеціальних, загальних та альтернативних питань *shall* (*will*) ставиться перед підметом.

Наприклад: What will you do next winter? – I shall go to the Carpathians [kɑ:ˈreɪθiənz].

Що ти робитимеш наступної зими? – Я поїду до Карпат.
When will Kate translate this book? – She'll translate it next month.

Коли Кейт перекладатиме цю книгу? – Вона перекладатиме її наступного місяця.

Will you stay in Kyiv long? – Not quite. I'll stay here one more week.

Ти зупинишся у Києві надовго? – Ні, не зовсім, я пробуду тут ще один тиждень.

Will your parents return home tomorrow or the day after tomorrow? – I don't know exactly. I think they will return in 2 days.

Твої батьки повернуться завтра чи післязавтра? – Я точно не знаю. Я думаю, що вони повернуться через 2 дні.

4. У питанні до підмета після питального слова **who** (або **what**) використовується допоміжне дієслово **will**. У відповіді може бути як **will**, так і **shall** залежно від діяча.

Наприклад: Who **will** organize the party dedicated to the tenth school anniversary [ˌæniˈvɜ:səri]? – Tom and Liz will.

Хто організовує святковий вечір, присвячений десятирічному ювілею школи? – Том і Ліз.

Who **will** speak to the head mistress tomorrow? – Perhaps, I shall.

Хто буде говорити с директоркой школи завтра? – Напевно, я.

What **will** make you stay at home at the weekends? – Probably bad weather will.

Що змусить тебе залишитися вдома на вихідних? – Можливо, погана погода.

5. У розділових питаннях у другій частині (у «хвостіку»), якщо вона негативна, ставиться скорочена негативна форма допоміжного дієслова з наступним займенником, що замінює підмет. Якщо вона (друга частина питання) позитивна, то за нею слідує допоміжне дієслово з займенником замість підмета.

Наприклад: They will not ask you difficult questions, **will** they? I hope, they **won't**.

Вони не будуть задавати тобі складних питань, чи не так? – Сподіваюся, не будуть.

We shall call you tomorrow, *shan't* we? – Yes, we *shall*.
We shall be free tomorrow.

Ми подзвонимо тобі завтра, чи не правда? Так,
подзвонимо. Ми завтра вільні.

Stacy and Glen will write a test next Friday, won't they? –
No, they won't. They'll write it next Thursday.

Стейсі і Глен будуть писати контрольну роботу
наступної п'ятниці, чи не так? – Ні, не будуть. Вони
будуть писати її наступного четверга.

9. a) Read the sentences in the Future Simple Tense and translate them into your mother tongue. b) Make up your own examples and write them down in your copybooks.

I. I am not ready yet. I shall be ready in 5 minutes.

It'll rain tomorrow, they say.

Go to bed early and you will feel better in the morning.

I think we will win the game.

I'll get enough expertise to work at that firm.

Sue will like her present. It's a surprise.

II. Claire won't phone us next Monday. She's busy.

Bill and Steve will not work next Saturday.

We shan't encourage his work because of his behaviour.

They will not study any cognitive texts.

I shall not fly ([flaɪ] – літати) to New-York next month.

Janet will not worry about her parents' separation. She is grown up already.

III. What will you do after classes? – I think we'll go to the library.

When will Tim and Jack get ready with their project? – They'll be ready tomorrow.

Why will he have to leave? – His mother is ill.

What for will they entertain the public? – They want to be amused.

How will we get to the university? – We'll take a taxi.

What poem will John recite? – He'll recite "To be or not to be?"

Who will you discuss your problem with? I – shall discuss it with my teacher.

IV. Will you send your grandparents any postcards? – Of course, I will.

Shall we eat a sandwich or a cheeseburger? – Probably, I'll have a sandwich.

I'll eat a hamburger then. Will Bred stagger us again? – Yes, he will as usual.

Our friends won't mind our absence ['æbsəns], will they? – But they will.

Let's go. Will it snow tomorrow? – No, it won't.

Will you watch a sport programme or a cartoon ([kɑ:'tu:n] – мультфільм) on TV? – I'll watch a thriller.

You'll distinguish good advice from bad one, won't you? – I will.

- V. What will happen at the meeting next morning? – Nothing special, I think.
 Who will open the window? – I shall.
 What will spoil our child? – The money will.
 Who will accompany you to the party? – My friends will.
 Who will sit on the floor? – There is no chair here. – We shall.
 Who will analyze the text? – Rita will.

10. Open the brackets using the Future Simple tense.

We (to have) a conference tomorrow if everybody comes (якщо всі приїдуть). The topic of our conference (to be) “How to bring up children”. There (to be) a hundred delegates from all the parts of Ukraine. They (to meet) us at the entrance door to the main building of our university. All the guests (to be able to) reserve [rɪ'zə:v] a room at the hotel “Ukraine”. We (to get registered) at the receptionist. We (to leave) our luggage ([ˈlʌɡɪdʒ] – багаж) there. Then we (go) upstairs to the assembly hall. We (to have) three sessions tomorrow. During the breaks the organizers of the conference (to treat) us to coffee or tea and cakes. I (to represent) a report on the topic “A person-centered approach in the teaching/learning process”. All the participants (to take part) in our round-table discussion. After that we (to have) dinner. Our working day (to finish) at 6 p.m.

11. a) Make up sentences with the expressions given below. Use the Present Simple Tense first, then – the Future Simple. b) Make them negative. Add some Adverbs if necessary.

For example: I/to finish the task.

a) I usually finish my tasks in the evening.

Tomorrow I'll finish it in the evening too.

b) I don't finish my tasks in the evening.

I won't finish it tomorrow either.

1. She/to analyze her deeds.
2. They/to wait for a happy end patiently.
3. Mike /to solve problems thoughtfully.
4. We/to get excessive information about their plans.
5. Our teacher/to give us cognitive material.
6. The clowns ([klaʊn] – клоун) /at the circus/to amuse the audience ([ˈɔ:diəns] – глядачі).
7. You/to distinguish a rough ([rʌf] – груба) mistake from a correct variant.
8. This topic/to stagger the citizens.
9. Richard and Walter/to recite the poet simultaneously.
10. This expertise/to be enough for your future profession.

12. Make up questions to the words in bold type.

1. It'll be a **great entertainment**.
2. We shall stagger all the **pupils** with our **discovery**. ([dɪs'kʌvəri] – відкриття).
3. **You** will dedicate your life to the profession of a **teacher**.
4. I'll **improve** my pronunciation.
5. We shall involve (залучати) **5** pupils into our **concert**.

13. Make up a) general; b) alternative; c) disjunctive questions to the sentences. Let your group mate answer them.

For example: Reading will lead to the growth of expertise in many subjects.

a) – Will reading lead to the growth of expertise in many subjects?

– Yes, it will. It will help us learn more information about everything.

b) – Will reading lead to the growth or decrease ([dɪ'kri:s] – зменшення) of expertise in many subjects?

– It will lead to the growth of expertise in many subjects.

c) – Reading will lead to the growth of expertise in many subjects, won't it?

– Yes, it will. It will lead to the growth of expertise in many subjects.

1. You will show cards and recite the words simultaneously to help children learn new words.
2. The children will learn hundreds of words.
3. Your child will entertain himself and amaze your friends by the age of three.
4. They'll thoughtfully analyze the works of famous creators.
5. I'll use all my efforts to improve infants' cognitive abilities.
6. The competitive pressure will suppress children psychologically.

14. Imagine that tomorrow is The Children's Day. What will you say and do? Use the vocabulary of Lessons 11, 12, 13:

- to protect children's rights;
- to take care of their creative development;
- to bring up children spiritually;
- to help maladjusted and handicapped;
- to shelter (to give a shelter to) waifs;
- to achieve good results in;
- to praise pupils for their efforts;
- to try to do something;
- to change a wrong way of life;
- to provide a suitable teaching/learning process;
- to feed orphans five times a day;

- to allow children to do what they are interested in;
- to treat children with warmth;
- to respect children’s opinion;
- not to talk about things that affect children;
- to struggle for children’s independence;
- to satisfy children’s needs and requisite;
- to cope with difficulties together;
- to dedicate one’s life to children;
- to offer good conditions for children’s learning and development and others.

15. Make up dialogues on the topic “Difficulties of bringing up children”.

16. Translate the sentences into English.

1. Бути батьком – це найскладніша і найвибагливіша професія, тому що вона вимагає (потребує) терпіння (patience), любові та розуміння.
2. Відсутність грошей, обмежені умови життя, проблеми у ваших відносинах стануть (to become – ставати) головною причиною (reason) ваших сварок (quarrels).
3. Немає жодного правильного способу виховання досконалої, ідеальної дитини. Але особистісно-орієнтований підхід до дитини допоможе досягти успішних результатів.
4. Говоріть з дитиною якомога більше, і вона вивчить мову швидше.
5. У наші дні вчителі ставлять за мету розвивати характер і творчий потенціал дитини.
6. Вчитель не повинен пригнічувати особистість дитини, їй слід поважати думку учнів.
7. Не дозволяйте здоровому смыслу уступать дорогу охватывающему соревнованию и наглости
Не дозволяйте здоровому глузду поступатися дорогою змаганню та нахабству, що охоплює (impudence – [’impjudəns]).

LESSON 14

1. Вираження майбутнього часу в підрядних реченнях часу й умови.
2. Конструкція *to be going to do something*.
3. Тексти для читання *“Bringing up a better baby (and goodbye Dr. Spock) Part II”, “The Future of our children”*.

1. Learn the tongue-twister.

Peter Piper packed a peck of pickled peppers
 A peck of pickled peppers Peter Piper packed.
 If Peter Piper packed a peck of pickled peppers,
 Where’s the peck of pickled peppers Peter Piper packed?

2. Study the words and guess their meaning. Explain them.

criticism	'bombarde	guarantee
tolerance	com'petitive	effect
security	liberalization	materialism
patient	ideal [aɪ'diəl]	extraordinary
hippy phrases	individual	tech'nique
		psychic

3. These sentences appear on a chart that is often found in baby clinics and child centres, but the second halves of the sentences are mixed up. Match the first half of a sentence in column A with an appropriate second half in column B. The first one has been done for you.

A	B
1. If a child lives with criticism, she learns to condemn.	a) she learns to be patient.
2. If a child lives with hostility,	b) she learns justice.
3. If a child lives with ridicule,	c) she learns to be shy.
4. If a child lives with shame,	d) he learns confidence.
5. If a child lives with tolerance,	e) she learns to have faith.
6. If a child lives with encouragement,	f) he learns to like himself.
7. If a child lives with praise,	g) she learns to condemn.
8. If a child lives with fairness,	h) she learns to appreciate.
9. If a child lives with security,	i) he learns to fight.
10. If a child lives with approval,	j) he learns to feel.
11. If a child lives with acceptance and friendship,	k) he or she learns to find love in the world.

hostility [həs'tɪlɪtɪ] – ворожість
ridicule ['rɪdɪkjʊ:l] – глузування
shame [ʃeɪm] – сором, ганьба
fairness ['feənɪs] – справедливість,
чистота
approval [ə'pru:vəl] – схвалення
to condemn [kən'dəʊn] – засуджувати,
ганити
to appreciate [ə'pri:ʃieɪt] – гідно

acceptance [ək'septəns] –
прийняття, схвалення
justice ['dʒʌstɪs] –
справедливість, правосуддя
shy [ʃaɪ] – сором'язливий
confidence ['kɒnfɪdəns] –
впевненість
faith [feɪθ] – віра, довіра
to fight [faɪt] – боротися

4. Find a) positive; b) negative “ideas” about bringing up children. Use exercise 3. Make up situations with these sentences.

5. Read the text and translate it into Ukrainian. Answer the questions after the text. Retell it using the questions as a plan.

**Bringing up a better baby
(and goodbye Dr. Spock)
Part II**

So the question is now one of technique. How can parents create the kind of brain growth that leads to expertise in reading, maths, gymnastics, and the like? Say you want to teach your six-month-old now to read. Write down a series of short, familiar¹ words in large, clear letters on flashcards².

Show the cards to your infant five or six times a day, simultaneously reciting the word written on each one. With his extraordinary retentive³ powers⁴ he'll soon be learning hundreds of words, then phrases. The idea is to try to treat the baby's mind⁵ as a sponge⁶. By the age of three, Doman guarantees, your child will be entertaining himself and amazing your friends by reading “everything in sight⁷”. In like manner he can learn to perform staggering mathematical stunts⁸, or to distinguish and thoughtfully analyze the works of the Great Masters or the classical composers.

Doman declines⁹ to prove his claims to the scientific community; he's happy, he says, as long as parents are convinced¹⁰. These professional Mothers (it is usually the mother) turn out to be paragons¹¹. Attractive young Mrs. Di Battista printed up 9,000 flashcards for five-year-old Michael. Stout, solemn¹² Mrs. Pereira patiently explained that she “took time off” from her all-day routine of teaching eleven-year-old Josh to devote several weeks exclusively to making Josh's French and Spanish flashcards for the coming year. Wasn't Josh lonely? “No”, his proud¹³ mother replied. He was “socially excellent”.

What does Dr. Benjamin Spock think of the better baby phenomenon? Like most octogenerarians¹⁴ he thinks the world has gone to hell¹⁵, he argues that competitive pressures are taking a psychic toll¹⁶ on most Americans, especially young people, and blames¹⁷ “excessive¹⁸ competitiveness” for the extraordinary rise in teenage suicide¹⁹ over the last twenty years. Efforts to improve infants' cognitive abilities only prove to him that the scramble²⁰ for success has finally invaded²¹ the cradle.

¹ familiar [fə'mɪljə] – знайомий

² flashcards [ˈflæʃ'kɑ:dz] – блискучі картки

³ retentive [rɪ'tentɪv] –

пам'ятливий

⁴ power ['paʊə] – сила, міць, влада

powers – здібності

⁵ mind [maɪnd] *n.* – розум; розумові здібності

6 sponge [ˈspʌndʒ] – губка	14 octogenarian [ˌɒktəʊdʒəˈneɪʃən] – вісімдесятирічний
7 (in) sight [ˈsaɪt] – у полі зору	15 hell [hel] – пекло
8 stunt [stʌnt] – трюк, фокус	16 a psychic toll [əˈsaɪkɪkˈtəʊl] – «психологічна» данина
9 to decline [dɪˈklaɪn] – відмовлятися, відхиляти	17 blame [bleɪm] – звинувачувати
10 convinced [kənˈvɪnst] – переконаний	18 excessive [ɪkˈsesɪv] – надмірний
11 paragon [ˈpærəɡən] – зразок (досконалості)	19 suicide [ˈsuːɪsaɪd] – самогубство
12 solemn [ˈsɒləm] – урочистий, офіційний	20 scramble [ˈskræmbəl] – гонка, боротьба (за)
13 proud [ˈpraʊd] – гордий	21 invaded [ɪnˈveɪdɪd] – завоював, захопив

1. What is the main problem of bringing up a better child? How can parents create the kind of brain growth?
2. What is necessary to do to make a child learn words and phrases? Why is it easier to teach a child than an adult? What is peculiar about his/her mind?
3. What does Doman guarantee? How can a child stagger and amaze grown-ups?
4. Are so-called “professional mothers” really paragons to follow? Why? Is their “work” useful?
5. What role do competitive pressures play for Americans? What causes ([ˈkɔːzɪz] – є причиною) the rise in teenage suicide? What has invaded the cradle?
6. What else is important to bring up a better child?

6. Discuss the following situations with your partner.

- Children learn more in the first two years of life than at any other stage. What kind of things have most children learnt by the age of two? What do they learn themselves, what are they taught?
- Say what you think are the three most important qualities of an ideal parent. Are there any other qualities that you would like to add to your list?
- How would you rate (розцінювати та розглядати) the way that your parents brought you up? If you are a parent, do you think you would make a good one?

7. Read and translate the words. Write them down into your vocabularies.

If – якщо

as soon as – як тільки

as long as – поки

on condition that – за умови, якщо

till – до

until – допоки; не раніше, як ...

while – поки; тимчасом як.

14.1. Вираження майбутнього часу в підрядних реченнях часу й умови

1. Для вираження майбутнього часу в підрядних реченнях часу й умови використовується *the Present Simple Tense*, а в головному реченні – *the Future Simple Tense*.

Наприклад: If it doesn't rain, we shall go for a walk.

Якщо не буде дощу, ми підемо погуляти.

Parents will help their children as long as they live.

Батьки допомагатимуть своїм дітям, поки (= стільки, скільки) живі.

Peter will arrive before you are ready with your report.

Пітер прибуде, перш ніж ти будеш готовий зі своєю доповіддю.

On condition that you act with fairness, we'll encourage and award [ə'wɔ:d] you.

За умови, якщо ти поступатимеш чесно, ми заохочимо і нагородимо тебе.

14.2. Конструкція *to be going to do something*

а) У ситуаціях, за якими ясно, що щось очевидне відбудеться у майбутньому (збирається відбутися), використовується конструкція *to be going to do something*. (= схоже на те, що щось станеться). Ця конструкція також висловлює наш намір щось зробити і має значення – *збиратися щось зробити*.

Наприклад: The man can't see anything. He has a big box in front of his eyes. There is a hole on his way. So he *is going to* fall into it.

Чоловік нічого не може бачити. У нього перед очима велика коробка. У нього на заваді яма. Схоже, що він провалиться в яму.

There is an interesting film on TV to night. I'm going to watch it. Сьогодні ввечері на телебаченні цікавий фільм.

Я збираюся його подивитись.

б) Негативна та питальна форми даної конструкції будуються за загальним правилом дієслова *to be*.

Наприклад: He is not going to join us. He doesn't like noisy parties.

Навряд чи він до нас приєднається. Він не любить галасливих вечірок.

What are you going to do after you pass your exams? – I'm going to visit France.

Що ти збираєшся робити після того, як скласти іспити? - Я збираюся відвідати Францію.

Is Jane going to phone Richard? – I have no idea.

Джейн збирається зателефонувати до Річарда? – Гадки не маю.

8. Read the sentences and translate them into your mother tongue. Pay attention to the way the Future actions are expressed.

I.

1. I want to see Margaret before she goes out.

2. I will tell you all about our adventures [əd'ventʃəz] when we come back.

3. I don't want to go without you. I'll wait until you are ready.

4. Can you let me know as soon as you sell your car?

5. Where are you going to stay when you are in London?

6. I'll be very surprised [sə'praɪzd] if she doesn't get a job.

7. Jack will work till he finds an answer.

8. Rachel will use her skills and charm as long as it is possible.

9. You'll feel better after you have something to eat.

10. Our group mates will read a lot, while they are on holidays.

11. On condition that you fulfill – your tasks, I'll give your mobile telephone back.

1. Я хочу побачити Маргарет до того, як вона піде.

2. Я все тобі розповім про наші пригоди, коли ми повернемося.

3. Я не хочу йти без тебе. Я почекаю, доки ти не будеш готовий.

4. Можеш мене повідомити, як тільки продаси свою машину?

5. Де ти збираєшся зупинитись, коли будеш у Лондоні?

6. Я буду дуже здивований, якщо вона не отримає роботу.

7. Джек буде працювати доти, як знайде відповідь.

8. Рейчел буде використовувати свої вміння та шарм стільки, скільки це буде можливо.

9. Ви відчуєте себе краще після того, як щось поїсте.

10. Наші одногрупники читатимуть багато, поки вони будуть на канікулах.

11. Якщо ти виконаєш завдання, я поверну тобі твій мобільний телефон.

II.

1. I think the weather is going to be nicer later.

2. – Ann is in hospital.

– I know, I'm going to visit her.

3. Look at those clouds. It is going to rain.

4. – I know Ruth has got a pretty sum of money. What is she going to do with it? – She is going to buy

1. Я думаю, що погода буде кращою пізніше.

2. - Енн у лікарні.

- Я знаю, я збираюся її відвідати.

3. Подивися на ті чорні хмари. Схоже, піде дощ.

4. — Я знаю, що Рут має чималу суму грошей. Що вона збирається робити з ними? – Вона збирається

a new car.

5. Nick is going to be late for his work. He is to be there at 8. But it is 7.58 now.

купити нову машину.

5. Швидше за все, Нік запізниться на роботу. Він має там бути о 8. А зараз 7.58.

9. Open the brackets. Use the Present Simple Tense to denote the future action.

For example: Before you (to pass) the square, you will see school No.12.

Before you pass the square, you'll see school No.12.

1. When you (to arrive), let me know.
2. On condition that he (to write) a composition, the teacher will give him an excellent mark.
3. As soon as Betsy (to return) home, she will ring you up.
4. After I (to graduate [*'grædjueit*] – *закінчити*) from the University, I'll try to do my best to find a good job.
5. We'll stay at home till it (to stop) raining.
6. What will she do on condition that she (to see) her best friend again?
7. Please turn on the light of it (to be) dark in the room.
8. The children won't behave themselves (*слухатися*) until they (to get) what they (want).
9. Martin is going to work as long as it (to be) necessary.
10. I hope you will visit The British Museum while you (to be) in London.
11. Don't leave home until mother (to come).
12. If you (to break) a mirror, you'll have bad luck for seven years.
13. What will your parents do when your teacher (to inform) them about your bad marks.
14. Before it (to get) dark, Mary will meet her husband at the railway station.
15. We hope Jack will join us as soon as he (to finish) his project work.

10. Look and remember. In The Future Simple Tense some modal verbs change their forms.

Must —→ shall/will **have to**

Can —→ shall/will **be able to**

May —→ shall/will **be allowed to** [*ə'laʊəd*] (*дозволяти*)

For example: I'll have to put on a warm coat if it is cold tomorrow.

If the snow starts melting, we won't be able to ski and skate.

After Jerry brings a funny video film, he'll be allowed to use our video recorder.

11. Open the brackets using the Present Simple or Future Simple Tenses to denote the future actions. Mind the use of the modal verbs.

For example: If we (to have) some more spare time, we (to call) our friends and (to discuss) the news.

If we have some more spare time, we shall call our friends and discuss the news.

1. He (must) go to the Public Library very often as soon as he (to become) a student.
2. They (to look) through all the pictures before Kate (to come) home from school.
3. I (to wait) till you (to cope) with this task.
4. After Donald (to talk) to his manager, he (may) have three days' holiday.
5. Don't hurry until the light (to be) green.
6. I (can) to sing this song only when you (to give) me the words.
7. It (to seem) to me that Phillip (to argue) as long as he (to live).
8. When my brother (to get) tickets for the new performance at the theatre, we (can) watch it there.
9. Marta (to be) punished (покарана) if she (not/to make) her report on this topic in time.
10. You (must) buy a new bicycle on condition that you (to break) his.

12. Continue the sentences using the verbs in brackets and the information given in each situation. Explain the use of the structure to be going to.

For example: I'm very hungry. There is a lot of food in the fridge (to eat).

I am going to eat because I'm hungry.

1. There is no sugar in the sugar basin. Jack knows it and wants to drink sweet tea (to buy). So, he
2. The windows are dirty. Yes, I know. But unfortunately, I am pressed for time (to clean). I
3. Sam sees a dress. She likes it. She thinks that it fits (підходить за розміром) her (to try on – приміряти).
4. Our car is broken. We have tickets for tomorrow's train that goes to Kyiv. We (to travel)
5. She feels bad. She has a headache [ˈhedɛɪk] (головний біль), (to fall ill). She
6. His pockets are open. There is some money in them (to lose [lu:z] – втрачати). He

13. Make up as many questions as possible to the sentences given below. Let your classmates answer them.

1. I am going to put on my evening dress for Jack and Jill's tenth wedding anniversary.
2. You'll have to consult your doctor if you don't want to have problems with your child's health.
3. If Mary doesn't teach her little son to respect elderly people, he'll grow up impudent ([ˈɪmpjʊd(ə)nt] – нахабний) and egoistic.
4. Bill is going to punish his twins because they don't want to study at school.
5. On condition that you are not ready, you will have to leave the University.

14. *Translate the sentences into English.

1. Вона зробить вправи з англійської мови за умови, якщо вона не матиме інших справ.
2. Якщо я не дам йому підручник з філософії, він не складе завтра цей іспит.
3. Відвідайте нас, після того як ми повернемося з кінотеатру (cinema).
4. Ми поїдемо на рибалку (to go fishing), коли настане весна.
5. Щойно ти їй покажеш цю фотографію, вона почне сміятися (to laugh).
6. Мій чоловік залишиться в цьому готелі стільки, скільки нам знадобиться.
7. Перед тим як сказати це, подумай, до чого це може призвести (to lead to).
8. Мені доведеться зачинити двері (to lock the door), тому що я збираюся залишити у цій кімнаті всі свої дорогі речі.
9. На небі дуже багато хмар (is overcast). Схоже, піде сніг. Одягни шубу (a fur coat). Не знімай шапку, доки сніг не перестане йти.
10. Читай текст, доти не побачиш правила. Вони, швидше за все, будуть важливими. Вивчи їх.

15. Read the letter written to a newspaper, and answer the questions.

1. According to the writer, what have children lost these days, and what have they gained (втратили та придбали).
2. What is wrong with school?
3. How does he characterize the 1960s and the 1980s?
4. What are youth's problems?
5. In what way does the writer criticize youth? Is it for the things parents are traditionally critical about (for example being untidy, irresponsible, or lazy), or is it something different?

Discuss your answers in your own groups.

***Pennington Street, The Highway, London E1 9XW.
The Future of our children.***

As a parent and an observer¹ of mankind², I grow increasingly concerned about the life that our children inherit³, the values⁴ that they hold dear, and their expectations for the future. Childhood seems to last but a few years until children become a market force⁵ to be bombarded with advertisements⁶ on the television. They demand to have all that they see, and regard⁷ it as their right to be entertained every waking moment.

At school, most children are bored⁸ by the lessons, which they see as irrelevant⁹ to life as they perceive¹⁰ it. Life is about having fun, and having now. Or at the other extreme¹¹, school is fiercely¹² competitive, and pupils are pushed by parents to achieve at all costs¹³.

The 1960s were a time of great liberalization, when youth thought¹⁴ it could¹⁵ right all wrongs. Its ideals of love and peace are now much scorned¹⁶ as hollow¹⁷, hippy phrases. If the world veered¹⁸ to the left in '68, then it has lurched¹⁹ to the right in the past fifteen years. The 1980s are undoubtedly²⁰ a more selfish²¹ inward-looking era, with the individual out to look after himself, regardless²² of the effect this might²³ be having on others. The new gods²⁴ are money and materialism, and teenagers want now what it took their parents half a generation to achieve.

If youth has learnt to question the wisdom²⁵ of its elders, it has so far found nothing to replace it with. No wonder there is drug abuse²⁶ on a scale²⁷ never seen before. No wonder so many children seek²⁸ the help of psychiatrists. What are they to fill the emptiness of their souls²⁹ with?

¹ observer [əb'zə:və] – спостерігач

² mankind ['mænkɑ:nd] – все
людство

³ to inherit [ɪn'herɪt] –
успадкувати

⁴ values ['væljuz] – цінності

⁵ force [fɔ:s] – сила, зусилля

⁶ advertisement [əd've:tɪsmənt] –
рек-лама

⁷ to regard [rɪ'gɑ:d] – вважати
щось чимось

⁸ bored [bɔ:d] – набридлий; який
сумує

⁹ irrelevant [ɪ'reləvənt] –
недоречний

¹⁰ to perceive [pə'si:v] –
сприймати

¹¹ at the other extreme [ɪk'stri:m] –
в іншому
випадку

¹² fiercely ['fiəslɪ] – сильно,
несамовито, надзвичайно

¹³ at all costs – будь-якою ціною

¹⁴ thought [θɔ:t] – минулий час від **think**

¹⁵ could [kud] – минулий час від **can**

¹⁶ to scorn [skɔ:n] – зневажати

¹⁷ hollow ['hɒləu] – порожнистий,
порожній

¹⁸ to veer ['viə] – міняти напрямок

¹⁹ to lurch ['lɜ:tʃ] – похитуватися

²⁰ undoubtedly [ʌn'daʊtɪdli] –
безсумнівно

²¹ selfish ['selfɪʃ] – егоїстичний

²² regardless [rɪ'gɑ:dli:s] – нікчемний,
не вартий уваги

²³ might [maɪt] – минулий час від **may** –
могло б

²⁴ god [gɒd] – бог

²⁵ wisdom ['wɪzdəm] – мудрість

²⁶ drug abuse ['drʌg ə'bju:z] –
зловживання наркотиками

²⁷ scale ['skeɪl] – ваги, масштаб

²⁸ seek [si:k] – шукати

²⁹ soul [səʊl] – душа

16. Write a paragraph about the contemporary ([kən'tempərəri] – сучасний) **youth. What are their positive and negative traits of character and habits** (['hæbɪt] – звичка). **Use ex. 15 as an example.**

LESSON 15

1. Теперішній прогресивний (= тривалий) час *The Present Progressive* (= *Continuous*) *Tense*. Значення, утворення. Ствердна, питальна, негативна форми.
2. Текст для читання “*Seasons (Part I)*”.

1. Study the poem.

The South wind brings wet weather.
The North wind wet and cold together.
The West wind always brings us rain.
The East wind blows it back again.

2. Read and translate the sentences. Make up your own situations with the words in bold type.

1. It is very important to be not only an **observer**, but to make efforts to achieve good results.
2. Why are you angry with all the **mankind**? It's not their fault ([fɔ:lt] – вина).
3. Children usually **inherit** their parent's appearance and character.
4. You shouldn't lose your moral and spiritual **values**.
5. Your question about May's appearance is **irrelevant** here. It may hurt her.
6. We **perceive** negative energy from outside. So its outcome is going to be unpredictable (непередбачуваний).
7. He is a man of word. If he promises something, he keeps his word **at all costs**.
8. I **scorn** those people who abuse the social position to the detriment (на шкоду) of others.
9. She will win the competition. **Undoubtedly**, Vic is a brilliant gymnast.
10. Plenty of young people and even teenagers take **drugs**, alcohol and waste their time playing computers.

3. a) Your holidays will start in a week. Tell us what you are going to do during your holidays.

b) Ask your partner what he is going to do. Discuss your plans in pairs.

4. Think of a situation beginning with the given words.

For example: If it doesn't rain

If it doesn't rain tomorrow, I'll go to the country. We have a modern car. It is very comfortable. We shall organize a barbecue party. It'll be fun, I think.

1. As soon as Michael is ready
2. As long as our children study at school
3. ... until the programme is over.
4. ... on condition that Terry gets married.

5. Before you force him to leave
6. After your cousin hears a hollow sound... .
7. While you are here,
8. If Sandy punishes her child
9. ... when my mother buys me a beautiful dress.
10. ... till it stops hailing (йде град).

15.1. Теперішній прогресивний (= тривалий) час *The Present Progressive (= Continuous) Tense*

1. Для позначення дії, що відбувається в даний момент, момент спілкування, в англійській мові використовується теперішній тривалий час ***The Present Progressive (= Continuous) Tense***. Воно утворюється за допомогою дієслова ***to be*** у відповідній формі та дієприкметника теперішнього часу активного стану (***Participle I***).

I — am
we }
you } are
they }

V_{ing} (=Participle I)

he }
she } is
it }

- німа *e* зникає (make – making)
- кінцевий приголосний наголошеного (2-го типу) складу подвоюється (sit – sitting)

Наприклад: We are eating now [naɪ] – Ми зараз їємо.

He is playing the guitar [ˈgi:tɑ:] at the moment.

Він грає на гітарі зараз.

2. ***The Present Progressive Tense*** характеризується незакінченістю події, тобто дія перебуває у розвитку у теперішньому часі. (Необов'язково, щоб воно відбувалося саме в момент мовлення).

Наприклад: З розмови у кафе: I'm reading an interesting book at the moment. I'll lend you it when I have finished it.

Я читаю зараз цікаву книгу. Я тобі її позичу, коли закінчу читати.

3. Дії, що носять тимчасовий нетиповий характер, також виражаються за допомогою ***The Present Progressive Tense***.

Наприклад: Some of my friends are building their own house, that's why they are living with their parents now. I hope it will be finished next summer.

Деякі мої друзі будують свій власний будинок, ось чому зараз вони живуть зі своїми батьками. Сподіваюся, що вони його закінчать наступного літа.

4. Для вираження найближчого майбутнього та запланованої дії

також використовується *The Present Progressive Tense*.

Наприклад: We are having a party tonight.

У нас сьогодні ввечері вечірка.

Richard is flying to New-York next week. Call him after his arrival.

Річард летить до Нью-Йорка наступного тижня. Зателефонуйте йому після його прибуття.

5. Щоб показати, що дія занадто часто повторюється, частіше, ніж це передбачається, ми вдаємося до використання *The Present Progressive Tense*.

Наприклад: I'm constantly losing money. Я постійно втрачаю гроші.

6. Існує ряд дієслів, які не утворюють форму *The Present Progressive Tense*. Тому для позначення дії, що відбувається наразі, використовується *The Present Simple Tense*. Серед цих дієслів є такі:

1) *understand, remember, suppose, know, realize, mean, believe* тощо;

2) *like, love, hate, want, need, prefer, dislike* тощо;

3) *belong to (належати), contain (містити в собі), consist of (складатися з), depend on, possess (володіти), have (у значенні «мати»)* тощо;

4) *see, smell (мати запах, пахнути), taste (мати смак), hear* тощо. Але *feel* – має як форму *Present Simple*, так і *Present Continuous Tense*.

Наприклад: I don't want to be patient. It irritates me.

Я не хочу бути терплячою. Це мене просто дратує.

Do you understand what I mean?

Ти розумієш, що я маю на увазі?

What do you think (=believe) will happen?

Як ти вважаєш, що станеться?

Don't disturb me. I'm thinking of a better way out from this situation.

Не турбуйте мене. Я думаю про найкращий вихід із цієї ситуації.

Do you see that woman over there? – No, I hear only voices.

Ти бачиш там жінку? - Ні, я тільки чую голоси.

We don't have a car, that's why we are having a marvellous walk on foot.

У нас немає машини, ось чому ми здійснюємо чудову прогулянку пішки.

7. Негативна та питальна форми *The Present Progressive Tense*

утворюється за загальними правилами дієслова *to be*.

Наприклад: We aren't receiving guests next weekends.

Ми не приймаємо гостей у наступні вихідні.

What are you doing here? – I'm preparing my speech.

Що ти тут робиш? – Я готую мою промову.

Is it raining or drizzling outdoors? – It seems to me it is raining cats and dogs.

На вулиці йде дощ чи мрячить? Мені здається, там ллє як із відра.

Who is singing such a beautiful song? – It is our nephew.

– Хто співає таку гарну пісню? – Це наш племінник.

Are your parents sleeping now? – I hope they are.

Твої батьки сплять зараз? Сподіваюся, так.

5. a) Read the sentences and translate them into your mother tongue. Make up your own examples. b) Explain the use of the Present Progressive Tense (the action going on at the moment of speech; the action going on in a period around now – an unfinished action; a temporary (untypical) action; this Verb doesn't form the Present Progressive Tense).

I. You're working hard today. – Yes, we have a lot to do.

I'm looking for Mark where is he? Stacie is trying to lock (замикати на замок) the door. Help her please.

Norman is writing a book now. It's next to impossible to find him at the office.

How is your English? – Thank you, it's getting better.

He is always leaving his things wherever he is. We are short of money, that's why we are living in the outskirts (у передмісті), not in the centre of the city.

Walter is mending (ремонтує) his car. He is not going to join you in the travelling all over the world.

She is constantly arguing with her mum and dad.

They are working next week because they are to get ready with their task in time.

I'm sailing at the weekend. Our ship is already in the sea port.

II. This soup is great. It tastes delicious.

Do you believe in aliens? (['eɪlɪən] – інопланетянин).

I feel thirsty (['θə:stɪ] – відчувати спрагу). Give me something to drink please.

She doesn't see anything. The fog is thick, open the window.

It smells bad here.

Our family consists of 5 members: father, mother, brother and twin-sisters.

The pupil doesn't know the answer. Help him.

I prefer tangerines to oranges.

My granny likes classical music, that's why she is listening to the radio at the moment. But she doesn't hear anybody.

This house belongs to Mr. Smith.

Sorry, But I don't remember this rule. Give me a chance to answer another question.

6. Read the sentences. Correct the mistakes if any. Explain why.

For example: I'm seeing (= meeting) the manager tomorrow. Correct.

1. I'm feeling hungry. Is there anything to eat?
2. My mother isn't believing in God.
3. This sauce ([sɔ:s] – coyc) is great. It smells really good.
4. I'm thinking this is your seat. Am I right?
5. David isn't understanding the text. The pupils are trying to translate it for him.
6. Richard loves Susie. She loves him. They are happy now.
7. Kate doesn't realize what's going on.
8. They are needing a sheet of paper. They are wanting to write a letter to the President.
9. What does it mean? You are in my flat looking for something!
10. I can't understand why he is being so selfish. He isn't usually like that.

7. Open the brackets. Use The Present Progressive Tense. Explain its usage.

1. It (to get) dark. Shall I turn on the light?
2. They haven't got anywhere to live at the moment. They (to stay) with friends until they (to find) somewhere.
3. Are you ready, Ann? – Yes, I (to come).
4. Why are all these people here? What (to happen)?
5. Don't put the dictionary away. I (to use) it.
6. Who is that man? What ... he (to do) here?
7. Nil always (to scare) his parents. They never know what to expect from him.
8. My father is an architect by profession. But he (to work) as a teacher now.
9. We (not to enjoy) this party. It is very noisy here.
10. Our car (to break down) rather often. We can't stand it (терпіти) any more.

8. Open the brackets. Use The Present Simple or The Present Progressive.

1. The Earth (to go) rounds the Sun.
2. Water (to boil – кипіти) at 100 degrees Celsius. The water (to boil). Can you turn it off?
3. Can you hear those people? What they (to talk) about?
4. I (to know) that you (to have) a new job. How you (to get on)?
5. Hurry up! Everybody (to wait) for you.

6. Look at the river. It (to flow – текти) very fast today – much faster than usual.
7. The River Nile (to flow) into the Mediterranean.
8. She told (говорила) me her name. But I (not/to remember) it now.
9. Normally you (to be) very sensible, so why (to be) you so silly about it?
10. Mr. and Mrs. Brown (to have) dinner. Come later.
11. Don't be upset (засмучений). It (to depend) only on the doctor's mood (настрій).
12. They (to suppose) it (to be) necessary to teach children to be faithful, honest, sincere and diligent.

9. Fill in the gaps with one of the verbs written before the sentences. Use the suitable tense: The Present Simple or the Present Progressive Tenses.

have, stand, wear, have, celebrate, know, understand, forget, recognize, eat

1. Tom (not) ... jeans now. They are dirty.
2. We (not) ... what to present my sister with. She ... birthday tomorrow.
3. He ... that he ... noisily, but he always ... about it.
4. Who is that girl that ... in the door way? – I (not)... her.
5. Nick ... a smoke on the balcony. By the way, ... got a cigarette?

10. *Translate the sentences into English.

1. Здається, завтра дощу не буде. Але візьми парасольку про всяк випадок (to be on the safe side).
2. Ми зустрічаємося (to see) з нашим босом (a boss) завтра вранці. Я думаю, що він не сердитиметься на нас.
3. Ви їдете з міста цього літа? Так, ми завжди їдемо кудись улітку. Ми всі любимо море та відпочиваємо разом. Але цього року мама залишається з нами довше, ніж тато.
4. В нас зараз урок англійської мови. Ми якраз перекладаємо дуже складний текст. Я не знаю кількох слів. Я хочу скористатися словником.
5. Подивися, Джон їсть м'ясо і п'є сік. Він виглядає задоволеним. М'ясо та сік гарні на смак.
6. Де твій брат? Він у своїй кімнаті. Він робить уроки зараз. Не віриться мені, що він сам упорається (to cope with) зі своїм завданням.
7. Мартін зараз вивчає німецьку мову, тому що він хоче отримати кращу роботу.
8. Ти розумієш, якою мовою говорить ця жінка? – Ні, мені здається – це французька. Вона звучить приємно.
9. Ми не маємо уявлення, хто володіє цією фабрикою. Думаю, це Уайти.

10. Він ненавидить пироги. Навіщо ти йому його несеш? Він навіть не збирається на нього дивитися.

11. Think of your nearest plans for the future. Discuss them with your partner. Use The Present Progressive, The Present Simple (or The Future Simple Tenses where necessary).

12. Look at your:

a) teacher; b) neighbour; c) yourself.

Say what they are doing and are not doing.

For example: Our teacher is standing at the blackboardShe is not speaking

13. Think of the actions that are not typical of you and you are doing them now (or you have to do them because of some circumstances). Share your information with the partner.

For example: Usually I decorate a New Year Tree on the 30th of December. But this year I am not decorating it because I'm leaving for Istanbul to celebrate the New Year's Day there.

14. Read the new vocabulary and write down the words into your copy-books. Pay attention to the pronunciation and spelling.

¹ orchard [ˈɔ:tʃəd] – фруктовий сад	¹² warm [wɔ:m] – теплий
² rain [reɪn] – дощ to rain – дощити rainfall [ˈreɪnfɔ:l] – атмосферні опади	¹³ cool [ku:l] – прохолодний
³ drizzle [drɪzl] – дрібний дощ, мряка to drizzle – моросити	¹⁴ dry [draɪ] – сухий
⁴ sleet [sli:t] – мокрий сніг, дощ зі снігом to sleet – йти (про мокрий сніг)	¹⁵ wet [wet] – мокрий, вологий
⁵ hail [heɪl] – град, злива to hail – йти (про град, зливу)	¹⁶ miserable [ˈmɪz(ə)r(ə)bl] – кепський
⁶ sunny [ˈsʌnɪ] – сонячний	¹⁷ marvellous [ˈmɑ:v(ə)ləs] – чудовий, прекрасний
⁷ windy [ˈwɪndɪ] – вітряний	¹⁸ scorching [ˈskɔ:tʃɪŋ] – пекучий, спекотливий
⁸ rainy [ˈreɪnɪ] – дощовий	¹⁹ thunder [ˈθʌndə] – грім to thunder – гриміти (про грім)
⁹ foggy [ˈfɒɡɪ] – туманний	²⁰ to clear up [ˈkliə(r)ˈʌp] – прояснитися
¹⁰ dull [dʌl] – похмурий	²¹ lightning [ˈlaɪtnɪŋ] – блискавка
¹¹ fine [faɪn] – ясний	²² to lighten [ˈlaɪt(ə)n] – освітлювати, виблискувати (про блискавку)
	²³ to melt [melt] – танути
	²⁴ thaw [θɔ:] – відлига

15. Read the word combinations and sentences. Translate them into your mother tongue. Make up your own sentences with the words in bold type.

1. **An orchard** – a fruit garden – a field – a yard – a vegetable garden – a flower bed; **orchards** – gardens – yards – fields – flower beds. The trees in the orchards, gardens and streets are in bloom (цвітуть). They are in white and pink blossom (цвітіння).
2. It often **rains** in autumn. The **rains** are **cool** and frequent ([ˈfrɪkwənt] – часті). The **rainfall** is high. It even sometimes rains cats and dogs. In the morning, the **fog** spreads (поширюється) over the city. So, it is **foggy**.
3. To **drizzle** – to **sleet** – to **hail** – to **thunder** – to **lighten** – to **clear up**. Is it drizzling or hailing? It is neither drizzling nor hailing, it is sleeting. So, it is very dirty in the street. We can name such weather **dull** and **miserable**.
4. What is the weather like in summer? It is **sunny**, **fine** and **marvellous**. If the sun shines brightly and the temperature is high, it may be very **scorching**. All people swim in the sea and lie in the sun in such weather.
5. In spring, it is **cool** in March. But in April, it gets **warmer**. May is famous for its **thundering** and **lightening**. After them, the sky **clears up**. It is still **wet**, but soon the weather is fine and **dry**.
6. Snow starts **melting** in March. The **thaw** begins. It is **windy**. At the end of April, it is rather warm and fine.

16. Say what the weather is like in such situations:

1. It's so unpleasant to go outside. Don't forget your umbrella.
2. Don't go bareheaded ([ˈbeəhedɪd] – гологоловий, з непокритою головою) and take your sunglasses, please.
3. Slow down. We can't see a thing. It's easy to run over (переїхати) somebody.
4. There is a loud noise in the sky. It is also very light, though it's night time.
5. The sun shines. There are no clouds in the sky.

17. a) Read the words and try to guess what they mean.

aster [ˈɑːstə]	chrysanthemum
[krɪˈsænθɪməm]	
bell-flower [ˈbelflavə]	peony [ˈpiəni]
gladiolus [ˌglædiˈʊləs]	phlox [flɒks]
iris [ˈaɪrɪs]	rose [ˈrəʊz]
lily [ˈlɪli]	snowdrop [ˈsnəʊdrɒp]
narcissus [nɑːˈsɪsəs]	tulip [ˈtjuːlɪp]

b) Say what colour each of them has.

c) Where do they grow? When?

d) What are your favourite flowers?

18. Read the text “Seasons”(Part I). Translate it into Ukrainian. Answer the questions after the text and retell it using these questions as a plan.

Seasons *Part I*

There are four seasons in a year: winter, spring, summer and autumn. There is a famous saying:

Autums is yellow,
Winter is white,
Spring is green,
Summer is bright.

All seasons are beautiful. There are no bad seasons because each of them has something special, original.

Let's begin our story with the spring. March, April and May are spring months. Only in spring the nature wakes up. Birds come back from warm countries. Our state and mood¹ become better and happier in spite of the fact that² it's rather cold in March and there is still much snow on the ground. It's grey and dirty. There are no leaves on the trees and fields and orchards are empty. The weather is dull. We can see grey sparrows³ and proud rooks⁴ on the black wet ground. The first spring flowers appear in the forests and glades⁵. They are snowdrops. The unpleasant time comes when the thaw begins. There is a lot of sleet and mud on the ground. You feel miserable and don't want to go outdoors. Fortunately⁶, it doesn't last long.

April is a rainy month but April rains are warm and pleasant. The sun shines brightly. There are a lot of spring flowers and grass⁷ in the forests, parks and gardens. The first buds⁸ and leaves appear on the trees. Fruit trees are in white and pink blossom⁹. We enjoy this view¹⁰ very much.

Spring is in its full beauty in May. It is also famous for its thundering and lightening. In the morning you can see a rainbow¹¹ in the sky which clears up very quickly. Soon, it becomes fine and dry. There are plenty of tulips, daffodils¹², daisies¹³, camomile¹⁴, peonies in the flower beds, parks and gardens. The weather in May is marvellous. The sky is blue and clear. There are only a few clouds in it. It's full of swallows¹⁵ and larks¹⁶. The birds are quick and active. The sun is bright and warm. That's why the water in the rivers and lakes is warm too. There are a lot of sweet black cherries¹⁷ and strawberries¹⁸ in the orchards.

Summer follows spring. It is a favourite season of many people. June, July and August are summer months. For all schoolchildren and students, it's the best season of the year because they have their summer holidays. In summer, the days are the longest and the nights are the shortest. The 22nd of June is the longest day. After it, the days become shorter and the nights longer. Still, the sun is high in the sky. It shines brightly. There are very few clouds in the sky. It is clear and blue. At summer nights, it is beautiful and mysterious¹⁹. The moon²⁰ is full and bright and there are a lot of stars there. They are low.

The average²¹ temperature in summer is 30 degrees²² above zero. People have a rest at the sea-side. They swim in the sea and lie in the sun²³. Beach²⁴ volleyball is very popular with young people.

July is a hot month. Summer is in its full swing²⁵ in July. It may be even scorching. When the heat is unbearable²⁶, people prefer to stay indoors with their air conditioner switched on. The orchards are full of splendid raspberries²⁷, red and black currants²⁸, apples, peaches²⁹, apricots³⁰ and plums³¹. In summer, we enrich our organism with vitamins. We also eat vegetables such as: cucumbers³², tomatoes, carrots³³, onions³⁴, cabbage³⁵, radishes³⁶ and so on.

In August, the days become shorter than in July but they are still hot. The nights are longer and cooler. The leaves on the trees are still green but there are some yellow and red ones. August is a harvest³⁷ month. People gather ripe³⁸ fruit and vegetables and prepare preserves³⁹ for winter. We like to go to the forest to pick up mushrooms⁴⁰ and berries. There are a lot of nuts there too. August is the richest month of a year.

¹ state and mood – стан і настрої	²⁰ the moon [mu:n] – місяць
² in spite of the fact that – незважаючи на те що	²¹ average [ˈævərɪdʒ] – середній, звичайний
³ sparrow [ˈspærəʊ] – горобець	²² degree [diˈɡri:] – градус
⁴ proud rooks [ˈpraʊdˈruks] – горді граки	²³ to lie in the sun – засмагати
⁵ glade [ɡleɪd] – поляна	²⁴ beach [bi:tʃ] – пляж
⁶ fortunately [ˈfɔ:tʃənətli] – на щастя	²⁵ is in its full swing – в самому розпалі
⁷ grass [ˈɡrɑ:s] – трава	²⁶ unbearable [ʌnˈbeərəbl] – нестерпний
⁸ bud [bʌd] – брунька	²⁷ raspberry [ˈrɑ:s(p)bəri] – малина
⁹ are in blossom [ˈblɒs(ə)m] – цвітуть	²⁸ currant [ˈkʌrənt] – смородина
¹⁰ view [vju:] – вид, панорама	²⁹ peach [pi:tʃ] – персик
¹¹ rainbow [ˈreɪnbəʊ] – веселка	³⁰ apricot [ˈeɪprɪkət] – абрикос
¹² daffodil [ˈdæfədɪl] – жовтий нарцис	³¹ plum [plʌm] – слива
¹³ daisy [ˈdeɪzi] – маргаритка	³² cucumber [ˈkju:kəmbə] – огірок
¹⁴ camomile [ˈkæməmaɪl] – ромашка	³³ carrot [ˈkærət] – морква
¹⁵ swallow [ˈswɔ:ləʊ] – ластівка	³⁴ onion [ˈʌnjən] – цибуля
¹⁶ lark [lɑ:k] – жайворонок	³⁵ cabbage [ˈkæbədʒ] – капуста
¹⁷ black cherry [ˈtʃeri] – черешня	³⁶ radish [ˈrædɪʃ] – редиска
¹⁸ strawberry [ˈstrɔ:bəri] – полуниця	³⁷ harvest [ˈhɑ:vəst] – врожай
¹⁹ mysterious [mɪsˈtɪəriəs] – таємничий	³⁸ ripe [raɪp] – спілий
	³⁹ preserves [prɪˈzə:vz] – консерви
	⁴⁰ mushrooms [ˈmʌʃrʊmz] – гриби

1. How many seasons are there in a year? What are they? What is a famous saying about seasons?
2. Are there any bad seasons? Why?
3. What are spring months? What happens to the nature when spring comes? What countries do birds come back from? Does the weather in March influence our state and mood anyhow?
4. Is there any snow on the ground in March? What is the weather like in March? What can we see in the sky? What are the first spring flowers? When does the unpleasant time come? Why? How do you feel?
5. Are April rains warm and pleasant? What appears on the trees? Are fruit trees in blossom?
6. What is May famous for? What can you see in the morning in the sky? What flowers grow in the flower beds, forests, parks and gardens? What kind of weather is in May? What is the sky full of? Is the water in rivers and lakes warm? What fruit is ripe in May?
7. Summer is a favourite season for many people, isn't it? Why? In summer, the days are the longest and the nights are the shortest, aren't they? What is the longest day? What does the summer night look like? What is the average temperature in summer?
8. Where do people have a rest in summer? What do they do? What is popular with young people? What do people do when the heat is unbearable?
9. What fruit are orchards full of in summer? We enrich our organism with vitamins in summer, don't we? What vegetables do we eat?
10. What colour are the leaves on the trees in August? Why is August a harvest month? It's the richest month, isn't it?

19. Find in the text the words according to these groups:

- 1) kind of weather;
- 2) fruit and berries;
- 3) vegetables;
- 4) flowers;
- 5) birds.

Write them down.

20. Discuss the situations with your partner:

- my favourite season;
- unpleasant facts about spring and summer;
- pleasant facts about spring and summer.

21. Translate the sentences from Ukrainian into English.

1. Сьогодні не такий туман як учора. Але я все одно (all the same) боюся їхати машиною в таку погоду.
2. Неприємно гуляти, коли небо вкрито хмарами (is overcast) і йде дощ, а автобуси та машини забризкують перехожих (to splash the passers-by) брудом та водою.

3. Яка сьогодні погана (nasty) погода. Мрячить дощ, і вулиці такі брудні.
4. Небо сіре, з моря дме (to blow) холодний вітер (wind). Але він сьогодні не такий сильний.
5. Погода стає теплішою, я думаю, що незабаром зацвітуть фруктові дерева.
6. Як гарно! Краплинки дощу та роси (dew) сяють (to sparkle) на листях та траві.
7. Я думаю, що град або дощ зі снігом не продовжуватимуться довго, і ми зможемо піти в ліс збирати гриби та ягоди.

LESSON 16

1. Неозначений (простий) минулий час (*The Past Simple Tense*). Значення, утворення.
2. Заперечна та питальна форми.
3. Тексти для читання “*English weather*”, “*Seasons (Part II)*”.

1. *Memory work:*

When the weather is wet
 We must not fret¹, –
 When the weather is cold
 We must not scold²
 When the weather is warm
 We must not storm, –
 But be thankful together
 Whatever the weather.

¹fret [ˈfret] – турбуватися, мучитися

²scold [ˈskəʊld] – ляяти, бурчати

2. *Read the sentences, choose the sentences describing the today's weather. Translate them into Ukrainian.*

1. What a marvellous day!
2. It seems to be getting more settled.
3. The weather is miserable today.
4. The wind is blowing and it is drizzling.
5. It is clearing up, isn't it?
6. It is dry, sunny and warm.
7. It is wet and muddy today.
8. The sun is shining brightly, that's why it is scorching now.
9. When the hail's over, there will be a lot of sleet and mud on the ground.
10. The weather is marvellous! There are no clouds in the sky.

3. Read the dialogue. Dramatize it. Mind the stress, tune and intonation.

English weather.

- Mary: What a lovely day it is today!
- Kate: Oh yes, it is! There's hardly¹ any cloud in the sky. It is clear.
- Mary: But we'll have a scorching heat today, I'm afraid. It must be 25 degrees in the shade².
- Kate: It is very stuffy³. Not a leaf or a grass is stirring⁴.
- Mary: There's hardly a breath of air⁵. But I've got a splendid air conditioner at home. Let's go and stay there for some time.
- Kate: By the way, I know the weather-forecast⁶ for today. It is in the newspaper.
- Mary: What does it say? Any changes?
- (reading) Pressure⁷ will remain⁸ high to the south-west of the British Isles. There will be occasional⁹ rain or drizzle, but fine weather with a few scattered showers¹⁰ will spread to England and Wales.
- Mary: I fear a thunderstorm is coming.
- Kate: The sky is overcast¹¹ and the sun is going in.
- Mary: It looks like rain. In fact it is beginning to rain. It never rains but it pours¹². I haven't got any umbrella.
- Kate: Fortunately enough¹³, I've got my folding¹⁴ umbrella with me. Let me put it up.
- Mary: What a tremendous¹⁵ clap¹⁶ of thunder!
- Kate: And what a flash¹⁷ of lightning!
- Mary: The English have a saying about the weather: If you don't like it now, just wait a bit.
- Kate: It is really so, because the English weather is very changeable.
- Mary: Look, it's clearing up. The clouds are lifting.
- Kate: Besides there is no rain any more. Have a look at this wonderful rainbow!
- Mary: Bright sunshine again! Now I know why English weather is something worth¹⁸ talking about.

¹ hardly [hɑ:dli] – навряд чи, ледве

² shade [ʃeɪd] – тінь

³ stuffy [ˈstʌfi] – душно

⁴ stir [ˈstɜ:] – ворушитися,
ворухнутися

⁵ a breath of air [breθ] – ковток
повітря

⁶ the weather forecast [ˈweðəˈfɔ:kɑ:st]
– прогноз погоди

⁷ pressure [ˈpreʃə] – тиск

⁸ to remain [rɪˈmeɪn] – залишатися

⁹ occasional [əˈkeɪʒnl] – випадковий

¹⁰ scattered showers [ˈskæʔəd ˈʃaʊə] –
місцями зливи

¹¹ overcast [ˈəʊvəkɑ:st] – покритий
хмарами

¹² to pour [pɔ:] – лити

¹³ enough [ɪˈnʌf] – достатньо

¹⁴ folding [ˈfəʊldɪŋ] – розкладний

¹⁵ tremendous [trɪˈmendəs] –
жахливий, величезний

¹⁶ clap [klæp] – удар

¹⁷ a flash [flæʃ] – спалах

¹⁸ worth [wɜ:θ] – вартий

4. Read the sentences, translate them. Make up your examples with the words in bold type.

1. It is **hailing hard**. Take my umbrella. It **hardly** rains. You may not put on your hat. The clouds are floating ([fəʊtɪŋ] – пливуть) away.
2. It is very **stuffy** in the room. Open the window. I want to take a deep **breath** of fresh air.
3. What is the **weather-forecast** for today? – It is going to drizzle. – I am not sure. It even may **pour**. The English weather is so **changeable**!
4. Do you hear that **tremendous clap** of thunder? – Sure. What a **flash** of **lightning**!
5. **Fortunately**, there are no **scattered showers** today. The **pressure remains**. It's warm.

5. Form adjectives from the nouns using the suffix -y. Mind double consonants!

Rain, mud, fog, hail, sun, frost, stuff, worth, storm, snow, wind.

Say what seasons these adjectives may refer to. Give your examples.

16.1. Неозначений (простий) минулий час (*The Past Simple Tense*). Значення, утворення

1. Для позначення дії, що відбувалася в минулому і не має жодного відношення до сьогодні, в англійській мові використовується **The Past Simple Tense**. Таку дію характеризують такі слова:

yesterday [ˈjestədeɪ] – вчора

a day before yesterday – позавчора

last week (month, year, summer ...) – минулого тижня (місяця, року, літа...)

a week ago – тиждень тому

in 1994 – в 1994 році

2. В англійській мові дієслова поділяються на **правильні** та **неправильні**, тобто які утворюють форму минулого часу та минулого дієприкметника (**Participle II**) за правилом і не за правилом.

Незалежно від числа та роду підмета в **Past Simple** до основи правильних дієслів додається закінчення **-ed**. Воно має три варіанти прочитання:

1) [t] – якщо слово закінчується на глухий приголосний.

Наприклад: work – worked [ˈwɜːkt]

працювати – працював

2) [d] – якщо основа дієслова закінчується на голосний або дзвінкий приголосний звуки.

Наприклад: play – played [pleɪd]

грати – грали

open – opened [ˈəʊpənd]

відкрити – відкрив

3) [id] – якщо слово закінчується на – *t* або – *d*.

Наприклад: need – needed [ˈniːdɪd]

потребувати - потребував

want – wanted [ˈwɒntɪd]

хотіти – хотіла

3. Під час утворення форми *Past Simple* у правильних дієслів ми маємо дотримуватися таких правил орфографії:

– якщо останній склад дієслова відноситься до закритого типу, то останній приголосний подвоюється.

Наприклад: stop – stop**ped** [ˈstɒpt]

зупиняти – зупинився

to com^ʹmit – com**mitted** [kəˈmɪtɪd]

здійснити - здійснив

to refer – refer**red** [rɪˈfɜːd]

мати відношення до – мав відношення до

– якщо слово закінчується на *y* з попереднім приголосним, то *y* змінюється на *i* і додається закінчення *-ed*.

Наприклад: try – tried

намагатися – намагався

– якщо слово закінчується на німу голосну *-e*, то при додаванні закінчення – *ed* вона зникає.

Наприклад: arrive – arriv**ed** [əˈraɪvd]

прибувати – прибув

4. Неправильні дієслова слід запам'ятати, тому що вони змінюються не за правилами. Вони мають певні форми в *Past Simple* і *Participle II*.

	<i>Past Simple</i>		<i>Participle II</i>
<i>Наприклад:</i> eat	– ate	–	eaten
їсти	– їв	–	з'їдене
to drink	– drank	–	drunk
пити	– пив	–	випите
Peter came late last Monday.			
Пітер прийшов пізно минулого понеділка.			
to come	– came	–	come
приходити	– прийшов	–	той, що прийшов

We ate soup for dinner. – Ми їли суп на обід.

16.2. Заперечна та питальна форми

1. Заперечна форма *Past Simple* будується за допомогою допоміжного дієслова *did* та негативної частки *not* й інфінітивом без частки *to*.

Наприклад: He didn't go to school yesterday.

Він не пішов у школу вчора.

We didn't want to spend our vacations in the countryside.

Ми не хотіли проводити свою відпустку у селі.

2. У спеціальних, загальних, альтернативних питаннях **did** ставиться перед підметом, а інфінітив без частки **to** слідує за підметом.

Наприклад: Did you get up at 7? – Yes, I did (No, I did not).

Ти прокинувся о 7? – Так. (Ні).

What did Henry have for breakfast? – Porridge.

Що їв Генрі на сніданок? – Кашу.

Did Boris clean the floor or the door? – He cleaned the door.

Борис мив підлогу чи двері? – Він мив двері.

How many times did Ann help her mother? – 2 times.

Скільки разів Енн допомогла мамі. – 2 рази.

3. У питанні до підмета після питального слова **who** ставиться дієслово у 2-ій формі (**V+ ed =Past Simple V₂**).

Наприклад: Who closed the door? – Alice did.

Хто зачинив двері? – Еліс.

What happened yesterday? – An accident ['æksɪdənt]

did.

Що трапилось учора? – Нещасний випадок.

6. *Read the verbs and translate them into your mother tongue. Mind the endings [t], [d], [ɪd].*

I. [t]

to help – helped – (helped)
to wash – washed – (washed)
to wet – wetted – (wetted)
to watch – watched – (watched)
to dress – dressed – (dressed)
to work – worked – (worked)
to walk – walked – (walked)
to discuss – discussed –
(discussed)
to ask – asked – (asked)
to miss – missed – (missed)
to stop – stopped – (stopped)
to pass – passed – (passed)
to laugh – laughed – (laughed)
to look – looked – (looked)
to increase – increased –
(increased)
to distinguish – distinguished –
(distinguished)

допомагати – допомагав
мити – мив
протирати – протирав
спостерігати – спостерігав
одягатися – одягнувся
працювати – працював
гуляти – гуляв
обговорювати – обговорював

питати – питав
пропускати – пропустив
зупинятися – зупинився
проходити – пройшов
сміятися – сміявся
дивитися – дивився
збільшувати(ся) – збільшив(ся)

розрізняти – розрізняв

II. [d]

to clean – cleaned – (cleaned)	ЧИСТИТИ – ЧИСТИВ
to water – watered – (watered)	ПОЛИВАТИ – ПОЛИВ
to phone – phoned – (phoned)	ДЗВОНИТИ – ДЗВОНИВ
to vacuum – vacuumed – (vacuumed)	ПИЛОСОСИТИ – ПИЛОСОСИВ
to listen – listened – (listened)	слухати – слухав
to play – played – (played)	грати – грав
to gather – gathered – (gathered)	збирати – збирав
to allow – allowed – (allowed)	дозволяти – дозволив
to stay – stayed – (stayed)	залишатися – залишився
to change – changed – (changed)	міняти – змінив
to encourage – encouraged – (encouraged)	заохочувати – заохотив
to answer – answered – (answered)	відповідати – відповів
to explain – explained – (explained)	пояснювати – пояснив
to study – studied – (studied)	вчитися – вчився
to fail – failed – (failed)	зазнати невдачі – зазнав невдачі
to describe – described – (described)	описувати – описав
to save – saved – (saved)	зберігати – зберіг
to care – cared – (cared)	дбати – подбав
to praise – praised – (praised)	хвалити – похвалив
to love – loved – (loved)	любити – любив
to scorn – scorned – (scorned)	зневажати – зневажав
to condemn – condemned – (condemned)	засуджувати – засудив
to prefer – preferred – (preferred)	віддавати перевагу – віддав перевагу
to deserve – deserved – (deserved)	заслужити – заслужив
to rain – rained – (rained)	дощити – йшов дощ
to hail – hailed – (hailed)	йти (про град) – йшов град
to drizzle – drizzled – (drizzled)	моросити – моросило
to lighten – lightened – (lightened)	блискати (про блискавку) – блиснула блискавка
to thunder – thundered – (thundered)	гриміти (про грім) – гримів грім
to aim – aimed – (aimed)	ставити за мету – мета полягала
to annoy – annoyed – (annoyed)	дратувати – дратував
to claim – claimed – (claimed)	вимагати (заявляти) – вимагав (заявив)
to offer – offered – (offered)	пропонувати – запропонував
to analyze – analyzed – (analyzed)	аналізувати – проаналізував
to try – tried – (tried)	намагатися – намагався

to entertain – entertained – entertained)	розважати – розважав
to blame – blamed – (blamed)	звинувачувати – звинуватив
to awe – awed – (awed)	лякати – навіяв страх
III. [Id]	
to correct – corrected – (corrected)	виправляти – виправив
to translate – translated – (translated)	перекладати – переклав
to need – needed – (needed)	відчувати потребу – відчував потребу
to want – wanted – (wanted)	хотіти – хотів
to collect – collected – (collected)	колекціонувати – колекціонував
to hand – handed – (handed)	вручати – вручив
to respect – respected – (respected)	поважати – поважав
to provide – provided – (provided)	забезпечувати – забезпечив
to treat – treated – (treated)	ставитися – ставився
to expect – expected – (expected)	очікувати – очікував
to include – included – (included)	включити – включив
to affect – affected – (affected)	впливати – вплинув
to assert – asserted – (asserted)	стверджувати – стверджував
to recite – recited – (recited)	декламувати – декламував
to invade – invaded – (invaded)	вторгнутися – вторгнувся
to inherit – inherited – (inherited)	успадкувати – успадкував
to attend – attended – (attended)	відвідувати (регулярно) – відвідував (регулярно)

7. Make 3 forms of the verbs given below. Write them down and pronounce them properly.

To wet, to work, to miss, to clean, to try, to collect, to stop, to stay, to awe, to attend, to phone, to change, to expect, to ask, to laugh, to allow, to inherit, to distinguish, to deserve, to prefer, to annoy, to watch, to need, to seek.

8. Neglect the given information. Prove your answer.

For example, Jane collected stamps.

Jane didn't collect stamps. She collected post cards.

1. Tom deserved great respect at school.
2. Peter washed his linen once a month.
3. Stacy scorned any lie.
4. We included Marta into the list of our guests.
5. It hailed yesterday.
6. She helped Walter choose a new car.
7. Richard recited the poem by heart.
8. I passed my exams successfully.
9. Father looked for his glasses.
10. The teacher encouraged her pupils for their hard work.

11. Lillie offered John to take part in sport competitions.

9. Write questions with Did. And give your answers.

For example, I played with children in the yard.

Did I play with children in the yard?

Yes, I did. We liked it very much.

1. Mary walked home from school.
2. We opened the door and watered the flowers.
3. They treated their enemies with condemn.
4. The committee discussed the problem at the previous meeting.
5. The government ([ˈgʌvənmənt] – уряд) increased the payment for education.
6. Chris described the pictures and answered the questions.
7. It thundered and lightened a day before yesterday.
8. The news “invaded” all my thoughts.
9. Nancy missed the yesterday’s train.
10. I studied at school # 22.
11. We lived in the USA for 2 years.

10. Ask suitable questions to get the answers you have got in this exercise.

For example: Yesterday we asserted our plan. ... /concerning (що стосується) the future cooperation/.

What kind of plan did you assert yesterday?

1. The instructor explained us everything last week. ... /the rules, the examples and schemes ([ski:m] – схема)/.
2. Bob inherited a lot from his parents. ... /appearance, traits of character, temperament/.
3. He provided the 100 percent presence of the students at the lecture. ... /Alan/.
4. The weather changed to the worse. ... /it snowed/.
5. Britney attended all the seminars. ... /last term/.
6. My mother cooked fried potatoes and meat ([mi:t] – м'ясо). ... /or pudding?/
7. Kate translated many texts. ... /ten/.
8. She needed a book. ... /an interesting book/.
9. Alex loved him very much. ... /her husband/.
10. George entertained the guests. ... /because he is good at making people laugh/.

11. Ask your friend about what he did (робув) yesterday. Use the verbs given below. Then exchange your roles.

- | | |
|------------------------------|-------------------------|
| – watch TV | – visit grandparents |
| – enjoy the party | – start at 8 (lessons) |
| – work a lot | – want to go for a walk |
| – finish his home task early | – play volleyball |

12. Read the new words. Write the words down into your vocabularies. Mind their pronunciation.

- | | |
|---|--|
| 1. puddle [ˈpʌdl] – калюжа | 14. chilly [ˈtʃɪli] – мерзлякуватий, холодний |
| 2. mud [mʌd] – грязюка | 15. snow [ˈsnəʊ] – сніг |
| muddy [ˈmʌdi] – брудний | 16. to snow – сніжить |
| 3. nasty [ˈnɑːsti] – мерзенний | 17. to go tobogganing [təˈbɒɡənɪŋ] – кататися на санках |
| 4. changeable [ˈtʃeɪndʒəbl] – мінливий | 18. to skate [skeɪt] – кататися на ковзанах |
| 5. gloomy [ˈɡluːmi] – похмурий | 19. to ski [ˈski] – кататися на лижах |
| 6. oppressive [əˈpresɪv] – гнітючий | 20. to play snow-balls – грати в сніжки |
| 7. to freeze [friːz] – заморозити (froze, frozen) | 21. to sparkle [spaːkl] – іскритися, виблискувати, сяяти |
| 8. frost [ˈfrɒst] – мороз | 22. slushy [slʌʃi] – покритий талим снігом |
| 9. frosty [ˈfrɒsti] – морозний | 23. icicle [ˈaɪsɪkl] – бурулька |
| 10. to make a snow-man – ліпити сніговика | 24. snowstorm [ˈsnəʊstɔːm] – хуртовина, буран |
| 11. to blow [bləʊ] – дути, віяти (blew, blown) | 25. snowfall [ˈsnəʊfɔːl] – снігопад |
| 12. wind [ˈwɪnd] – вітер | |
| 13. windy – вітряний | |

13. Read the sentences with the new vocabulary. Translate them into Ukrainian. Make up small situations with the words in bold type.

mud, frost, wind, gloomy, chilly, slush, puddle, blow, snow, nasty, oppressive Mud – muddy; frost – frosty; wind – windy; gloomy – chilly; slush – slushy; a puddle – lots of puddles. I don't like it when there is slush and mud in the street. In this case I put on my rubber boots (гумові чоботи). So, it is slushy and muddy and you can see lots of puddles outdoors especially in late autumn. The wind is blowing, it is snowing. It is very frosty, it is almost 30 degrees below zero ([bɪˈləʊ ˈziːrəʊ] – нижче нуля). Today's frost is very strong. I hate chilly, gloomy and nasty weather. I don't like oppressive weather either.

freeze, sparkle, ski, skate, toboggan, icicles, snowballs, snowman, snowstorm, snowfall, changeable

To freeze – to sparkle; to skate – to ski – to go tobogganing; to play snowballs – to make a snowman; snowstorm – snowfall. It is freezing now. Look, the icicles are sparkling in the sun. It is a marvellous winter day. Let's go tobogganing! – Can you skate and ski? Of course, I can. I want to play snowballs. The girls are making a

snowman! Help them. The weathermen promise ([ˈprɒmɪs] – обіцяти) that the weather will change soon. It is so changeable! After snowfalls and snowstorms there is going to be sleet, slush and mud.

14. Fill in missing words. The words are given after the exercise.

1. Be careful! Don't splash ... over passers-by.
2. A thick ... is spreading over the city, so we can't see things well, the cars and buses can "crawl" ([krɔ:l] – повзти) with their lights on.
3. Look around! The frost is ... on the trees, the ... hang down from the houses.
4. The rivers and lakes ... in winter. The temperature is 28 degrees below zero. It is rather ..., a strong wind is
5. The sun is shining now, but in 10 minutes it'll rain. The weather is so ... in Great Britain.
6. The snow is melting. There is a lot of ... , ... and
7. It is winter now. Children like to ... , ... and
8. Winter is "famous" for frequent ([ˈfri:kwənt] – частий) ... and
9. In autumn the weather is often ... and When we stay in-doors we may "enjoy" ... weather.

fog, freeze, mud, frosty, slush, blowing, sleet, snowfalls, sparkling, puddles, skate, icicles, changeable, play snowballs, chilly, go tobogganing, snowstorms, gloomy, nasty.

15. Read the weather forecasts, translate them into your mother tongue.

- A. *Weather:* Mostly dry with sunny spells. Outlook for tomorrow and Thursday: Mostly dry, becoming mild.
- B. *Weather:* Sunny, with the mist (туман, мгла) and foggy patches, clearing in the next hour, prolonged sunshine throughout the day.
Outlook for tomorrow and Sunday: Cloudy with a few showers, much cooler, maximum 23° degrees above zero, not much sunshine.
- C. *Weather:* Cloudy, rain at times. Mainly dry in North-East Scotland.
Outlook for weekend: Rain, prolonged in places, cool.

16. Give the forecast for:

- a) a dull summer day;
- b) a day in late autumn;
- c) a day in early spring;
- d) a frosty winter day.

17. Read the text. Translate it into your mother tongue. Answer the questions. Retell it using the questions as a plan.

Seasons

Part II

September, October and November are autumn months. The weather is fine on the first days of September. It is as warm as in August. But it is not oppressive at all. The days are still bright and sunny, but they are shorter. The nights are longer and cooler. The leaves on the trees are still green, some of them are yellow, red and brown. The first of September is a great day for schoolchildren. Their school year begins. They are glad to see their teachers and classmates after summer holidays. September is a beautiful month. The gardens are full of wonderful chrysanthemums and asters. Juicy apples, pears¹, plums and grapes are ripe in the orchards. Farmers² gather³ harvest in the fields which are full of ripe vegetables. There are a lot of nuts, mushrooms and berries in the forests.

October is much cooler than September. The weather is gloomy. But in the middle of October, there are some days of particularly⁴ warm weather. They are called *Indian summer*⁵. The weather is dry and sunny. The sky is clear and blue. They are the last warm days of a year. At the end of October, the days become colder.

In November, the weather is chilly and nasty. It often rains or it may hail. The sky is grey and overcast. It's often windy and muddy. The winds are strong and unpleasant. Sometimes it's very foggy and the fog (or mist⁶) is very thick. It may rain the better part of the day. That's why there are a lot of puddles on the ground. Cars splash⁷ mud on passers-by⁸. In such weather, it's better to stay at home because we can get wet through⁹.

At the end of November, the weather is often frosty. The forests, gardens and orchards are empty. The trees are barren¹⁰ and ugly. Birds fly away to the warm countries. Winter is clearly felt¹¹.

Winter comes in December. December, January and February are winter months. There are 31 days in December and January. February has 28 days, but in a leap year¹² there are 29. It is rather cold in December. Sometimes heavy snowfalls and snowstorms occur. After them everything around is white and beautiful. The rivers and lakes are frozen. There are deep snowdrifts¹³ on the ground. Trees and roofs of houses are covered¹⁴ with snow. At the end of December, schoolchildren have their winter holidays. They last for 2 weeks. Children are happy.

The first of January is New Year's Day, the favourite holiday of many people. Children spend most of their time outdoors because the weather in January is fine and frosty. They skate and ski, play snowballs and make snowmen. They also like to go tobogganing. They enjoy these games. Icicles hang down¹⁵ from the roofs and sparkle. The light clouds are in the night sky.

February is the last but the coldest winter month. The temperature is usually 5–8 degrees below zero. From time to time there are hard frosts. The strong wind blows. It is cold. Snowfalls are rather frequent. But at the end of February, the

weather is warmer, though it's still frosty at night. In the day time, the temperature is sometimes above zero. Because of that the icicles begin to melt and drip¹⁶ from the roofs. The thaw begins. The streets are slushy. Spring is coming!

¹ a pear [pɛə] – груша	⁹ to get wet through – промокнути
² a farmer [ˈfɑ:mə] – фермер	наскрізь
³ to gather [ˈgæðə] – збирати	¹⁰ barren [ˈbærən] – голий, неродючий
⁴ particularly [pəˈtɪkjʊləli] – особливо	¹¹ is felt – відчувається
⁵ Indian summer [ˈɪndiən] – бабине літо	¹² leap year [ˈli:pˈjɪə] – високосний рік
⁶ mist – туман, мгла	¹³ snowdrifts [ˈsnəʊdrɪfts] – кучугури
⁷ to splash [splæʃ] – бризкати	¹⁴ are covered [ˈkʌvəd] – покриті
⁸ a passer-by [ˈpɑ:səˈbaɪ] – перехожий	¹⁵ hang down [ˈhæŋˈdaʊn] – звисати
	¹⁶ to drip – капати

1. September, October, November are autumn months, aren't they?
2. What is the weather like on the first days of September? What colour leaves are there on the trees?
3. Why is the first of September a great holiday for schoolchildren? Is September a beautiful month? It is a month of harvest, isn't it?
4. Is October cooler than September? How do we call warm days in the middle of October? They are the last warm days in a year, aren't they?
5. What is the weather like in November? Does it often rain or hail? What colour is the sky? Does the wind blow?
6. How long does it usually rain? What is the result of it? Are passers-by happy? Why is it more pleasant to stay at home in such weather?
7. Does the weather change at the end of November? What do the forests, gardens and orchards look like? Do the birds fly away?
8. What are winter months? How many days has each winter month got?
9. What is the weather like in December? Do snowstorms and snowfalls sometimes occur? The rivers and lakes are frozen, aren't they? What comes out of it?
10. When do schoolchildren have their winter holidays? How long do they last? What holiday do people celebrate on the first of January?
11. What do children like to do outdoors?
12. What is the coldest winter month? Are there any hard frosts in February? Does the strong wind blow? Snowfalls are rather frequent, aren't they?
13. What is the weather like at the end of February?

18. Find in the text:

- a) words with the root (корінь) *snow*;
- b) words that characterize weather when it rains;
- c) think of vegetables and fruit that farmers harvest in September.

19. Discuss with your partner:

- a) What you like and dislike about autumn. Why?
- b) What you like and dislike about winter. Why?
- c) Your favourite season. Why?

20. *Translate from Ukrainian into English.

1. Йде дощ. Але парасолька (umbrella) не дає мені промокнути. Надворі багато калюж, але я не боюся, оскільки на мені надіті гумові чоботи. Навіть приємно гуляти калюжами у теплий дощ.

2. Якщо йде дуже сильний дощ (to pour), і дме сильний вітер, це називається (is called) бурею. Під час бурі ви іноді чуєте грім та бачите блискавку. Дороги мокрі, слизькі (slippery) та брудні.

3. Іноді прямо з хмар падають маленькі кульки (balls) льоду, – це град. Іноді під час дощу світить сонце, і ви можете побачити веселку. Які у веселці кольори?

4. Британці кажуть: "В інших країнах – клімат, а у нас – погода". Погода у Великій Британії часто змінюється. Один день погода може бути прекрасною, а другого дня – дощовою. Вранці може бути тепло, а увечері прохолодно. Погода – гарна річ для розмови. Англійці люблять обговорювати погоду, особливо коли зустрічаються дві незнайомі людини (strangers). Прогноз погоди ви можете знайти у газеті. Радіо та телебачення передають прогноз (to forecast) декілька разів на день.

5. Сильно підморожує. Скоро ставок (pond) замерзне, і ми зможемо кататися на ковзанах і ковзати (to slide) по льоду.

6. Парк виглядає чудово, коли земля вкрита снігом, а на деревах виблискує іній (frost). Але дещо мерзлякувато і вітряно.

7. Подивися! Як багато снігу. Завтра діти кататимуться на санках, на лижах, на ковзанах. Звичайно, вони гратимуть у сніжки та ліпитимуть сніговика. Тільки бурульки їсти не треба. Ви можете сильно застудитися (to get a bad cold).

8. У вересні зовсім не спекотно, наприкінці жовтня похмуро, а в листопаді огидно.

21. Describe the pictures:





22. *Write a composition about your favourite season.

LESSON 17

1. Неправильні дієслова в *The Past Simple Tense*.
2. Модальні дієслова в *The Past Simple Tense*.
3. Текст для читання “*Let’s have a picnic*”.

1. Read the poem and try to discuss the weather in your own words in prose.

A Calendar [ˈkæləndə]
January brings the snow
Makes our feet and fingers glow.
February brings the rain
Thaws - the frozen lake again.
March brings freezes, hard and shrill
To stir the dancing daffodil.
April brings primrose sweet
Scattered daisies at our feet.
May brings flocks of pretty lambs
Slipping by their fluey darns.
June brings tulips, lilies, roses,
Fills the children’s hands with posies.
Hot July brings cooling showers,
Apricots and gilly flowers.
August brings the sheaves of corn
Then the harvest home is borne.
Warm September brings the fruit;
Sportsmen then begin to shoot.
Fresh October brings the pheasant,
Then to gather nuts is pleasant.
Dull November brings the blast;
Then the leaves are whirling fast.
Chilly December brings the sleet,
Blazing fire, and Christmas treat.

Sara Colebridge

- | | |
|---|--|
| 1. glow [gləʊ] – розпалюватися до червоного кольору | 12. a posy ['pəʊz] – (маленький) букет квітів |
| 2. shrill [ʃrɪl] – пронизливий | 13. gilly flower ['dʒɪlɪ] – левконія |
| 3. to stir ['stɜː] – ворушити (-іння) | 14. sheaves ['ʃi:vz] (от sheaf) – снопи (від <i>сноп</i>) |
| 4. a primrose ['prɪmɹəʊz] – примула | 15. corn ['kɔ:n] – кукурудза |
| 5. to scatter ['skætə] – розкидати | 16. borne ['bɔ:n] – принесені плоди |
| 6. a daisy ['deɪzɪ] – маргаритка | 17. to shoot [ʃu:t] – стріляти |
| 7. a flock ['flɒk] – зграя | 18. pheasant ['feznt] – фазан |
| 8. a lamb ['læm] – ягня | 19. blast [blɑ:st] – сильний порив вітру |
| 9. to slip [slɪp] – ковзати | 20. to whirl [wɜ:l] – кружляти |
| 10. fluey ['flu:ɪ] – пухнастий | 21. blazing [bleɪzɪŋ] – палаючий |
| 11. darn [dɑ:n] – штопка | |

2. Match the words of column A with the words of column B.

- | A. | B. |
|--------------------------|----------------------------|
| 1. scorching, oppressive | a. forecast |
| 2. heavy | b. snowdrifts |
| 3. weather | c. icicles |
| 4. go | d. with snow |
| 5. to get wet | e. temperature |
| 6 deep | f. rivers, lakes and ponds |
| 7. sparkling | g. through |
| 8. frozen | h. heat |
| 9. covered | i. tobogganing |
| 10. average | j. snowfalls |

3. Make up dialogues with your group mate about your favourite season. Ground your opinion.

17.1. Неправильні дієслова в *The Past Simple Tense*

В англійській мові неправильні дієслова мають 3 форми, які слід запам'ятати. Ось деякі з них:

to be $\begin{cases} \text{was} & - (\text{been}) \\ \text{were} \end{cases}$	бути $\begin{cases} \text{був, була, було} \\ \text{були} \end{cases}$
to get – got – (got)	отримувати – отримав
to have – had – (had)	мати – мав
to buy – bought [bɔ:t] – (bought)	купити – купив
to write – wrote – (written)	писати – писав
to read – read [red] – (read)	читати – читав
to know – knew – (known)	знати – знав

to make – made – (made)	ВИГОТОВИТИ – ВИГОТОВИВ
to do – did – (done [dʌn])	робити – робив
to go – went – (gone [gɒn])	йти – йшов
to sweep – swept – (swept)	підмітати – підмітав
to leave – left – (left)	залишати – поїхав (залишив)
to see – saw [sɔ:] – (seen)	бачити – побачив
to come – came – (come)	приходити – прийшов
to eat – ate [et] – (eaten)	їсти – їв
to drink – drank – (drunk)	пити – пив
to become – became – (become)	ставати – став
to say – said [sed] – (said)	сказати – сказав
to shine – shone [ʃɒn] – (shone)	світити – світило (сонце)
to speak – spoke – (spoken)	говорити – говорив
to hang – hung – (hung)	висіти – висів
to hang – hanged – (hanged)	вішати – повісив
to put – put – (put)	покласти – поклав
to feed – fed – (fed)	годувати – годував
to keep – kept – (kept)	тримати – тримав
to take – took – (taken)	брати – взяв
to give – gave – (given)	давати – дав
to break – broke – (broken)	ламати – зламав
to let – let – (let)	дозволяти – дозволив
to think – thought [θɔ:t] – (thought)	думати – думав
to mean – meant [ment] – (meant)	означати – означало
to meet – met – (met)	зустрічати – зустрів
to wear – wore [wɔ:] – (worn)	носити (одяг) – був одягнений у
to fight – fought [fɔ:t] – (fought)	боротися – боровся
to lie – lay – (lain)	лежати – лежав
to learn $\left\{ \begin{array}{l} \text{learnt – (learnt)} \\ \text{learned – (learned)} \end{array} \right.$	вивчати – вивчав
to sleep – slept – (slept)	спати – спав

17.2. Модальні дієслова в *The Past Simple Tense*

Модальні дієслова в *Past Simple* мають такі форми:

can → **could** [kud] – міг, умів

Наприклад: I **could** skate when I was seven.

Я вмiла кататися на ковзанах, коли менi було 7 років.

may → **might** [maɪt] – можна – могло (бути), може (бути)

Але: слово **might** набуває значення можливого вчинення дії у майбутньому.

Наприклад: There are a lot of thick clouds, it **might** rain.

На небi багато великих хмар, можливо, йтиме дощ.

must → **had to** – повинен був

Негативна та питальна форми **had to** утворюються за загальними правилами, тобто через використання допоміжного дієслова **did**.

Наприклад: The weather was nasty, so we **had to** go home.

Погода була мерзенною, тому ми змушені були піти додому.

– I'm so nervous.

– Nothing dangerous happened. You **didn't have to** work for Jack.

– Я так нервую.

– Нічого небезпечного не сталося, ти не повинен був працювати за Джека.

Why **did** you **have to** help him? He is lazy.

Let him do everything by himself.

Чому ти мусив йому допомагати? Він лінивий.

Нехай робить усе сам.

4. Make up a small situation in The Past Simple Tense with the verbs:

to meet, can, to give, to eat, to shine, to lie, to learn, must, to become, to sleep.

5. Write The Past Simple of the verbs:

get –

visit –

think –

see –

buy –

copy –

play –

go –

know –

put –

speak –

rain –

6. Read about Kate's journey ([dʒə:nɪ] – подорож) to London. Put the verbs in the correct form. Consult the table of irregular verbs if you doubt ([daʊt] – сумніватися).

For example: Last Monday Kate (1) *decided* 1) decide
to go to London. So she (2) at 7 o'clock in the 2) get up 3) make
morning, (3) ... her bed, (4) ... her teeth, (5) ... her 4) clean 5) wash
face and (6) ... 6) have 7) drink
breakfast. She (7) ... a cup of coffee then. The weather 8) be 9) blow
(8) ... nasty. The wind (9) ... 10) be
There (10) ... grey clouds in the sky. At 8 11) leave 12) drive
o'clock she (11) ... home and (12) ... to the airport. 13) come 14) park
When she (13) ... , she (14) ... the car. Then she 15) take 16) go
(15) ... her suitcases ([ˈsju:tkeɪs] – валіза) and (16) 17) must
... through passport control. But she (17) ... wait for 18) depart [dɪˈpɑ:t] –
her flight ([flaɪt] – рейс) because the plane (18) ... від'їжджати
She 19) stay 20) board [bɔ:d]
(19) ... in the airport two more hours. Finally she (20) – сісти на борт
... the plane and the plane (21) ... Kate (22) ... in 21) fly 22) arrive

London. She (23) ... to her hotel by taxi.

[ə'raɪv] – прийти
23) get

7. Disagree with the information given in the sentences below. Give your variant of answers.

For example: It rained yesterday.

It didn't rain yesterday. The sun shone brightly.

1. The icicles hung down from the roofs of the houses.
2. The days were longer than the nights.
3. We had a great holiday a day before yesterday.
4. The thaw began last week.
5. Walter saw a ghost ([gəʊst] – привид) last night.
6. It poured last Monday.
7. The car splashed mud on me.
8. Richard decided to stay at home in such bad weather.
9. All birds flew away.
10. Winter came two days ago.

8. Ask questions to the words in bold type.

1. There were **29** days last February.
2. **Heavy snowfalls** took place in Austria last Sunday.
3. The rivers and lakes got frozen **last night**.
4. Our **winter** holidays lasted **15** days.
5. The children spent most of their time **outdoors** yesterday.
6. They **skated, skied** and **made** a snowman.
7. Ice sparkled **on the puddles**. (+ *disjunctive*)
8. The **strong** wind blew, **because** it was at the sea-side.
9. Icicles **began** to melt. (+ *general*)
10. The streets were **slushy**. (+ *alternative*)

9. Open the brackets. Use Present Simple, Future Simple, Past Simple or Present Progressive Tenses.

1. Jason (to be) here. He (to have) breakfast. He (to eat) usually at home.
2. ... you (to watch) TV yesterday? – Yes, of course. I always (to watch) TV in the evening. Tomorrow I probably (not to do) it because I (to go) to a picnic.
3. ... you (to hear) that sound? – No, I ... not. You (to listen), but you (not to hear) and (to see) nothing.
4. The sun (to shine), we (can) go for a walk. But yesterday it (to drizzle) and the wind (to blow). My mum (not can) find her umbrella.
5. I (to like) your new watch. Where ... you (to get) it? – I (to be) afraid you (not can) buy it there. There (to be) such watches there any more.
6. Marta (to live) with her parents now. Next week she (to move) to her own flat.
7. Yesterday Nick (to cook) a tasty dinner. All his guests (to thank) him and (to give) him presents.

10. a) Describe the yesterday's weather; b) discuss your yesterday's working day with your partner.

11. a) Read the text, translate it into your mother tongue.

b) Answer the questions after the text;

c) Retell the text using the questions as a plan.

Let's have a picnic

Last Sunday we decided to organize a picnic. Michael took a newspaper and read us the weather forecast "cool, drizzle, rain after 14, wet, occasional local thunderstorms, west wind". It didn't frighten¹ us. We were eager² to have a barbecue party³. Nothing on earth could prevent⁴ us from going on a picnic.

So we didn't pay any attention⁵ to the weather forecast. By the way it was late autumn. We couldn't stay at home waiting for the rain to stop.

As you know picnics are usually popular with women and children and some men who know how to make up a fire⁶. Children are fond of picnics chiefly because there are no tables at picnics and, consequently⁷, no table manners. They have an excellent opportunity⁸ to eat whatever they want. Women don't have to trouble⁹ about thinking up a meal¹⁰.

We started packing our things at 8 o'clock in the morning. We took all possible things including folding chairs, fishing tackles¹¹, a portable¹² TV set and a tape-recorder, badminton for children, plastic plates and glasses, all kinds of food: fried chicken¹³, hard-boiled eggs¹⁴, everything that comes in a can¹⁵ or a paper bag, spiced meat¹⁶ and of course beer¹⁷. There were six of us: Michael, Rita, his wife, Bobby, his son, I, Eugene, my husband, and Lillie, my daughter. At 12 o'clock we left our place. The sun wasn't shining. The sky was overcast. It didn't matter¹⁸.

When we arrived at our favourite place, it was occupied by a couple of young people. They didn't seem to be through¹⁹ with their rest in the open air. Thus we were to find a suitable place for our company in such weather. (Actually picnic grounds are usually situated on a body of water at some altitude²⁰). And we really did find it.

It was situated not far from the sea-coast. We all were happy. Each of us began to unpack the things. In the long run²¹ nothing could be found at all. Our men were about to make a fire. But they discovered that they had left matches and lighters²² at home. Fortunately²³ our dear children helped us. They were "well-equipped"²⁴ with matches, fireworks and some other prohibited²⁵ stuff. We had lunch ... Michael and Eugene had a try to fry meat. It was pork²⁶. Suddenly we heard a noise: "Mum, help! It is moving²⁷!" You can imagine how scared²⁸ we were. We left all the things and started for the voice. We found our kids sitting on the ground under the tree and looking at something. As it turned out they had seen a hedgehog²⁹ in the grass carrying apples on its back. They wanted to lift the hedgehog but couldn't because of its "needles"³⁰. To our great happiness nothing dangerous³¹ happened ...

Our meat ... It was burning³². We could understand it by the “fog” spreading over the fire. To make things worse our men decided to sing a song after two liters of beer.

Picnics, whatever maybe said against them, have their advantages³³. At least³⁴ they reawaken in the hearts of many the truth of the old saying that there is no place like home.

¹ frighten [ˈfraɪtŋ] – лякати	¹⁷ beer [ˈbiə] – пиво
² were eager to [ˈiːgə] – дуже хотіли	¹⁸ didn't matter [ˈmætə] – не мало значення
³ a barbecue party [ˈbɑːbɪkjʊː] – барбекю вечірка	¹⁹ to be through [θruː] – закінчувати
⁴ prevent [prɪˈvent] – перешкодити	²⁰ altitude [ˈæltɪtʃud] – височина
⁵ pay attention [əˈtenʃn] – звертати увагу	²¹ in the long run – зрештою
⁶ to make a fire [faɪə] – розвести вогонь	²² matches and lighters [mætʃɪz] [laɪtəz] – сірники та запальнички
⁷ consequently [kənˈsiːkwəntli] – відповідно	²³ fortunately [ˈfɔːtʃənətli] – на щастя
⁸ opportunity [ɒpəˈtjuːnətɪ] – можливість	²⁴ well-equipped [ˈweləˈkwɪpt] – добре оснащени
⁹ to trouble [ˈtrʌbl] – турбуватися	²⁵ prohibited [prəˈhɪbɪtɪd] – заборонений
¹⁰ a meal [miːl] – їжа	²⁶ pork [pɔːk] – свинина
¹¹ fishing tackles [ˈtæklz] – рибальські снасті	²⁷ move [muːv] – рухатися, ворушитися
¹² portable [ˈpɔːtbl] – переносний	²⁸ scared [ˈskeəd] – наляканий
¹³ fried chicken [ˈfraɪdˈtʃɪkən] – смажене курча	²⁹ hedgehog [ˈhedʒhɒg] – їжак
¹⁴ hard-boiled eggs [ˈhɑːdˈbɔɪldˈegz] – яйце круте	³⁰ needle [niːdl] – голка
¹⁵ can [kæn] – консервна банка	³¹ dangerous [ˈdændʒərəs] – небезпечний
¹⁶ spiced meat [ˈspaɪstˈmiːt] – мариноване м'ясо	³² burn [ˈbɜːn] – горіти
	³³ advantages [ədˈvɑːntɪdʒɪz] – переваги
	³⁴ at least [lɪːst] – принаймні

1. When did they decide to organize a picnic? Was it a good idea? What was the weather forecast? Did it frighten them? What season was it?
2. Who are usually picnics popular with? Why?
3. When did they start packing things? What did they take? How many people were there to have a picnic?
4. When did they leave their place? What was the weather like? Did it really matter?
5. Who was at their favourite place when they arrived? What kind of place did the two families find?

6. What did they begin to do? Why couldn't Eugene and Michael make a fire? Who helped them?
7. Why were the picnic-organizers scared? What were their children doing?
8. Did they have a tasty dinner? Were the men glad?
9. What advantages do picnics have?

12. Develop the idea. What do you think happened after the "barbecue party"? Discuss it with your partner.

13. Interview your group mate. The situation is: Last weekends we had a picnic.

Then retell his/her story.

14. *Translate from Ukrainian into English.

1. Минулого тижня ми вирішили організувати пікнік. Усі були щасливі. Але коли ми прочитали прогноз погоди, наш настрій (mood) змінилося. Вони обіцяли зливи місцями (scattered showers) більшу частину дня. Ми не знали, що робити.

2. Але з іншого боку (on the other hand) ми мали чудову можливість поїсти та попити на свіжому повітрі, а також відпочити. О 12 годині ми поїхали з дому. Ми взяли їжу, сірники, надувний гумовий човен (inflatable rubber dinghy [ˈdɪŋɪ]) та магнітофон.

3. Ми приїхали на галявину (glade) і почали розпаковувати речі, але не змогли знайти ніж, виделки та стаканчики. Це означало проблеми. Нам довелося їх позичити (to lend) у сусідів. Ми розвели багаття (to make a fire). Діти пішли «досліджувати» (to explore) місцевість навколо (the surrounding territory).

4. Ми посмажили м'ясо і запросили всіх до столу. Потім ми послушали пісні наших гостей, потанцювали біля вогнища та пограли у бадмінтон. Джек ловив рибу (to go fishing), Том засмагав, діти купалися у річці.

5. Увечері, коли все було закінчено (to be over), ми зрозуміли, що треба їхати додому. Звичайно, нам цього не хотілося. Ми повернулися додому втомлені (tired), але задоволені. Адже в гостях добре, а вдома краще.

15. Write a composition on the topic "Let's have a picnic".

16. Get ready to speak about advantages and disadvantages of having a picnic.

LESSON 18

1. Минулий тривалий час *The Past Progressive (Continuous) Tense*.
Значення, утворення.
2. Негативні та питальні речення в *The Past Progressive (Continuous) Tense*.
3. Тексти для читання “*A sports day in the kinder garden*”, “*Ways to help children*”.

1. Practise the rhymes and learn them. Mind the activities suggested in them.

Jumping this way, jumping that,
Jumping gently like a cat,
Jumping sideways, jumping tall,
Jumping high like a bouncing ball.
I can walk on tip, tip, toe,
Like a fairy I can go.
I can stamp so that you'll say
An elephant is here today.

2. Answer the questions:

- a) as if you were a child;
- b) as if you were an adult.

1. What kinds of things do you like most of all?
2. I want to buy my sister a birthday present.
3. What are your (child's) favourite toys?
4. I bought ... for my friend last year.
5. What are your plans for the future?

3. Render the sentences into *The Past Simple*.

1. We visit our relatives once a month.
2. What do you usually get as a birthday present? – I usually get a toy as my birthday present.
3. Can you speak Spanish? – No, I can't. But I'm good at French.
4. Where does Irene go in summer? – She travels to the sea-side and spends there time very well.
5. Does he think it's a suitable thing to buy? – I hope so.
6. Do you often fly to New-York? We take a flight to New-York twice a week.
7. We don't take any taxi to our work. We walk.
8. She must help her younger brother. He misses a lot of classes.
9. Who has a big flat? – My friend does. He lives with his wife, but his flat is really huge.

10. Can you help me carry my bags? – With great pleasure. I know that you are my neighbour. We are to help the people we live with.

11. The sky is overcast. It may rain. But I'm afraid, I don't see any umbrella.

4. Read the words. Write them down. Pay attention to their pronunciation.

- | | |
|--|--|
| 1. bathing suit ['beɪðɪŋ 'sju:t] – купальник | 9. to climb up ['klaɪm 'ʌp] – підніматися вгору |
| 2. goggles ['gɒɡlz] – захисні окуляри | 10. the rope ladder ['rəʊp 'lædə] – мотузкові драбини |
| 3. to stroke one's hands ['strəʊk] – змахувати руками | 11. to skip – скакати на скакалці |
| 4. start line ['stɑ:tlaɪn] – лінія старту | 12. to hop – стрибати на одній нозі |
| 5. sack ['sæk] – мішок | 13. to play hopscotch ['hɒpskɒtʃ] – грати в скакуни |
| 6. to race [reɪs] – грати на перегонах | 14. to swing – качатися (swung, swung) |
| 7. a sand pit – яма з піском | 15. to play tags – грати в квача |
| 8. to stumble ['stʌmbl] – спотыкаться | 16. tiptoe ['tɪptəʊ] – кінчики пальців ніг; навшпиньки |
| 17. (on) heels [hi:lz] – (на) п'ятах | 25. the log cabin ['kæbɪn] – дерев'яний будиночок |
| 18. kick high into the air – високо піднімати ноги | 26. bar ['bɑ:] – перекладина, поперечина |
| 19. shallow end [ʃæləʊ 'end] – дрібна частина басейну | 27. round-about – карусель |
| 20. to curl up small ['kɜ:l 'ʌp] – звернутися калачиком | 28. to ride a bicycle ['baɪsɪkl] – кататися на велосипеді (rode, ridden) |
| 21. to bend one's arms down – зігнути, руки вниз (bent, bent) | 29. to dive [daɪv] – пірнати |
| 22. to balance with one's hands stretched ['bæləns] – зберігати рівновагу з витягнутими руками | 30. to dig – копати (dug, dug) |
| 23. slides ['slaɪdz] – дитячі гірки | 31. to rake [reɪk] – розгрібати, працювати граблями |
| 24. see-saw – дитяча гойдалка | 32. to play hide-and-see [ˈhaɪd-ænd-'si:k] – грати в хованки |

5. Read and translate the sentences into your mother tongue. Make up your own small situations with them.

1. If you want to swim in a swimming-pool, put on your *swimming (bathing)-suits* and caps. Don't forget to take your *goggles*, it is very sunny outdoors. We'll gather at the *shallow end* near the *start line*. We are going to swim and *dive*.

2. Children usually like to *play tags, hopscotch, hide-and-see*. They also *swing* on a *bar*, make *sandcastles* in the *sandpit*, *skip* or *sack race*.

3. Julia is *climbing up* the *rope-ladder*, John is walking *on tiptoe* and *heels*, but he can't *kick* his *leg high* into the air, he is very small, he is good at *curling up small*.

4. Mary *stumbled* and *fell* into the *sandpit* yesterday. She cried a lot but the tutor ([ˈtʃu:tə] – вихователь) calmed her down ([ˈkɑ:m'daʊn] – заспокоювати). They went to the *log cabin* and *roundabout*. She was happy.

5. Stan is the best gymnast ([ˈdʒɪmnæst] – гімнаст). He *bent* his *arms down* then he *balanced* with his *arms stretched* on the rope at the previous ([ˈpri:vɪəs] – попередній) sports competitions. He even could *ride* a *bicycle* on it! He took the first place.

6. Those who can *dig* and *rake* usually plant trees.

7. Our *seesaw*, *roundabout* and *swig* are wonderful. Join us.

6. Read the text. Translate it into your mother tongue. Answer the questions after the text. Retell it.

A sports day in the kinder garden

Tutor: What a lovely day we are having today, children. We are going to have sports competitions today. Are you ready?

Liuda: Mariia Ivanivna, I've forgotten¹ my bathing-suit and a cap.

M. I.: Never mind², Liuda. You'll be a judge³. Can you count from 1 to 20?

Liuda: Sure, I can. 1, 2, 3, 4

M. I.: That's o'key. Be ready to help me.

Peter: May I put on my goggles? The sun is shining brightly. I can't see anything.

M. I.: Peter, you may. Go to the shallow end of the swimming pool and stroke your hands to show the girls how to swim. They are at the start line waiting for you.

Den: Mariia Ivanivna! Look, group №2 are in the sacks already. They are ready to sack race. Shall I cheer them up⁴?

M. I.: Do please. But be careful. There is a sand pit in front of you. You may stumble and fall into it. You'd better⁵ climb up the rope ladder. You're the quickest climber.

Ken: Guys, I can skip and hop very well, I also like to play hopscotch.

Children: We want to swing and play tags.

M. I.: Kids, we should have physical jerks⁶ first. Stand straight. Hands up, hands down. Stretch your hands wide. Kolia, continue exercises.

Kolia: OK, Mariia Ivanivna. Walk on tiptoe, walk on heels. Kick your leg high into the air.

Stacy: I can't. My leg hurts⁷ me. Yesterday I fell down, because it was slippery.

Kolia: Then, Stacy, curl up small and stand on your fours⁸. You pretend⁹ to be a cat. Say: "miaow"¹⁰.

M. I.: Miaow.

Thank you Kolia, Vasia bend your arms down. Stand straight.

Vasia: Balance with your arms stretched. You're a bit sleepy. What's up?
 Mariia Ivanivna, there was an interesting movie yesterday night. I
 M. I.: enjoyed it very much.
 I see. Children. Morning exercises are over. Let's go to the slides and
 Children: see-saws.
 Sveta: Hurra! And to the log cabin!!!
 Dima, why are you so impudent¹¹? This is me who is swinging on the
 M. I.: bar. Go away. Hm. (*she is crying*)
 Dima you shouldn't behave like this. Take the roundabout. It's
 Dima: vacant¹². Let Sveta swing.
 Sveta: She has been swinging for an hour already. I want it too.
 You are mistaken. You're a boy. Go to play football with other boys
 Dima: or ride a bicycle.
 Sveta: You're a naughty girl. I'll make sandcastles in the sandpit.
 Dima: Dima, I'd like it to. Take me with you, please...
 OK, let's go. But don't spoil the figures¹³ be patient¹⁴, behave
 Sveta: yourself¹⁵...
 M. I.: I agree.
 Children: Guys, who can dive?
 M.I.: I, I, I, I ...
 Boys: You can dig and rake. Don't forget to take the spades¹⁶.
 M. I.: What for?!

Children: We are going to plant fruit trees.
 M.I.: What fruit trees?
 Children: Apple, plum, pear, peach trees.
 M. I.: That's great. In autumn we'll harvest the fruit and eat it.
 Children: Of course, you will. Let's play.
 M. I.: With pleasure.
 Children: Scatter¹⁷. We'll play hide-and-seek. It's my turn to look for you.
 M. I.: Count from 1 to 10.
 1, 2, 3, 4, 5 ... Children, where are you? I can't, find you. It's dinner time
 already. Come out, I'll allow you not to sleep in the day time.

¹ I have forgotten [fə'grɒtn] – я забула

² never mind – нічого страшного

³ a judge ['dʒʌdʒ] – суддя

⁴ cheer up ['tʃiəɹʌp] – підбадьорити

⁵ you'd better – ти бы лучше ...

⁶ physical jerks ['fɪzɪkl' dʒə:ks] –
зарядка, гімнастика

⁷ hurt ['hɜ:t] – хворіти, завдавати
біль

⁸ to stand on fours – встати на
четвереньки

⁹ to pretend [prɪ'tend] – прикинутися

¹⁰ miaow [mi'au] – мяу

¹¹ impudent ['ɪmpjʊdənt] – зухвалий,
нахабний

¹² vacant ['veɪkənt] – незайнята

¹³ to spoil the figures ['fɪgəz] – зіпсувати
фігури

¹⁴ patient ['peɪʃnt] – терплячий

¹⁵ behave yourself – поведься добре

¹⁶ spade [speɪd] – лопата

¹⁷ scatter ['skætə] – розбігтися (врозтіч)

Questions:

1. What kind of weather are they having? What are they going to do?
2. What has Liuda forgotten? Mariia Ivanivna suggests her being a judge, doesn't she? Does Liuda agree?
3. Where does Mariia Ivanivna want Peter to go? Why?
4. Where is group №2? What are they ready to do? What's Den's role in it? Why does the tutor worry about Den? Den is the best climber, isn't he?
5. What can Ken do? Do the children want to swing and play tags? What does the tutor offer to do first? Who continues the exercises? What kind of exercises does he propose to fulfil?
6. Why can't Stacy do physical jerks? What exercise does Kolia invent for her?
7. How does Mariia Ivanivna continue the exercises? Who is a bit sleepy? Why?
8. What is the next item of their program? Why is Sveta irritated ([ˈɪrɪteɪtɪd] – роздратована)? How does the tutor react to it? Does Dima agree to it? What does he want to do instead?
9. Is Sveta eager to join Dima? What condition ([kənˈdɪʃn] – умова) does Dima suggest? Sveta agrees, doesn't she?
10. What for should the children dig and rake? What kind of trees are they going to plant? What will they do in autumn?
11. Does Mariia Ivanivna offer the children to play hopscotch or hide-and-seek? Why is she nervous? What does she promise the kids to do?

7. Make up short dialogues:

- a) The weather is fine. You take children outdoors. What games can you suggest the boys playing?
- b) The girls are already outdoors. They are quarrelling ([ˈkwɔːrəl] – сваритися) choose the proper (= suitable) games for them.
- c) Your team consists both of boys and girls. Provide good conditions for them to play together.

8. Fill in missing words. They are after the exercise.

1. The icicles are sparkling. Put on your
2. Go to the swimming pool. Your and ... are on the chairs.
3. Quiet! Mum is sleeping. Walk
4. Stop ... ! The bar is going to fall down.
5. You can run quickly. So, let's play
6. Wake up!! Get up!
7. Go to the ... , get into the ... , be ready to start along the lanes (дорожки).
8. This path ([pɑːθ] – стежка) is very narrow ([ˈnæɹəʊ] – вузький), ... with your arms
9. Can you climb the? Yes, I can.
10. Step aside. There is a stone in front of you. You may

stumble, on tiptoe, stretched, rope ladder, swinging, balance, caps, start line, bathing suits, stretch out, sacks, goggles, sack racing, tags.

9. Interview your group mate. Then retell his story on behalf of the third person.

Yesterday I had my practice in the kinder garden.

18.1. Минулий тривалий час *The Past Progressive (Continuous) Tense*.

Значення, утворення

1. В англійській мові для позначення дії, що відбувається в певний момент часу в минулому, використовується час *The Past Progressive (Continuous) Tense*. Воно утворюється за допомогою дієслова *to be* у формі минулого часу – *was* (із займенниками I, he, she, it) і *were* (із займенниками we, you, they) та смислового дієслова із закінченням *ing (Ving)*, або *Participle I* (дієприкметник теперішнього часу). Сама дія має незавершений характер, вона перебуває у своєму розвитку.

Наприклад: Yesterday at 7 we **were watching TV**.

Вчора о 7 ми дивилися телевізор.

2. Часто *The Past Progressive* вживається у складнопідрядних реченнях після підрядного часу зі словом *when*. Само підрядне речення часу зазвичай використовується в *The Past Simple*.

Наприклад: When my mother **came** home I **was doing** my lessons.

Коли моя мама прийшла додому, я робила уроки.

3. Коли дві дії в минулому проходять одночасно, часто вживається слово *while* (у той час, як; тимчасом як; поки) і *The Past Progressive Tense*.

Наприклад: While Nick **was reading** a book, Nancy and Diana **were cooking** cakes.

У той час як Нік читав книгу, Ненсі та Діана готували тістечка.

18.2. Негативні та питальні речення

1. Заперечна форма утворюється шляхом додавання негативної частки *not* після допоміжного дієслова *was/were (=was/were not)*. Скорочена форма має такий варіант – *wasn't/weren't*.

Наприклад: Dana, you **weren't skipping** yesterday night.

Дано, ти вчора вночі не стрибала зі скакалк.

But I **wasn't listening** to music when the door opened.

Але я не слухала музику, коли двері відчинилися.

2. У питальних реченнях допоміжне дієслово *was/were* ставитися перед підметом (крім розділового питання та питання до підмета).

Наприклад: What **were** you **doing** last Friday at 7? – I **was helping**

my mum about the house.

Що ти робив минулої п'ятниці о 7? – Я допомагав мамі по дому.

Was Michael playing in the sandpit when his sister came? – Yes, he was.

Майкл грав у пісочниці, коли прийшла його сестра? – Так.

Were the kids sack racing or *climbing* the tree? – They *were sliding* when their tutor asked them to have dinner.

Діти бігали в мішках та лазили на дерево? – Вони каталися з гірки, коли їхня вихователька попросила їх пообідати.

Who *was bending* arms down? Mark *was*. He can do it well.

Хто згинався вниз? – Марк. Він це може робити дуже добре.

The sun *was shining* brightly in the morning, wasn't it? – No, it wasn't. *It was raining*.

Сонце яскраво світило вранці, чи не так? – Ні. Йшов дощ.

10. Read the sentences and translate them into your mother tongue.

I.

1. We were writing a composition at the end of the lesson.
2. Nelly was counting from 1 to 100 after dinner.
3. John was playing hide-and-seek with his friends from 5 to 7 yesterday.

II.

4. When the telephone rang, Marta was cleaning the floor.
5. The pupils were chatting very loudly when the teacher entered the class-room.
6. When my mother looked at us, we were discussing a famous movie (['mu:vi]).

III.

7. While they were playing hopscotch, the nurse was preparing supper for them.
8. While the boys were cycling, the girls were singing popular songs.
9. While I was watching the kids, Lena was making sandcastles.

I.

1. Ми писали твір наприкінці уроку.
2. Неллі рахувала від 1 до 100 після обіду.
3. Джон грав у хованки з друзями вчора з 5 до 7.

II.

4. Коли задзвонив телефон, Марта мила підлогу.
5. Учні розмовляли дуже голосно, коли вчителька увійшла до кабінету.
6. Коли мама подивилася на нас, ми обговорювали відомий фільм.

III.

7. Поки вони грали в скакуни, няня готувала їм вечерю.
8. Поки хлопчики каталися на велосипеді, дівчата співали популярні пісні.
9. Коли я спостерігала за дітьми, Олена будувала замки з піску.

<p>IV.</p> <p>10. The students were not retelling the texts when the teacher came in.</p> <p>11. I wasn't making up situations at the beginning of the lesson.</p> <p>12. We were not lying in the sun the whole (['həʊl]) morning.</p> <p>V.</p> <p>13. How long were you explaining the new theme? – For an hour.</p> <p>14. Who was smoking in the room? – Pete was.</p> <p>15. Were they swinging or swimming? – They were playing badminton.</p> <p>16. Gordon was looking after the baby yesterday from 1 to 3 a. m., wasn't he? – Yes, he was. Stacy was helping him.</p> <p>17. Were your parents having breakfast when they heard that strange noise? – No, they were dressing.</p>	<p>IV.</p> <p>10. Студенти не переказували тексти, коли вчителька увійшла.</p> <p>11. Я не складала ситуації на початку уроку.</p> <p>12. Ми не засмагали цілий ранок.</p> <p>V.</p> <p>13. Скільки ви пояснювали нову тему? – Близько години.</p> <p>14. Хто кури в кімнаті? – Піт.</p> <p>15. Вони гойдалися на гойдалках чи плавали? – Вони грали у бадмінтон.</p> <p>16. Гордон доглядав за малюком вчора з 1 до 3 години дня, чи не так? – Так. Стейсі допомагала йому.</p> <p>17. Твої батьки снідали, коли почули той дивний шум? - Ні, вони одягалися.</p>
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11. Correct mistakes if any.

1. Was Rita at the party last night? – Yes, she was wearing a beautiful evening dress!
2. When I was arriving, Jane waited for me.
3. We weren't knowing what to do, we were in a very difficult position.
4. While I was cooking the dinner, Carol was laying the table (накривати на стіл).
5. Somebody was knocking at the door. I heard it.
6. What did you do at this time yesterday? – I was sleeping.

12. Open the brackets. Say what these people were doing yesterday...

*For example: At 8 o'clock yesterday evening (to have supper) Alice ...
Alice was having supper yesterday at 8 o'clock.)*

1. At 5 o'clock last Sunday (to fly to Yalta). Margaret
2. At 10.15 this morning (to conduct a lecture). Mr. Brown
3. Half an hour ago (to play hide-and-peek). The kids
4. Yesterday from 6 to 8 (to visit grandparents). The Whites
5. At 9 yesterday morning (to do physical jerks). The toddlers

13. Complete the sentences. Use the Past Progressive Tense. Develop your own ideas.

For example: We saw an accident while we ...

We saw an accident while we were crossing the street.

1. When our parents came, my brother
2. They ..., when the door bell rang.
3. When the car arrived, Mr. and Mrs. Smith
4. The radio was on, but nobody
5. Nancy hurt her hand while she
6. Lily fell asleep while she
7. We saw Nick and Bred. They
8. The telephone ..., we heard it.

14. Open the brackets. Use the Past Progressive Tense.

1. While Ann (to cook lunch), her children (to make fun) of their dog.
2. George (to make) a fire, Eugene (to open) the cans.
3. While Linda (to unpack) the things her friends (to look for) logs (дрова).
4. We (to sweep) the floor while Rose (to do) nothing.
5. While the wind (to blow), the kids (to stay) indoors.
6. The tutor and the nurse (to count) the children, they (to scatter) all over the playground.
7. While Tom (to gather) the toys, Julia (to wet) the dust.
8. They (to sleep) while the tutor (to make) orders in the room.

15. Choose The Past Progressive or Past Simple.

1. What you (to do) at 5 o'clock yesterday? – I (to play) the piano.
2. ... it (to thunder) last night? – No, it ... not. It (to hail).
3. We (to enter) the room and (to see): Walter (to watch) cartoons, Martin (to draw) pictures, Lanny and Abby (to sing) "Sick and tired!", Dorothy (to play dominoes), Paul and Stas (to throw) pillows at each other. We (to be) stumped ([ˈstʌmpɪt] – в глухому куті).
4. While the kids (to build) a doll's house (кукольный домик), Bill and Den (to ruin) it. The girls (to cry) too.
5. When the music (to stop) playing, the children (to continue) dancing.
6. The sun (to shine) brightly in the morning, so we (to decide) to organize a picnic.

16. a) Say what you were doing yesterday evening.

b) Discuss it with your partner.

17. Read some suggestions giving guidance to parents about the sort of things they do to prepare their children for nursery school. Translate the instructions into your mother tongue and comment on them.

Ways to help children

1. Encourage them to do things for themselves – like dressing, going to the toilet, washing and drying their hands.
2. Help them to recognize colours and shapes. That they see around them. Count with them.
3. Read to them as much as you can. Get them to talk about the story.
4. Take them out as much as possible and discuss with them the things you see the colours, smells, shapes that are around.
5. Talk to them and give them time to talk back to you. Use a lot of words to characterize things.
6. Listen to them and help them say words and sentences properly. Correct their mistakes and explain why one should say this or that.
7. Let them help you at home and talk about that they are doing, why it is necessary, what is happening at the moment, what happened yesterday, what might happen tomorrow.
8. Teach them to respect elder people and not to interrupt while the people are speaking.
9. Teach your child to make as many good friends as possible, not to quarrel. Table manners are very significant too.

18. Think of other instructions you can give parents. Write them down. Make use of the following phrases. Share your opinion with the others.

- to begin with I'd like to say ... ;
- by way of introduction;
- it is essential;
- I'd like to point out (mention);
- I'd like to draw your attention to;
- Let's pass to;
- I'd like to say that;
- and now a quick word on;
- basically, hopefully, incidentally, actually, in fact etc.

19. *Translate from Ukrainian into English.

1. Дімо, чому ти плачеш? - Я хотів похитатися на гойдалці, а Тіна зайняла (occupied) її. – Нічого страшного, підстрибай у скакуни з Наталкою.
2. Поки Катя і Марина грали в пісочниці, Денис лазив мотузковими сходами вгору і вниз. Їм це дуже подобалося.
3. Хто тут копав лопатою (with a spade)? Подивіться, скільки сміття (garbage)! Толику, візьми граблі і розрівняй землю (make it flat).

4. Досить хитатися на турніку, Рито, у тебе болітиме голова (to have a headache [ˈhedeɪk]). Іди одягни купальник, панамку і поплавай у басейні в неглибокій частині.
5. Дошка (гойдалка), карусель, велосипед і дерев'яний будиночок вільні. – Ура! Побігли. – Обережно, не спіткніться. Не згинайте вниз!
6. Сьогодні ми не пірнатимемо. Ми будуватимемо замки з піску в пісочниці, будемо грати у хованки та квача. Усім на старт!
7. Федько махнув ногою надто високо і впав. Він скрутився калачиком і плакав.
8. Вова витягнув руки і тримав рівновагу, поки йшов вузькою стежкою. Друга група бігала у мішках, третя – робила фіззарядку.

LESSON 19

1. Зворотні займенники (*Reflexive Pronouns*).
2. Теперішній доконаний час (*The Present Perfect Tense*). Значення, утворення.
3. Негативні та питальні речення (*The Present Perfect Tense*).
4. Тексти для читання "*Toyland in the Kindergarten*", "*Games in the kindergarten*".

1. Practise the rhyme and learn it.

I am a top all wound up tight,
I whirl and whirl with all my might,
And now the whirls are out of me
So I'll be still as still can be.

2. Read the words and guess what they can mean. Make word combinations with them.

mosaic [məʊˈzeɪk]	constructor [kənˈstrʌktə]
garage [ˈgæɪdʒ]	puzzle [ˈpʌzl]
farm [fɑ:m]	dominoes [ˈdɒmɪnəʊz]
modeling [ˈmɒdəlɪŋ]	lotto [ˈlɒtəʊ]
material [məˈtɪəriəl]	magnetic [mægˈnetɪk]
plastic [ˈplæstɪk]	kaleidoscope [kəˈlaɪdəskəʊp]
plasticine [ˈplæstəsɪn]	globe [ˈgləʊb]
binoculars [bɪˈnɒkjʊləz]	mechano [miˈkɑ:nəʊ]
microscope [ˈmaɪkrəskəʊp]	

Think of a situation with these words.

3. Answer the questions using *The Past Progressive Tense*.

1. Why didn't you go to the party yesterday?
2. Why did Marta stay at home in the morning?

3. Why weren't the children glad outdoors?
4. Why was the teacher angry with the pupils?
5. Why couldn't Henry help his friend?

4. Ask the questions starting with the words in brackets.

1. We visited granny while staying in Prague (*whom, when*).
2. The boys were playing football from 10 to 11 in the morning (*who, what, how long*).
3. The girls were dressing and undressing their dolls (кукол), because it was interesting (*what, why, who*).
4. I was making sandcastles in the sandpit (*alternative, general, disjunctive*).
5. They were swinging and balancing their arms stretched (*what, where, alternative*).

5. Answer the questions in a negative form. Give your variant of the answer. Use the Past Progressive Tense. Then ask your partner.

For example: Were you playing with the teddy-bear when your mother asked you to help her? –

No, I wasn't. I was reading a fairy-tale (['fɛəri' teɪl] – казка).

1. Was Tim playing hopscotch?
2. Were the boys sack-racing?
3. Were the girls riding bicycles?
4. Were you walking on heels while your mum was sleeping?
5. Was Nelly kicking high into the air when Marta saw her?
6. Was it snowing when the children decided to play snowballs?

6. Open the brackets. Use the Past Simple, Past Progressive, Present Simple, Present Progressive, Future Simple Tenses.

For example: If it (not/to snow), we (to skate) tomorrow.

If it doesn't snow, we shall skate tomorrow.

1. If you (to go) to stay in England for some time, you ought to spend at least a week at the sea-side.

2. When we (to be) children, we (to enjoy) playing on the beach. We also (to make) castles and forts (фортеці), channels in the sand.

3. Summer holidays (to be) really the most delightful ones for all children. They (to love) playing about on the sand and padding (плескатися) in the water and getting splashed by the waves (хвилі).

4. Our nurse (to get) very cross (роздратований, сердитий) when we (to go) far into the water last summer.

5. While Dick (to walk) up and down the pier (['piə] – пірс), we (to dive).

6. If you (to wish) to bathe, you (can) hire ([hiə] – взяти на прокат) a tent (намет) and stay at the sea coast for some days.

7. ... you (to hear)? The children (to make) a lot of noise. – Yes, I Besides, (to look) Clint (to climb) up the rope! Let's hurry up.

8. Next year the Smiths (to travel) around the world on condition they (to home) enough money.

9. Stacy (to put) on goggles, (to take) her bathing suit and a cap, and (to go) to the swimming pool. The children (to have) fun all day long.

7. Discuss with your neighbour the way you used to spend your summer holidays when a child. (Use The Past Simple and The Past Progressive Tenses).

8. a) Read and translate the text.

b) Answer the questions.

c) Retell the text.

Toyland in the Kindergarten

Kinder gardens usually work from 7 a. m. to 7 p. m. Almost all children like to go to the kinder garden. They have a lot of friends there. Children associate¹ and play, learn new things and practise useful subjects. Nurses and tutors are kid's guides² into the grown-up world, who help them develop as personalities, teach them necessary things. Kinder gardens are also important since plenty of parents work, they are short of time, that's why they can't simply pay enough attention (as they should do) to the bringing up of their children. So kinder gardens are a splendid way out³ for them.

When a kid comes to a kinder garden the whole world changes inside him. He gets into some toy land where everything agrees to⁴ his imagination⁵, demands and wishes. There you can see toy wall units with wonderful dolls, teddy-bears, tops⁶, rattles⁷, wooden or plastic bricks and blocks, tool kits and constructor boxes of various kinds. Even the furniture resembles⁸ toy tables and chairs.

The main task of any tutor and nurse is to arrange⁹ all conditions¹⁰ to make a child feel at home¹¹ and be ready and adapted¹² to the surrounding world¹³. We, parents, are to help them despite¹⁴ our constant¹⁵ lack¹⁶ of time, because they are our children and our future.

¹ associate [ə'səʊʃieɪt] – спілкуватися

² guide [ˈgaɪd] – провідник

³ a way out – вихід

⁴ to agree to – відповідати

⁵ imagination [ɪ,mædʒɪ'neɪʃn] – уява

⁶ top – вертушка

⁷ rattle [rætl] – брязкальце

⁸ resemble [rɪ'zembl] – бути схожим на

⁹ to arrange [ə'reɪndʒ] – організувати,

налагоджувати,

¹⁰ condition [kən'dɪʃn] – умова

¹¹ feel at home – почуватися як вдома

¹² adapted [ə'dæptɪd] – пристосований

¹³ surrounding world [sə'raʊndɪŋ

'wɜ:lɪd] – навколишній світ

¹⁴ despite [dɪ'spaɪt] – незважаючи на

¹⁵ constant ['kɒnstənt] – постійний

¹⁶ lack [læk] – невістачка, нестача

Questions:

1. When do usually kinder gardens work? Do all children like to go to the kindergarden?
2. Have they got many friends there? They associate and play with them, don't they? What other useful things do children do in the kinder garden?
3. What are the tutors and nurses for kids? Can parents devote much time to their children? Why? Kinder gardens are a splendid way out for them, aren't they?
4. What happens to a child when he comes to the kinder garden? What can you see there?
5. What is the main task of any tutor and nurse? Are parents in regard of ([rɪ'gɑ:dəv] – у відповіді) their children?
6. What other significant aims have kinder gardens got in your opinion. Develop your idea.

9. Make up dialogues with your group mate. Dramatize them.

- a) Two women meet each other. **A.** wants her child to go to the kinder garden. **B.** dislikes her idea and suggests leaving **A.**'s child at home with grannies. **B.** explains why it is better to bring up a child at home.
- b) Two fathers come across each other after work. They are happy they haven't got any problems with their children in the kinder garden. One hour is left before they should take their kids home. They are discussing advantages of kinder gardens.
- c) A daughter-in-law meets her mother-in-law. A young woman doesn't work but she takes her child to the kinder garden. The mother-in-law is against it. The women are arguing and giving their reasons.

19.1. Зворотні займенники (*Reflexive Pronouns*)

1. Зворотні займенники (*Reflexive Pronouns*) в англійській мові, на відміну від українського *себе*, мають такі варіанти, утворені шляхом додавання *-self* до основи особистих займенників у присвійному та об'єктному відмінках однини та *-selves* – множини:

<i>Однина</i>	<i>Множина</i>
I – <i>myself</i>	
you – <i>yourself</i>	we – <i>ourselves</i>
he – <i>himself</i>	you – <i>yourselves</i>
she – <i>herself</i>	they – <i>themselves</i>
it – <i>itself</i>	

Наприклад: Children, behave yourselves!

Діти, поведіться добре!

2. Зворотні займенники використовуються також для того, щоб показати, що саме діяч **самостійно** виконує дію та/або зробити акцент на те, що ніхто інший йому не допомагає, при цьому використовуючи прийменник **by**.

Наприклад: Tim did this exercise (**by**) **himself**. Nobody helped him.
Тім сам зробив цю вправу. Ніхто йому не допомагав.

3. Деякі зворотні дієслова не вимагають після себе вживання зворотних займенників, до них відносяться дієслова:

to feel, to dress, to shave, to meet (зустрічатися), to relax, to concentrate тощо.

Наприклад: We couldn't relax because, we were too nervous.
Ми не могли розслабитися, тому що ми надто нервували.

10. a) Read the sentences. Translate them into your mother tongue

I.

1. Nastia, help **yourself** to the cake. It's tasty.
2. Tom and Ann were standing in front of the mirror looking at **themselves**.
3. Do you often talk to **yourselves**? – Never.
4. I dried **myself** and left the bathroom.
5. The kitten licked **itself** and fell asleep.
6. Julia had a great holiday. She enjoyed **herself** very much.
7. Jack paid for **himself**, he didn't want anybody else to do it for him.

II.

8. I'm not going to do it for you. You can do it **yourself**.
9. George cut his hair **himself**.
10. Marta posted the letter **herself**.
11. I repaired [rɪ'pʌəd] the car **myself**.

III.

12. He got up, washed, shaved and dressed.
13. What time shall we meet? – At 12.
14. How do you feel? Not bad.
15. Relax. It's all over.

I.

1. Настя, пригощайся тортом! Він дуже смачний.
2. Том і Енн стояли перед дзеркалом, дивлячись на себе (=своє відображення).
3. Ви колись говорите самі з собою? – Ніколи.
4. Я витерлася і вийшла з ванної кімнати.
5. Кошеня вилизало (облизало) себе і заснуло.
6. Джулія мала чудове свято. Вона їм насолоджувалась від душі.
7. Джек заплатив за себе, він не хотів, щоб хтось за нього це робив.

II.

8. Я не маю наміру це робити за тебе. Ти сам це можеш зробити.
9. Джордж підстригся сам.
10. Марта надіслала листа сама.
11. Я сам ремонтував машину.

III.

12. Він встав, вмився, поголився і одягнувся.
13. О котрій зустрінемося? – О 12.
14. Як ти себе почуваєш? – Не погано.
15. Розслабтеся. Все скінчено.

11. Complete the sentences using the Reflexive Pronouns.

For example: Martin fell down, but he didn't hurt ... badly.

Martin fell down but he didn't hurt himself badly.

1. It isn't her fault ([fɔ:lt] – вина). She really shouldn't blame (звинувачувати)
2. Please try to understand how I feel now. Put ... in my position.
3. Rosa cut ... while she was cooking breakfast.
4. They had a great time. They really enjoyed
5. Guys, be careful! The pan is very hot. Don't burn ([bɜ:n] – спалювати, палити)
6. Sometimes it's very difficult for me to express My words fail me.
7. The car can't stop ... we need a master.

12. Fill in the gaps using Reflexive Pronouns if necessary.

1. Richard dressed ... , combed his hair and left home.
2. The problem ... wasn't that complicated. So, you could sort it out (вирішити)
3. This is my house, I built it ... 10 years ago.
4. We had a great party. We relaxed ... to the full, that's why I can't concentrate now.
5. Who told you that?! – Linda
6. Little Henry always dresses ... , his mother doesn't help him.
7. The children cleaned the roomThe tutor was very delighted.

13. Read the words and write them down into your vocabularies. Pay attention to their orthography and pronunciation.

- | | |
|---|---|
| 1. quiet [ˈkwaɪət] – тихий, спокійний
to keep quiet – вести себе тихо
quietly [ˈkwaɪətli] – тихо,
спокійно | 8. sit-and-drive – дитячий автомобіль |
| 2. soft – м'який | 9. glue [ˈɡlu:] – клей; клеїти |
| 3. to whisper [ˈwɪspə] – шепотіти
a whisper – шепіт | 10. scissors [ˈsɪzəz] – ножиці |
| 4. to share [ˈʃeə] (something with
somebody) – ділитися чимось із
кимось | 11. crayons [ˈkreɪənz] – кольорові
олівці |
| 5. a sewing set [səʊɪŋ] – набір для
шиття | 12. chalks [ˈtʃɔ:ks] – крейди |
| 6. railway [ˈreɪl ˈweɪ] – залізна
дорога | 13. paint set – набір для малювання |
| 7. pretend play [prɪˈtend] – ігри для
розвитку фантазії | 14. colouring book [ˈkɒlərɪŋ bʊk] –
книжка-розмальовка |
| | 15. jigsaw [ˈdʒɪɡzɔ:] – головоломка
jigsaw puzzle [ˈpʌzl] – пазл;
картинка-загадка (складивши
шматочки, виходить картинка) |
| | 16. to find out – дізнатися, пізнати |
| | 17. play buckets [ˈblʌkɪts] – іграшкові
відра і формочки |

14. Read the sentences and translate them into your mother tongue. Make up small situations with the words in bold type.

1. Lanny is a **quiet** boy. Linda is as quiet as a mouse. The teacher asked the pupils to sit **quietly** and work with the modeling materials (матеріали для ліплення).

2. Kids are fond of **soft** toys, especially girls. But not always they easily **share** their toys, dolls with the others.

3. The girls took plastic **scissors**, **paint sets**, **colouring books** and **jigsaw puzzles**. They were going to cut out interesting pictures from magazines and **glue** them to the wallpaper (стінгазета). To solve jigsaw puzzles wasn't that simple, but the picture itself looked beautiful.

4. As for the boys they made up their minds (= decided) to draw pictures on the sports-ground with the help of **crayons** and **chalks**. Jim and Terry found mechano, mosaic and kaleidoscope more interesting. They didn't join the boys.

5. Children can **find out** a lot by reading books, studying the globe, looking into the microscope.

6. Who does Walter **share** the room **with**? – With, Chris. – Why are you **whispering**? There's nobody here. You may speak louder.

7. Where was Jack? – He was **playing buckets** in the sandpit, while Martin was in the “**sit-and-drive**”. He likes it very much.

8. Toy **railway**, doll's house farm, “sit-and-drive” belong to **pretend plays**, don't they? – Yes, they do.

15. Continue the sentences using the words and word combinations from exercises 2 and 14.

1. You are making so much noise. Please

2. Bonny has got a lot of toys: play table and chairs, funny doll's house, garage, even a ... and a

3. Children should be taught to ... toys with each other.

4. We can draw on the asphalt with ... and

5. If you want to learn more about plants use

6. It's far from here. Take the It'll be seen clearly.

16. Read and translate the text. Develop your ideas on the situations given below. Retell it.

Games in the kindergarten

There are plenty of advantages when speaking about kindergartens. But their educational purpose is out of the question. We all know that games prevail¹ in children's activity till they are approximately² 7 years old, besides we are to teach and bring up children in the form of a game. That's why a lot of various educational games exist³: manipulative⁴, pretend⁵, creative play, jigsaws, and table games.

It's very important for every kid to see the results of his or her work. So, we can use mechanoes, tool kits, constructor boxes for boys, sewing sets,

mosaic for girls. It doesn't mean that girls shouldn't build any figures of constructor parts or boys mustn't sew. This manipulative play aims⁶ to teach children elementary necessary things – to sew, to be able to repair⁷, they can develop their skills whether to imitate or to work out something that belongs only to a child's imagination⁸.

It's very funny and interesting to watch children being busy and puzzled with pretend play. Usually both boys and girls arrange the furniture in dolls houses, taking cars out of and putting them inside the toy garage or feeding⁹ domestic animals on the toy farms. A boy or a girls can “sit-and-drive” or play with a toy railway. The fact is they very seldom quarrel¹⁰ while playing, they share toys with each other. There are of course exclusions, so our task is to interest and involve all of them into the process.

Creative play is very significant too. Children express themselves drawing wherever it is possible – in albums, on the ground... Crayons, chalks, paint sets, felt-tip pens¹¹ will do. They can realize their thoughts and views in modeling with plasticine. You'll be very surprised when you see how children make ornaments gluing different parts to a sheet of paper. If you let them work with dry flowers, leaves or some other natural material you'll be astonished¹² at the results.

It's necessary to develop children's mental activity as well by solving jigsaw puzzles. Dominoes and picture lotto provide thinking too. We can't do without kaleidoscopes, microscopes, binoculars, a globe at the lessons. They help find out and investigate¹³ the world around us. Remember! Toys are for doing not having.

Would-be¹⁴ teachers, let's go on a thrilling excursion with our children. Be captains and at the same time assistants for the growing generation, they'll be very thankful for what you do for them.

¹ prevail [pri'veil] – переважати	³ exist [ig'zist] – існувати
² approximately [ə'prɒksɪmətli] – приблизно	⁴ manipulative [mə'nɪpjʊlətɪv] – для роботи руками
⁵ pretend [pri'tend] – для розвитку фантазії	¹⁰ quarrel ['kwɔrəl] – сваритися, сперечатися
⁶ to aim [eɪm] – служити метою	¹¹ felt-tip pens – фломастери
⁷ repair [rɪ'reə] – відремонтувати	¹² astonished [ə'stɒnɪʃt] –
⁸ imagination [ɪ,mædʒɪ'neɪʃn] – уява	здивований
⁹ to feed [fi:d] – годувати	¹³ investigate [ɪn'vestɪgeɪt] – досліджувати
	¹⁴ would-be ['wʊdbi] – майбутній

1. Tell what kinds of activities prevail in children's “work”.
2. Manipulative play.
3. Pretend play. It's purpose.
4. Creative play.
5. Other games to develop a child's mental activity.
6. Prove: we really need kinder gardens.

17. Discuss with your partner:

– We played with children different games at the practice. Describe them.

19.2. Теперішній доконаний час (*The Present Perfect Tense*).

Значення, утворення

1. В англійській мові існує теперішній доконаний час (*The Present Perfect Tense*), яке служить для позначення результативності будь-якої дії. Зазвичай, точний час дії не вказується, лише використовується прислівник, що характеризує закінченість процесу на даний момент мовлення:

already [ɔl' redɪ] – *вже* (*yet* – у питальних реченнях)

just [dʒʌst] – *щойно*

not yet [jet] – *ще ні*

Іншими словами, ми бачимо результат дії у теперішньому.

Цей час утворюється за допомогою допоміжного дієслова *have* (*has*) і третьої форми смислового дієслова (дієприкметник минулого часу). У правильних дієслів – це закінчення *-ed*, у неправильних – 3-я колонка.

Наприклад: I have just finished my work.

Я щойно закінчила свою роботу.

(У нас результат – написана доповідь)

2. *The Present Perfect Tense* може виражати дію, яка почалася у минулому і закінчилася на даний момент, або вона буде продовжуватися у майбутньому. Слова, що позначають таку дію – це:

since ['sɪns] – відтоді; з того часу, як

for – протягом

today, this week (month, year etc.)

never

Наприклад: We have lived in Odessa for 5 years.

Ми живемо в Одесі 5 років (жили, живемо і, можливо, ще житимемо).

Richard hasn't seen Mary since she left school.

Річард не бачив Мері з тих пір, як вона закінчила школу.

They have watched 3 thrillers this week.

Вони подивилися 3 трилери цього тижня.

(Тиждень ще не закінчився.)

19.3. Негативні (заперечні) та питальні речення

1. Негативна форма утворюється шляхом додавання негативної частки *not* після допоміжного дієслова.

Наприклад: I haven't seen you for ages.
100 років тебе не бачила.
Kate hasn't fulfilled her task yet.
Кейт ще не виконала свого завдання.

2. У спеціальних, загальних та альтернативних питаннях допоміжне дієслово ставиться перед підметом.

Наприклад: What have you done? – I didn't mean to.
Що ти зробив? - Я не збирався цього робити.
Has he come yet? – No, he hasn't.
Він уже прийшов додому? – Ще ні.
Have they studied at this school for 5 or 6 years? –
For 7 years already.
Вони навчаються у цій школі 5 чи 6 років? –
Вже 7 років.

18. Read and translate the sentences. Make up your own ones.

I. George has opened the window. So it's cool in the room.
We have translated the text. You may take this book.
Marta has written the exercise. She is free now.
I have bought some food. Don't go to the market.

II. Henry and Lora have been married for 20 years and they are still happy.

I have known George since childhood.
Peter has broken his leg today.
Marilyn has watched TV since morning.

III. Derrick hasn't cleaned the window. It's still dirty.

Morgan hasn't sent any letter to his aunt this month.
We haven't read the book yet. Can you take it later?
The children haven't made an order in their playroom. The tutor is upset.

IV. Have you understood the text? – Not to the full.

Where has Richard gone? – Home.
Who has left this document on my table? – Linda has.
Has he driven a car for 3 or 5 years? – For 2 years.
You have answered all the questions, haven't you? – Yes, I have.

19. Write down 3 forms of the following verbs:

to give –	to rain –	to bend –
to meet –	to run –	to stumble –

to learn –
to open –
to consult –

to speak –
to organize –
to hop –

to ride –
to leave –
to wear –

20. You are writing a letter to your friend. Make up sentences. Use the Present Perfect Tense.

Dear Chris,

Lots of things have happened since I last wrote to you.

For example: I /buy/ a new car. – I have bought a new car.

1. My father /to start/ a new job.
2. I /to give up/ smoking.
3. Charles and Sarah /to go/ to Brazil.
4. Susanne /to have/ a baby.
5. Our group mates /to organize/ a sport society.
6. Michael /to change/ out of all recognition ([,rekəg'niʃn] – до невізнання).
7. My daughter /to grow up/.
8. The police /to arrest/ that maniac.
9. Karen /to return/ from Europe.
10. Rose and Raymond /to establish/ their own firm “Orchid”.

21. Prolong the situation. Use one of the verbs in a suitable form given before the sentences.

For example: Where is Mike? Do you see him?

– He

– He **has run** away.

to rake, to dig, to bend, to ride, to stumble, to skip, to swing, to hop, to break, to play, to fall.

1. There is something wrong with my leg. I ... down from the tree and ... it.
2. The roundabout is empty. Rosa ... just ... on it.
3. Why are you crying? – My arm hurts ([hə:t] – хворіти, завдавати біль) I ... against this big stone.
4. Mariia Ivanivna, may I go home? I ... , ..., ... hopscotch.
5. Fedia ... his arms down, so nobody can see him.
6. I want this bicycle, but Rita ... it since morning.
7. We ... out a big hole (яма). Let's plant an apple tree!
8. The children ... for an hour. There is not practically a dry leaf on the ground.

22. Make these sentences negative. Mind that already changes into yet in negative sentences.

For example: He has whispered some words.

He hasn't whispered a word.

1. They have kept quiet for an hour already.
2. Mum has shared the cake. Nothing is left.
3. This is Alex who has taken the kaleidoscope and binoculars.
4. Alice has gone to the railway station.
5. I have already shown London on the globe.
6. The modeling material has disappeared ([' dɪsəpɪə] – исчезать).
7. We have just seen the microscope and mechano on the table.
8. The kids have solved the jigsaw puzzle for half an hour.

23. Make up questions to the sentences starting with the words in brackets.

*For example: You have driven a car (a general question).
Have you ever driven a car before? – No, I*

haven't.

1. They have shared all the toys and are happy now. (*Why?*)
2. Mark has whispered a word. (*Who?*)
3. Jack has kept silent for an hour already (*How long?*)
4. We have given the scissors to the tutor. (*a disjunctive question*)
5. Rachel and Sandy have painted a beautiful picture. (*What?*)
6. I have lived here since childhood. (*Since when?*)
7. Monika has glued a leaf to a sheet of paper. (*What ... to?*)
8. Jerry has found out the truth. (*an alternative question*)
9. We have already arranged the meeting. (*a general question*)
10. The children have modeled a nice figure ([' fi:gə] – фігура). (*What kind of? ...*)

24. Translate from Ukrainian into English.

1. Діти спілкуються, грають, дізнаються про нове в дитячому садку. А вихователі допомагають їм розвиватися як особистість, індивідуальність.

2. Зверни увагу сам на себе! Ти постійно скаржишься на брак грошей. А що ти зробив корисного?

3. У дитячому садку все відповідає уяві дитини, її потребам, бажанням. Вихователі створюють усі умови, щоб дитина почувала себе як удома.

4. Роза сама прибрала зі столу? – Так. Чому вона так тихенько сидить? – Вона хоче взяти казку «Попелюшка» (fairy-tale “Cinderella”), але Борис її ще не прочитав. Вона тому сумна.

5. Хто у дитячому автомобілі? – Сем. Він же щойно грав із дитячою залізницею. Він її зламав.

6. Де м'які іграшки, крейди та кольорові олівці? – На полиці. Ви не бачите? – Я взяла тільки набір для малювання та книжечку-розмальовку.

7. Я не можу зібрати (to solve) картинку-загадку. Я краще (I'd better) пограю з іграшковими відерцями.

8. Ну і що нового ти дізнався з цього оповідання? – Я його ще не прочитав.

9. Річард порізався об ножиці. Зупиніть кров! (the blood). Де бинт та вата? (bandage [ˈbændədʒ]; cotton wool [kɒtn wu:l]) – У столі.

10. Ми щодня граємо в ігри для розвитку фантазії та клеїмо апплікації (appliqué [əˈpli:kɛɪ]). Ми не можемо обійтися без калейдоскопів, біноклів, глобуса, доміно та лото на уроках.

LESSON 20

1. Повторення.

2. Текст для читання *“Learning through play”*.

1. Recite your favourite rhyme.

**2. Imagine: you are a little boy (girl). What games would you like to play:
a) as a girl; b) as a boy?**

3. Complete the sentences.

1. Kinder gardens usually work from ...
2. Nurses and tutors ...
3. For most parents kinder gardens are a splendid way out because ...
4. Coming to the kinder garden a kid gets into some toy land ...
5. Games prevail in children’s activity ...
6. Various educational games exist ...
7. Manipulative play aims ...
8. It’s very interesting to watch boys and girls being busy ...
9. Creative play is very significant ...
10. We can develop children’s mental activity by ...

4. Group work. Speak on the topics given below. Prove your ideas. Role play them:

- We are having a sport holiday today.
- Make you children’s room toy land. Arrange the furniture and toys.
- Manipulative play at the lesson. Share the duties.
- Organize pretend play. Provide all possible conditions.
- Arrange materials for creative play.
- Discovering something new with the help of find out play.

5. Open the brackets. Use a suitable grammar tense (The Present, Past, Future Simple; The Present, Past Progressive; The Present Perfect Tenses).

1. We can go out now. It (not/to rain) any more.
2. Ann (to wait) for me when I (to arrive) yesterday.
3. I (to get) hungry. Let’s go and have something to eat.
4. I (to look) for Paul. ... you (to see) him? – Yes, but he (to be) here a minute ago.

5. Why ... you (to go) to bed so early last night? – I (to feel) very tired.
6. How well ... you (to know) Bill? – Very well. We (to be) friends since childhood.
7. I (like) your doll. I (not/to see) it before. It (to be) new.
8. When ... Jack (to come)? – Tonight. I (to miss) him badly. We (to be) married for 20 years already!
9. If you (to tell) me how to find the Opera theatre I (to take) a taxi and (to get) there in no time.
10. While Charlie (to swing) on the bar, Kate (to draw) funny animals.
11. How (to be) your children? – Fine, the youngest ... just (to start) school. He (to get on – справляться) well with all school subjects. But I (not/to work) now. I (to lose) it last week because of a strange incident.
12. Next year they (to travel) around the world on condition that they (to save up) enough money.

6. Read and translate the text. Answer the questions after it. Use them as a plan in your retelling.

Learning through play

Until the age of about two your baby learns mainly through seeing, hearing and touching.

Playing is another important way, babies can practise new skills and learn about the world around them. Only a very unhappy or ill child will not want to play. Through play you can help your child to learn all kinds of new skills, so never feel guilty¹ about spending time playing with your child. However, don't feel you have to join in all the time. Children need to make some of the exciting discoveries for themselves.

Try to make life easier for yourself by moving any dangerous², breakable or valuable³ objects out of reach⁴, so that your child can explore safely and you can feel more relaxed⁵.

Provide a variety of⁶ toys – a wooden spoon⁷ and a plastic cup are just as exciting to your baby as expensive new toys. If you're not sure which toys are right for which age ask your health visitor or friends with children.

Many small children become very attached⁸ to a special toy or object like a dummy or blanket⁹. Provided these are kept clean, parents needn't worry. They can be very comforting¹⁰ to your child and can help him feel secure.

¹ guilty [ˈɡɪltɪ] – винний

² dangerous [ˈdændʒərəs] – небезпечний

³ valuable [ˈvæljuəbl̩] – цінний, коштовний

⁴ out of reach – поза досяжністю

⁵ to relax [rɪˈlæks] – розслабитися

⁶ a variety of [vəˈraɪəti ˈəv] – різноманітність

⁷ a wooden spoon [ˈwudn spu:n]

– дерев'яна ложка

⁸ to become attached [əˈtætʃt] –

прив'язатися до ...

⁹ dummy or blanket [ˈblæŋkɪt] –

соска или одеяло

¹⁰ to comfort [ˈkʌmfət] –

заспокоїти

Questions:

1. What does a child learn through until the age of about two?
2. What can playing practise provide? Who won't play? Do you have to join in all the time? Why?
3. How can you make your life easier? You should provide a variety of toys, shouldn't you?
4. Are you always sure which toys are right for your child? Do many small children become attached to special toys or other objects?
5. Express your point of view on the topic.

7. Get ready to speak on the situations given below:

1. What interesting facts can you tell us (including your appearance, age, hobby, occupation, etc.) about yourself?
2. Is your family large or small? Where do you live? Your family is friendly, isn't it? Speak about them. Have you got many relatives? What are they?
3. Have you got a house or a flat? Where is it situated? How many rooms are there in it? What's your favourite room? Do you like it? Why? What have you got in your flat / house?
4. When does your working day begin? What do you usually do in the morning? It's difficult for you to get up early in the morning? Isn't it? Why?
5. Where do you study? Do you like your university? Is it difficult for you to study at South Ukrainian National Pedagogical University named after K. D. Ushynsky? What faculties are there in it? Share your opinion.
6. You study English, don't you? How often do you have English classes? What do you usually do at the English lessons? Do you like them? Why?
7. Who helps your mum about the house? What are your duties? Do the other members of your family help her? In what way? What do you do in the evening?
8. What do children need? What is the most vital need of all? Describe the role of love, praise, physical care, encouragement, talk independence, respect in bringing up.
9. Is it difficult to be a parent? What are possible problems of parenthood? How should we bring up children?
10. What does Dr. Spock think about raising children?

11. Speak on advantages and disadvantages (if any) of seasons:

- spring
- autumn
- summer
- winter

12. Is it popular nowadays to organize picnics? Who are they popular with? Where do we usually organize them? Does everybody like them? Why? Speak about your picnic you organized last year.

13. What can kids do outdoors in the kindergartens? Do they often organize sport competitions? What do they like most of all?

14. Speak about different kinds of indoor games. What role do games play in a child's development? What kinds of play do you know?

15. Is it a difficult task to be a kindergarten tutor? What is peculiar about it? What should would-be tutors know when they choose being a kindergarten tutor as a career?

LESSON 21

1. *Теперішній тривалий доконаний час (Present Perfect Continuous Tense)*. Значення та утворення.
2. Тексти для читання “*At the zoo*”, “*Why do children play*”?

1. Guess the riddle. What is it?

I'm long and thin and made of steel
I cut the mutton, beef, and veal,
When not in use, I lie and wait
Beside my owner's round white plate

(a knife)

2. a) Read the words in transcription and guess their meaning.

[wʌlf]	[gu:s]
['taɪgə]	[fa:m]
['laɪən]	[də'mestɪk]
['zebrə]	[dʒɪ're:f]

b) Match the transcription with the words.

tiger, goose, lion, giraffe, zebra, wolf, domestic.

3. a) Complete the sentences.

For example, It is difficult...

It is difficult to study foreign languages.

1. It is easy...

5. It is pleasant...

- | | |
|-----------------------|------------------------------|
| 2. It is hard... | 6. It is useful... |
| 3. It is necessary... | 7. It is harmful (вредно)... |
| 4. It is nice... | 8. It is important... |

b) Make them negative.

4. Discuss with you partner how you spent your summer vacations. Where did you travel? Who did you travel with? What places of interest did you visit? Etc.

5. a) Read the new words and write them into your vocabularies; b) say them orthographically.

- | | |
|------------------------------------|--|
| 1. wild [waɪld] – дикий | 15. a hen – курка |
| 2. domestic [də'mestɪk] – домашній | 16. a cock – півень |
| 3. tame [teɪm] – ручний | 17. a monkey ['mʌŋki] – мавпа |
| 4. a bear ['beə] – ведмідь | 18. insects ['ɪnsektz] – комахи |
| 5. a hare ['heə] – заєць | 19. a bee [bi:] – бджола |
| 6. an elephant ['elɪf(ə)nt] – слон | 20. a fly [flaɪ] – муха |
| 7. a snake [sneɪk] – змія | 21. a ladybird – сонечко |
| 8. a cow [kaʊ] – корова | 22. a wasp [wɒsp] – оса |
| 9. a goat [gəʊt] – коза | 23. an ant [ænt] – мураха |
| 10. a pig – свиня | 24. a grasshopper ['grɑ:ʃɒpə] – коник |
| 11. a horse [hɔ:s] – кінь | 25. a spider ['spaɪdə] – павук |
| 12. a rabbit ['ræbɪt] – кролик | 26. a dragon-fly ['dræɡənflaɪ] – бабка |
| 13. a duck [dʌk] – качка | |
| 14. a turkey ['tʌ:kɪ] – індичка | |

6. a) Read and translate the word combinations and sentences with the new words.

b) Make up your own examples with them.

Wild animals – domestic animals – tame animals. A tiger, a giraffe, an elephant, a wolf, a bear are wild animals. A cow, a goat, a pig, a horse, a rabbit, a duck, a turkey, a donkey are domestic animals. They are tame. Snakes may be dangerous and poisonous (['rɔɪzənəs] – отруйні).

The children of our kindergarten are not afraid of insects. Bees and wasps make honey (['hʌni] – мед). Molly and Dave like to watch dragonflies, ladybirds and butterflies (бабочки) flying over the grass and flowers. Grasshoppers are usually green. They hide in the grass easily. There are red and black ants. Red ants can bite you. Jack! There is a spider in the corner of the room. Don't touch it.

7. Read and translate what sounds different animals can render.

- 1) The cat has a kitten. They mew [mju:] / miaou, miaow [mɪ'au].
- 2) The dog has a puppy. They bark.
- 3) The horse has a foal. They neigh [neɪ].

- 4) The hen has a chicken. They cluck [kɪɫk].
- 5) The cow has a calf [kɑ:f]. They mou [mu:].
- 6) The sheep has a lamb. They baa [bɑ:].
- 7) The duck has a duckling. They quack [kwæk].
- 8) The goat has a kid. They bleat [bli:t].
- 9) The pig has a piglet. They grunt [grʌnt] (хрюкают) and squeal [skwi:l] (визжат).
- 10) Mother has a baby. The baby sometimes cries.

8. Interview your groupmate, who lives in the village and has a farm. (Classwork). Retell his story.

9. Read and translate the text. Answer the questions.

At the zoo

Not every town has a zoo. We are lucky to have one. Last Sunday a group of small children from kindergarten №5 went to the zoo. Maryna Mykolaivna, their up-bringer, was very anxious about their visit to the zoo. She asked some parents of the children to assist her while there. Natasha's, Lena's and Kolia's parents were happy to do it. All the children had longed for "the trip". They felt joy and desire to look at the wild animals that live in exotic countries. Maryna Mykolaivna was both excited and nervous. It was their first visit to the zoo...

It was early summer. The sun was shining brightly. The children were noisy, they were squealing, talking, shouting because of pleasure. Fortunately, they stopped chattering in the bus. Their parents and up-bringer got astonished. Nothing could be heard! It didn't last long. As it turned out Nick and Den had a spider, a grasshopper and a big green fly in the matchboxes. They made up their minds to frighten the girls. All of a sudden, Kate started laughing and then crying. The boys put a spider behind her collar¹. It tickled² her neck. When she saw it, she got scared. A few seconds later Olia, began to scold Den because he placed a grasshopper into her pocket. She wanted to take handkerchief out of it and felt something moving in the pocket. She guessed at once that it was the boys' trick³. Marta leapt up into the air⁴ from her seat as a big green fly flew out of her purse when she opened it to take a bottle of mineral water. It was staring⁵ at Marta. It was the last drop. The whole group had to get out of the bus and to go on foot to the zoo.

At the entrance gates⁶ the usher checked their tickets and let them in. Not far from them, they saw a long-necked giraffe and a long-trunked⁷ elephant. The giraffe was chewing⁸ something, it could spit⁹. That's why the children left the place quickly. There were polar and brown bears¹⁰, red and silver foxes¹¹ in the right-hand corner. The girls gave some sweets to the bears. The bears were glad and ate them at once.

After a short rest on the benches, the kids moved to the left-hand corner. They saw big cages with lions and tigers. The animals were not amiable at all.

They were growling¹². But the monkeys next to them played funny games, which made the children smile at them. They were looking for something in each other's hair, making strange sounds, running about the cage and jumping. Liza liked them very much and shared her bananas with them.

Proud eagles¹³ and hawks¹⁴ were sitting on the branches and watching the curious¹⁵ children. They were constantly spreading their wings¹⁶ and catching raw¹⁷ meat with their beaks¹⁸.

Time flew quickly. The kids and the parents enjoyed the view. They even noticed ladybirds on the leaves of the flowers, ants in the grass. But they didn't like the bees flying over their sweet ice-cream. They had to return.

On their way home, nothing extraordinary took place. They were very tired to invent something.

1. collar [ˈkɒlɑ:lə] – комір	10. polar and brown bears – білі та бурі ведмеді
2. to tickle [ˈtɪkl] – лоскотати	11. silver fox – чорнобурка
3. trick – викрут, каверза	12. to growl [graʊl] – гарчати
4. to leap into the air – підстрибнути верх	13. eagle [ˈi:ɡ(ə)l] – орел
5. to stare [steə] – витріщатися	14. hawk [hɔ:k] – яструб
6. entrance gates [ˈentr(ə)nsˈgeɪts] – вхідні ворота	15. curious [ˈkjʊərɪəs] – допитливий
7. trunk [trʌŋk] – хобот	16. wing [wɪŋ] – крило
8. to chew [tʃu:] – жувати	17. raw [rɔ:] – сирий
9. to spit – плюнути	18. beak [bi:k] – дзьоб

1) Who went to the zoo? What did Marina Nikolaevna feel? What did she ask the children's parents about? Did they agree?

2) Whose parents were present? Were the children happy to visit the zoo? Why?

3) What kind of weather was then? How did the children behave? What was their behaviour like in the bus?

4) What happened to Kate? Why did Olya begin to scold Den? Who leapt up into the air?

5) What animals were there not far from the entrance gates? Why didn't the children want to stand there long? The bears were glad, weren't they?

6) How did the lions and tigers behave? What did the kids like most of all? Who was sitting on the branches?

7) Did the group enjoy their "staying" in the zoo? Did anything extraordinary happen on their way home?

10. Make up a dialogue with your partner about your last visit to the zoo.

11. Open the brackets use a suitable tense (Past, Present, Future Simple; Past, Present Progressive; Present Perfect).

1) All things (to be) in disorder in the drawing room because the children (to play) hide-and-seek. Stop them.

2) How long ... you (to know) him? Since our childhood. He (to be) a disobedient (неслухняний) boy.

3) ... you (to reading) this fairy-tale again? Yes, I... I (to continue) doing it if you (not/to disturb) me.

4) Yesterday we (must) to stay at home. It (to rain) the whole evening. I (not/to enjoy) this kind of weather.

5) Jessica (to arrive) tonight. He (not/to be) here for 5 years. Richard ... just (to call) me.

12. Read and remember.

21.1. Теперішній тривалий доконаний час (*The Present Perfect Continuous Tense*). Значення та утворення

1) В англійській мові існує тривала форма часу *Present Perfect – Present Perfect Continuous Tense*, яка позначає дію, що почалася в минулому і досі триває. Вона не припиняється і ще «розвиватиметься». Українською мовою такі речення звучать у теперішньому часі, присутні такі слова: *since, for*. Утворюється *Present Perfect Continuous* за допомогою допоміжного дієслова *to have* у потрібній формі, дієслова *to be* у третій формі (been) та дієприкметника теперішнього часу (*Participle I*). *Наприклад:*

We have been listening to the concert for two hours already. – Ми слухаємо цей концерт уже дві години.

Richard has been waiting for the bus since 8 o'clock. – Річард чекає на автобус з 8 години.

У цьому граматичному часі важливий не результат, а тривалість процесу. *How long? – Как долго?*

2) *Present Perfect Continuous* може також позначати тривалу дію (у прогресі), яка відбулася к даному моменту. У цьому випадку при перекладі українською мовою ми вживаємо минулий час. *Наприклад:*

Jack has been drawing this picture. Look, it's beautiful, but he's tired and his hands are dirty. – Джек малював цю картину. Дивись, вона гарна, а він утомився, і руки у нього брудні.

The boys have been riding a bike for 3 hours. Give them water to drink. They are thirsty. – Хлопчики їхали велосипедами 3 години. Дайте їм води попиту. Вони відчують спрагу.

3) Дієслова, які не утворюють форми «прогресив» (Participle), не можуть бути використані в *Present Perfect Continuous*. Вони живаються в *Present Perfect*. *Наприклад:*

We have known each other since 1995. – Ми знаємо одне одного з 1995 року.

4) Негативні та питальні форми утворюються таким же чином, як у *Present Perfect*. *Наприклад:*

They haven't been playing since morning. They have been cleaning their house. – Вони не грають із ранку. Вони прибирають свій будинок.

What have you been doing for 2 hours? I have been watching TV. – Що ти робиш уже дві години? – Я дивлюся телевізор.

Has Rita been helping her mum since 12 o'clock? Yes, she has. – Рита допомагає мамі з 12 години? – Так.

Who has been crying for an hour? Laura's baby has. – Хто плаче вже годину? Дитина Лори.

13. a) Read the sentences and translate them into Ukrainian. b) Cover the left side and translate the sentences into English. c) Make your own sentences.

1) The children have been playing since morning.	1) Діти грають зранку.
2) It has been snowing hard. There are a lot of snowdrifts outdoors.	2) Йшов сильний сніг. На вулиці багато кучугур.
3) We have been learning English for 2 years.	3) Ми вчимо англійську мову 2 роки.
4) She hasn't been typing. She has been writing.	4) Вона не друкувала. Вона писала.
5) How long have you been swimming? For 2 hours.	5) Скільки вже ти плаваєш? – 2 години.
6) Why has Paul been repairing his car? There was an accident yesterday evening.	6) Чому Пол ремонтує свою машину? Вчора ввечері була аварія.
7) Who has she been looking for since afternoon? – For John.	7) Кого вона шукає з дня? – Джона.

14. Choose Present Perfect or Present Perfect Continuous.

1) He entered the room and said: "Somebody (to ring) for you for the last 5 minutes".

2) They are sleeping now, but they (to jump and to run) about the flat for the evening.

3) We (to love) each other since we met.

4) Jerry (to think) how to solve this problem since last week. I still don't know what to do.

5) Jane (to break) her mother's favourite vase. She is so upset.

15. Restore the sentences. Use the correct tense form.

For example, She/since/to iron/morning/the linen. – She has been ironing the linen since morning.

- 1) My granny/to knit/socks/since/last week.
- 2) Letty/to finish/her work/not/yet.
- 3) Ann/to find/a new house/just.
- 4) She/to sew/a ball dress/for me/for the whole day.
- 5) Father/to compose/music/since/he retired.
- 6) Betsy/write/5 books.
- 7) I/to read/two newspapers.

16. Ask questions. Use the correct form.

For example, Nancy is staying at her granny's.

How long? – How long has she been staying there?

- 1) Mother is at the book shop. How many? (to buy)
- 2) They are visiting their relatives. How many times?
- 3) Dolly listens to the tape recorder. How long?
- 4) The text is difficult. How many questions...? (to answer)
- 5) They are talking about fashion. How long?

17. Present Progressive, Present Perfect or Present Perfect Continuous?

- 1) I (to read) Jack London, now I (to have) a rest. Don't shout.
- 2) You (to feed) the rabbits and hens for half an hour? Help me. We (to wash up), there are a lot of dishes in the sink.
- 3) ... She (to feel) bad all the time? Yes, she... She (to have) a headache since early morning.
- 4) We (to shiver) – дрожать. How long... you (to stand) in this cold? – For an hour.
- 5) They (to clean) the floor now. Come a bit later.

18. Translate from Ukrainian into English.

- 1) Уолтер дивиться на курей та індичок уже півгодини. Йому подобається, як вони клюють зерно (to peck the grain).
- 2) Аня приручила дику конячку. Вони тепер друзі.
- 3) Я щойно побачила змію. – Вона отруйна? – Не знаю.
- 4) Ми прогулюємося зоопарком вже 3 години. Подивися, хмари закрили сонечко. Можливо, йтиме дощ. У тебе є парасолька? – Так.
- 5) Чому ти лежиш? У тебе червоні очі. – Я плакала довго. Мій друг покинув мене.
- 6) Як довго ви мешкаєте в цьому місті? Відколи пішла до школи.
- 7) Увечері вони дивилися канал «Діскавері» (Discovery Channel). Вони показували диких тварин: білих та бурих ведмедів, левів, тигрів, слонів.
- 8) У моїх бабусі та дідуся є ферма. Вони піклуються 10 років про таких тварин, як корови, кози, качки, гуси, свині. У них навіть є пасіка (bee-garden). Там бджоли готують смачний та корисний мед.

19. *Imagine:*

1) *You are on the lawn. The weather is fine. You're enjoying your staying there. Say what insects or animals you see. What are they doing?*

2) *Explain why we keep domestic animals. What is the use of them? Do we really need them?*

20. *Read and translate the text. Make up a plan of the text.*

Why do children play?

Play is a core of a child's development in the world. A recently born child is new to the world and the world is new for him. As play begins, the child learns: about himself or herself, about other people, about the world and how it works. Play can take up all of the child's attention for there is so much to explore in the world, such as: shape (round or square), texture (rough¹, smooth², slippery), consistency (hard, soft), taste. Knowledge of the average age at which a child masters certain skills will help the adult to know what to expect and be able to provide play opportunities which will help the child on to the next stage of development.

The teacher of games must be impartial³ both in the selection of a game and in the assigning of different tasks to the players. Children's feelings are hurt when it appears to them that someone else is the teacher's pet⁴. The teacher also gains⁵ the respect and affection⁶ of the children if she / he participates⁷ in a game.

Experience in many schools and playgrounds indicates that many children lack the ability to get along with⁸ others. With proper guidance and leadership, games can help children to learn many things. The shy backwards child can learn to enjoy himself / herself with the others, the aggressive child can learn to take his / her turn in line⁹, the child who seems to lack a sense of security can gain self-respect and the respect of his / her classmates through the skill he / she may show in a game experience.

A concentration upon specific games and other play activities is essential to proportional muscular¹⁰ development as well as good coordination. Games can help the child to develop self-control. Many decisions when to run, when to stop, whom to choose, what to say, and whether to follow rules of conduct or break them – are made by the child during his / her play and all are, to him / her, of great magnitude¹¹.

1) rough [rʌf] – шорстке

2) smooth [smu:ð] – гладке

3) impartial [ɪm'pɑ:fəl] –

неупереджений, справедливий

4) a teacher's pet – улюбленець

5) gain [geɪn] – завоювати

6) affection [ə'fekʃn] – любов

7) participate [pɑ:'tɪsɪpeɪt] – брати

участь

8) to get along with – ладити з

9) to take a turn in line – чекати своєї черги

10) muscular [ˈmʌskjʊlə] – м'язовий

11) magnitude [ˈmægnɪtju:d] –

значущість

21. Write a paragraph on this topic.

What other important facts about playing can you define?

22. Recollect the most popular games with the children: a) at the age of 3–4; b) at the age of 5–6; c) at the age of 7–8.

LESSON 22

1. *Минулий доконаний (перфектний) час (The Past Perfect Tense).* Значення та утворення.
2. Тексти для читання “*Entertainment in our life*”, “*From the history of Education. Early Greek Education.*”

1. Learn the rhyme.

Let us try to be polite
In everything we do.
Remember always to say “Please”
And don’t forget “Thank you”.

2. Describe a game and let the others guess what it is. Work in chain. A student who guesses, continues the game.

3. Complete the sentences.

- 1) I know these domestic animals: ...
- 2) The wild animals we saw at the zoo are...
- 3) Children like to play...at the age of 3-5.
- 4) I am not afraid of these insects: ...
- 5) I am afraid of these insects: ...
- 6) Green Peace struggles with those who sew ([səʊ] – шити) and wear fur coats made of animals...

4. Read some general suggestions about games. Add some more you consider to be important too.

Playing with children

Some general questions:

- Provide play space.
- Organise the play materials.
- Allow opportunities for messy plays.
- Name the game making any motivating remarks necessary to stimulate action or interest.
- Explain the game, after which questions will be answered.
- Demonstrate or give an example if it is necessary.

- Select games that are best suited to the development, interest and age of the child.
- Join in throwing a ball, playing board games etc.
- Encourage and praise the child if a new skill is acquired.
- When a game has reached the peak of its interest, it is time to start another.
- Make sure that the game selected ensure the participation of all the children in the class who are physically able to play.
- Teams and sides should be equal abilities.
- Develop a sense of fair play, courtesy, and honesty in the child, social development is one of the greatest achievements of group games.

5. Quiz for animal lovers

1) Which of these hasn't got a shell?

A snail, a porpoise, a turtle, a crab, an octopus.

2) Which of these insects doesn't sting (жалити)?

An ant, a wasp, a bee, a ladybird.

3) Which of these is not a mammal?

A porpoise, a dolphin, a shark, a whale, an otter.

4) Which of these has most legs?

A beetle, a worm, a spider, a centipede.

5) Which of these birds can fly?

A penguin, a goose, a lark, an eagle.

a shell – панцир

to sting – жалити

a mammal – ссавець

a snail – равлик

a tortoise ['tə:təʊ] – черепаха

(сухопутна)

a turtle ['tɜ:tl] – черепаха (морська)

an octopus ['ɒktəpəs] – восьминіг

a porpoise ['pɔ:pəʊ] – морська свиня

a dolphin ['dɒlfɪn] – дельфін

a shark – акула

a whale ['weɪl] – кит

an otter – видра

a beetle ['bi:tl] – жук

a worm ['wɜ:m] – хробак

a centipede ['sentɪpi:d] – багатоніжка

6. There is a Universal Declaration of Animal Rights. In groups 1-6 discuss the ways people use animals.

1) for sport (racing, riding);

2) for food (meat, milk);

3) as pets;

4) for clothing (fur, wool);

5) for work (to plough, to carry heavy things);

6) for laboratory tests.

Phrases to be used:

«+»

I'm for it...

That's what I feel too...

I fully agree...

As far as I am concerned...

«-»

It's wrong, inhuman...

I can't agree, though there's something in it...

I see what you mean, but...

7. Read and translate the words and word combinations. Mind their spelling. Write them into your vocabularies.

- | | |
|---|---|
| 1. leisure [ˈleɪzə] – дозвілля | 13 to enrich [ɪnˈrɪtʃ] – збагачувати |
| 2. entertainment [ˌentəˈteɪnmənt] – розваги | 14. throughout [θruːˈaʊt] – всюди |
| 3. circus [ˈsɜːkəs] – цирк | 15. stamp [stæmp] – марка |
| 4. excursion [ɪksˈkɜːʃən] – екскурсія | 16. coin [kɔɪn] – монета |
| 5. hiking [ˈhaɪkɪŋ] – піші прогулянки | 17. to suit [sjuːt] – пасувати |
| 6. exhibition [ˌeksɪˈbɪʃən] – виставка | 18. to remain [rɪˈmeɪn] – to remain |
| 7. adventure [ədˈventʃə] – пригода | 19. to collect [kəˈlekt] – збирати, колекціонувати |
| 8. to hang around – ледарити, бовтатися без діла | 20. collection [kəˈleɪʃ(ə)n] – колекція |
| 9. to have fun – веселитися | 21. occupation [ˌɒkjʊːˈpeɪʃ(ə)n] – (улюблене) заняття |
| 10. to switch on – включити
to switch off – виключити | 22. to relax [rɪˈlæks] – розслабитися |
| 11. to amuse [əˈmjuːz] – розважати | 23. to go in for sports – займатися спортом |
| 12. to doubt [daʊt] – сумніватися
no doubt – без сумніву | |

8. a) Read the word combinations and sentences, translate them into Ukrainian;

b) make up your own situations with the words in bold type.

Leisure time – free time – spare time; **a big circus** – plenty of circuses; **hiking** – **hitchhiking** (подорож автостопом); **an interesting excursion** – **a marvellous** ([ˈmɑːvələs] – дивовижний) **exhibition**; **to have adventures**; **to have fun**; throughout the country. Where do you like to spend your leisure time? – I go to the cinema, theatre, picture galleries, circus. If there are exhibitions of vanguard painters and sculptures, I visit them as well. How often do the children of your kindergarten go on an excursion? – Twice a month? We always look for adventures, that's why when summer comes, we like to go hiking, hitchhiking throughout our country. We have a lot of fun.

A stamp – stamps; a coin – coins; a postcard – postcards; to entertain – entertainment; to collect stamps – a collection of coins and dry plants; to enrich one’s knowledge – to enrich one’s vocabulary; to switch on a TV set – to switch off the radio; to hang around the city – to hang around the town. People usually collect stamps, ancient coins, postcards, badges (значки). I’ve got a big collection of books and pictures. Switch off the tape-recorder, I have a headache ([ˈhedeɪk] – головний біль). But I have just switched it on, I’d like to listen to the news. Art and music enrich our emotional state. Classical music suits my taste.

To relax after work – to amuse oneself after a hard working day; **to doubt a lot – to doubt a bit; to go in for sports – to train sport; one’s favourite occupation – an interesting occupation; to remain unchanged – to remain (to be) the most popular.** Humorous programmes amuse us, no doubt we relax watching them. If you go in for sports, it means that sport is your favourite occupation. TV remains the most popular kind of entertainment.

9. Complete the sentences. Use the words given below.

- 1) Collecting things is the most widespread kind of hobby. We can collect...
 - 2) Travelling, scientific ([ˌsaɪənˈtɪfɪk] – науковий) programmes, experience... our mind.
 - 3) My brother is a good sportsman. He... . His favourite... is to play football.
 - 4) ...! We have overcome the trouble. Let’s ... ourselves somewhere in a disco club.
 - 5) Where do you spend your... time? We like to go on..., to the... to watch funny clowns ([klaʊnz] – клоуни) or simply to... the city.
 - 6) Have you already seen the ... of flowers at the sea port hall? – No, I haven’t. Then visit it.
 - 7) What were your children doing when I called them yesterday? They were having... They were reading... stories and dramatizing them.
-
- adventure, exhibition, to hang about, coins, goes in for sports, stamps, occupation, fun, circus, relax, badges, amuse, leisure, excursions, enrich.

10. Offer your groupmates to do something together and let him react to it.

For example, - to go to the theatre.

Let’s go to the theatre. There’s a new play on. – Oh, with great pleasure.

- 1) to go on an excursion;
- 2) to go to the circus;
- 3) to start collecting ancient coins;
- 4) to go hiking throughout your region;
- 5) to visit an exhibition of modern furniture;
- 6) to hang around the town;
- 7) to relax at the discotheque;
- 8) to switch on MTV.

11. Read the text. Translate it into Ukrainian. Retell the text using the tasks as a plan.

Entertainment in our life

The tempo of our life is so rapid¹. We are hardly able to have a rest. In our busy life, the most significant thing is to learn how and where to relax. Routine work step-by-step makes us feel tense², tired, nervous. It is so day after day, week after week, months after months... Sometimes we may need psychologists to take classes how to do it, we fulfil special training exercises. When we have time for leisure, we look for something that can amuse and interest us. We shouldn't forget about our children who get exhausted³ in schools. Our task is to teach them how to spend their leisure time as well.

What do we do staying at home? No doubt, we watch TV. There is a great variety of programmes: about animals, plants, musical, achievements of science, sports, movies of various kinds etc.

We switch on the TV set and choose a program we like best of all. There are a great number of entertaining programmes for kids and adults. We enrich our knowledge and imagination⁴ about the surrounding world. We can see the countries and animals we have never seen with the help of the Animal Planet & Discovery channels. TV helps us "visit" different lands getting acquainted with their plants and people, customs and traditions, rare kinds of animals, birds, fish, rivers, lakes. We can also see championships in athletics, weight lifting, wrestling, kickboxing, cross-country running, jumping and other ones. There are a lot of fans among people. We become TV addicted⁵.

If you want to go out you can go to the theatres, cinemas, museums, picture galleries. Sometimes we hang about the city. The circus-goers are fond of life-performances⁶. Exhibitions of various kinds are organized in every city and town to satisfy⁷ all tastes. When new interesting plays are on, it is not easy to get tickets because the theatres play to full houses⁸ every night. Then you must book tickets. In small towns they don't have actors of their own. So, they invite a group of actors or popular singers from a big city to show plays and musical shows. Schools and kindergartens are usually given tickets for their pupils and children to visit cinemas, puppet theaters⁹, theatres of a young spectator¹⁰ or other matinee¹¹ performances.

Those who like music may go to musical concerts or watch and listen to musical shows with their favourite singers, or just simply sit in a disco bar, cafe or a restaurant enjoying slow music. Young people prefer such kinds of music as R&B, pop, rock, techno, hip-hop, disco. Radio stations offer us a great number of musical programmes to suit everybody's taste. You can drive a car listening to your beloved music.

Most people have hobbies. Hobby is a favourite occupation of a person in his / her free time. Hobbies differ like tastes. Some people prefer traveling, others are fond of computer games. Girls usually like to cook, knit¹² or sew¹³. Boys are fond of repairing¹⁴ electric appliances¹⁵ or making "new" tape-

recorders, TV sets or radio sets from old ones. It should be mentioned that both boys and girls spend a lot of time surfing their mobile phones and playing games in their mobile phones. Parents should control the time they spent with their mobile phones.

A lot of people collect something: stamps, coins, postcards, books, cassettes, CDs, toys, watches and other things. No matter what kind of hobby you have, if it suits your taste and character and brings you pleasure, you are lucky because your life becomes more thrilling and you have an excellent opportunity to relax in spite of the fact¹⁶ how tired you are or how busy your life is.

Still summer is a favourite season of many people. You can go to the seaside or to the bank of a river or a lake, to sunbathe or go to the forest to gather mushrooms and berries or simply to pick up flowers. You enjoy the beauty of the nature, breathe in fresh air and your body fills with joy and energy. You'd better switch off your mobile or cell phones¹⁷ and the beepers¹⁸ so that nothing could trouble you. It helps you relax, makes you healthier and ready to face the problem of life as well as to cope with them without any difficulty. Reading remains the most popular kind of hobby, when at home, in the countryside, while traveling one can't do without books.

- | | |
|--|--|
| 1. rapid [ˈræpɪd] – швидкий | 10. a young spectator |
| 2. tense [tens] – напружений | [spekˈteɪtə] – юний глядач |
| 3. to get exhausted [ɪgˈzɔːstɪd] –
вичерпати свої сили | 11. matinee [ˈmæntineɪ] –
денний спектакль |
| 4. imagination
[ɪˌmædʒɪˈneɪʃ(ə)n] – уява | 12. to knit [nɪt] – в'язати |
| 5. TV addicted [əˈdɪktɪd] –
пристрастися до телебачення | 13. to sew [səʊ] – шити |
| 6. life performances
[pəˈfɔːmənsɪz] – вистави
наживо | 14. repair [rɪˈpeə] – лагодити |
| 7. to satisfy [ˈsætɪsfaɪ] –
задовольнити | 15. electric appliances [ɪˈlektɹɪk
əˈplaɪənsɪz] – електроприлади |
| 8. to play to full houses –
збирати повні зали | 16. in spite of the fact –
незважаючи на |
| 9. puppet theatre [ˈpʌpɪtˈθiətə]
– ляльковий театр | 17. mobile and cell phones
[ˈməʊbaɪl ənd ˈsellfəʊns] –
мобільні та стільникові
телефони |
| | 18. beepers [ˈbi:pəz] –
прилади, що видають сигнали
(гудки) |

- 1) Tell why it is necessary to relax.
- 2) Tell what we usually do staying at home.
- 3) Tell where you can go out.
- 4) Tell how people from small towns can entertain.
- 5) Tell what opportunities pupils and children have.

- 6) Tell what music fans can do.
- 7) Speak about different kinds of hobby.
- 8) Tell how we can relax in summer.
- 9) Tell what hobby remains the most popular one and why.

11. Discuss with your groupmate the following situations: Let your fellow students retell your dialogues.

- 1) It is winter. How is it possible to relax?
- 2) Why is it necessary to be able to relax?
- 3) How do usually people have a rest and relax in summer?
- 4) What are typical kinds of hobby for girls and boys?
- 5) Where can you go out to relax?
- 6) What are your hobbies?

12. Speak on the topic “Hobby is very important in our life”.

13. Translate from Ukrainian into English

- 1) В наші дні необхідно вміти розслаблятися та відпочивати, бо темп нашого життя стрімкий, а рутинна вичерпує наші сили.
- 2) Наше завдання – навчитися правильно проводити дозвілля та вчити дітей використовувати їх вільний час належним чином (properly).
- 3) Ми можемо легко пристрастися до телебачення, оскільки більшу частину часу вдома ми займаємо, переглядаючи улюблені телевізійні програми: спортивні, музичні, наукові, фільми, новини тощо.
- 4) На вихідних можна відвідати виставку квітів, що організована у холі головної будівлі університету, або піти у кіно.
- 5) Завтра приїжджає мій улюблений поп-гурт The Hardkiss. – Їхнє шоу я вже бачила. – А я чекала їхнього приїзду вже 2 роки.
- 6) Що колекціонує твій друг? – У нього величезна колекція марок із зображенням країн, їхніх президентів та знаменитих людей.
- 7) Чому так важливо виїжджати на природу? Ми насолоджуємося нею, дихаємо свіжим повітрям, і наше тіло переповнюється радістю та новою енергією.

14. Open the brackets using a suitable tense form of the verbs.

- 1) Last week we (to have) a lot of work, so I hardly (can) relax or have a rest.
- 2) Why (to be) you so tense and nervous? You know, my day after day routine work (to exhaust) me. How... you usually (to spend) your leisure time? – We (to go) to cafes, disco bars, (to listen) to music on radio or read interesting books.
- 3) When Lisa (to enter) the room, Michael (to watch) the Discovery channel. He (not/to notice) her. It (to be) strange, because he usually (to watch) sport programmes: rick boxing, wrestling or hockey.
- 4) Where... you (to go) this week? – To the puppet theatre. There (to be) an excellent performance for children last Monday. They (to enjoy) it very much.

5) What (to be) your hobby? Last year I (to collect) stamps, but now I (to collect) ancient coins. Mum (to say) that next week she (to bring) me some of them from Poland.

6) If the weather (to change) to the better, we (to travel) throughout the country. I (to take) my favourite book and (to read) it during our trip.

15. Read and remember

22.1. Минулий доконаний (перфектний) час (*The Past Perfect Tense*). Значення та будова

1) В англійській мові для позначення дії, що відбулося до початку іншої дії в минулому, використовується *The Past Perfect Tense*. Воно утворюється за допомогою допоміжного дієслова *had* і смислового дієслова в 3-й формі (або дієприкметника минулого часу *Participle II*).

Наприклад: *We had watched the film before mum came.* - Ми подивилися фільм, перш ніж прийшла мама.

2) Якщо дія відбулася до певного моменту в минулому, також використовується *Past Perfect*. Вирази типу *by that time, by 5 o'clock yesterday* тощо свідчать про вживання цього граматичного часу.

Наприклад, *Rita had gone by the arrival of the taxi yesterday.* Рита пішла до приїзду таксі учора.

3) Негативна форма утворюється шляхом додавання негативної частки *not* до допоміжного дієслова *had not* (= *hadn't*). У питальних реченнях допоміжне дієслово займає позицію перед підметом.

Наприклад: *We hadn't opened the window by that time.* - До того часу ми не відчинили вікно.

Had they travelled around the world before they met each other? - Вони об'їздили весь світ, перш ніж зустрілися?

What had Mark written by 11 o'clock yesterday? – *A composition.* - Що написав Марк до 11-ї години вчора? - Твір.

16. a) Read and translate the sentences.

b) Cover the left side and translate the sentences from Ukrainian into English.

I 1. I had left home before Martin came.	I 1. Я поїхала з дому, перш ніж прийшов Мартін.
2. The children had collected a great number of coins by then.	2. Діти зібрали величезну кількість монет до того часу.
3. Our teacher had already given out our copybooks by the time the students entered the	3. Наш учитель вже роздав зошити до того часу, як студенти увійшли до класу.

<p>classroom.</p> <p>II 1. Had the police arrested the criminal by that time? – Yes, they had.</p> <p>2. What had Nick sent to his granny before he got a parcel from her? – A letter.</p> <p>3. We had invited him, hadn't we? – Yes, we had. But he did come.</p> <p>4. Father hadn't punished his child. He had forgiven him before the child started crying.</p>	<p>II 1. Поліція заарештувала злочинця до того часу? - Так.</p> <p>2. Що Нік відправив своїй бабусі, перш ніж отримав від неї посилку? – Лист.</p> <p>3. Ми запросили його, чи не так? – Так. Але він не прийшов.</p> <p>4. Батько не покарав свою дитину. Він йому вибачив ще до того, як почав плакати.</p>
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17. Make up sentences in Past Perfect with the infinitives and expression given below:

By then, by that time, by the end of the week.

For example, - to prepare dinner. – My mum had prepared dinner by 7 o'clock.

- to watch a new film;
- to entertain oneself;
- to hang about the city;
- to find a spider;
- to feed domestic animals;
- to visit a circus;
- to go on an excursion;
- to spend leisure time in the theatre;
- to have fun in a disco club;
- to switch off a TV set.

18. Make up one sentences out of two. Use Past Perfect, Past Simple and expressions before, after, as soon as, by the time...

For example, Sue sewed. Her mum came.

Before mum came Sue had sewed a new dress.

- 1) Granny knitted a sweater. Randy put it on.
- 2) Lina entertained all the guests. They danced.
- 3) I switched on a TVset. The programme finished.
- 4) We went hiking. We passed exams successfully.
- 5) The children sunbathed. They parents went boating.
- 6) The dog broke the bowl. His owner came in.
- 7) The cat jumped down from the tree. It saw a mouse.
- 8) They bought a new house. They sold a flat and a car.
- 9) Nancy hid her doll. Jack couldn't find it.
- 10) Richard met her friend at the railway station. The taxi went away.

19. Make up negative sentences and interrogative ones. Let your groupmates answer them.

For example, We had cleaned the flat by that time. – We hadn't cleaned the flat by that time. Had you cleaned the flat by that time? – No, we hadn't. But we had laid the table.

- 1) Mariia Ivanivna had dedicated her life to children.
- 2) They had improved their pronunciation by the end of the year.
- 3) Dick had dramatized the dialogue by the end of the lesson.
- 4) Our parents had returned home by that time.
- 5) I had made my bed before my daughter woke up.
- 6) Christy had translated the text by then.
- 7) The weather had changed by the end of May.
- 8) Frank had taken part in the scientific conference before he wrote an article.

20. Open the brackets. Use Past Simple or Past Perfect.

For example, as soon as the rain (to start), the tourists (to stop) their trip. As soon as the rain started, the tourists stopped their trip.

- 1) We hardly (to leave) town, when it (to begin) to rain.
- 2) When at his house, they (to tell) me that he (to leave) an hour ago.
- 3) No sooner he (to take) a glass of water, than Mr. Boodle (to look) in.
- 4) When I (to arrive) to see my uncle, I (to find) him lying on the sofa. He (to look) very pale as he (to be) ill for the whole month.
- 5) By the time we (to see) her, her hair (to become) grey and she (to grow) to look ten years older.
- 6) The sounds of voices and footsteps approaching along the terrace (to rouse) her from the dreamy state into which she (to fall).

21. Role play the situation: There was a party at your place, but your parents were out. Tell your classmate what had happened before your parents returned home.

22. Read the words in transcription and guess their meaning.

instructional [ɪn'strʌkʃ(ə)n]
method [ˈmeθəd]
contrary [ˈkɒntrəri]
extraordinary [ɪks'trɔ:dɪnri]
phase [feɪz]
invitation [ˌɪnvɪ'teɪʃ(ə)n]
imitate [ˈɪmɪteɪt]
memorization
[ˌmemərəɪ'zeɪʃ(ə)n]

in fact [ɪn'fækt]
period [pɪəriəd]
miniature [ˈmɪniətʃə]
agriculture [ˈægrɪkʌltʃə]
domestic [dəv'mestɪk]
religious [rɪ'lɪdʒəs]
ceremonies [ˈserɪmənɪz]
ideal [aɪ'diəl]

23. Read and translate the text. Answer the questions. Retell it.

From the history of Education.

Early Greek Education

The development of instructional method¹ has not taken place independently. On the contrary, it has been extraordinary dependent upon developments in other phases of education.

The method of instruction that early men used was through imitation. Children began to imitate their elders first in play. In fact, children of all periods have done this. Toys and games were miniature of adult activities. As children grew older, they imitated their elders more closely by participating directly in the hunt, in agriculture, in domestic duties and in religious ceremonies.

Even after the development of writing, the method of instruction continued to depend upon imitation and memorization.

The educational method of imitation also pervaded² early Greek education. During Homeric age³ for a long time afterward the youth were set noble examples of great men to imitate. The method of instruction aimed to affect conduct⁴. There was no divorce of word and deed⁵. The young were constantly under the supervision⁶ of their elders. A young man was continually being directed or reminded⁷ that “this is just⁸ and is unjust”, “this is honorable⁹, that is dishonourable”, “do this and don’t do that”. And if he obeys, well and good, if not, he is punished.

It should be noted that flogging¹⁰ was given not only to punish but also, especially in Sparta, to teach endurance¹¹. Flogging was just another hardship like hunger, cold and heat. It was ideal training for a society that, like Sparta, was constantly on a war footing¹².

1. instructional method – метод навчання

2. to pervade [pə:ˈveɪd] – поширюватися, охоплювати

3. Homeric age [həvˈmerɪk ˈeɪdʒ] – гомерівський вік

4. to affect conduct [əˈfekt kənˈdʌkt] – впливати на поведінку

5. There was no divorce [dɪˈvɔ:s] of word and deed – не було розбіжності слова зі справою

6. supervision [ˌsju:pəˈvɪʒən] – нагляд, спостереження

7. was being directed

[d(a)ɪˈrektɪd] or reminded

[rɪˈmaɪndɪd] – (ним) керували та нагадували

8. just [dʒʌst] – чесно;

unjust – нечесно,

несправедливо

9. honourable [ˈɒn(ə)rəbl] –

благородно, почесно, чесною

dishonourable [dɪsˈɒn(ə)rəbl]

– протилежне від honourable

10. flogging – лупцювання

11. endurance [ɪnˈdʒʊərəns] –

витривалість

12. to be on a war footing – бути

на стежці війни

- 1) What was the method of instruction depended on?
- 2) What was the first method of instruction used through? Describe it.
- 3) How did the educational method of imitation affect early Greek education?
- 4) What did flogging aim to?

24. Project work. Discuss in group how the methods of instruction and imitation are represented nowadays.

LESSON 23

1. *Минулий тривалий досконалий час (The Past Perfect Continuous (Progressive) tense)*. Значення та утворення.
2. Тексти для читання “*The Use of Leisure*”, “*Cinema*”.

1. Learn the rhyme

Breakfast in the morning.
 Dinner in the day.
 Tea comes after dinner.
 Then comes time to play.
 Supper in the evening,
 When the sky is red.
 Then day is over
 And we go to bed.

2. Read the following dialogues, dramatize them and make up your own ones.

A. At a disco

- This place isn't too bad, is it?
- No, but it's much too crowded.
- Yes, it's crowded but it's not too hot, is it? And the group isn't too loud.
- No, it's just right. Most groups are too loud.
- Yes, the bad ones are always too bad.

B.

Rocky: Nick?

Nick: Mmm?

Rocky: What do you want to do tonight?

Nick: I don't know. Is there anything on at the cinema?

Rocky: (looking at the paper) There's a new film by Mike Cahill.

Nick: Who? What is the film? Called?

Rocky: “Bliss”. It's very difficult to get a seat.

Nick: I am not going to stand for three hours...

Rocky: Oh, come on. Look, there's a cool show tonight at Palladium. Paradise – non-stop entertainment. Live groups, discotheque and restaurant. What do you think?

Nick: It sounds all right. Let's take our daughters to my parents and have a rest.

Rocky: Settled. I would be very pleased.

3. Match the words of column A with the words of column B.

A

- 1 reflected
- 2 is required
- 3 eagerness
- 4 hurry home
- 5 carpentry
- 6 with satisfaction
- 7 achieve
- 8 refreshment
- 9 to battle with
- 10 springs of beauty

B

- 1 необхідно, потрібно
- 2 поспішати додому
- 3 теслярська (столярна) справа
- 4 із задоволенням
- 5 досягати
- 6 відображені
- 7 прохолодження
- 8 бажання, запопадливість
- 9 боротися з
- 10 джерела краси

4. Read the text and translate it. Answer the questions after the text.

The Use of Leisure

By the way in which a man uses his leisure, his character can be told – more surely in all mobility by the way he does his work. For most men work is necessity in order to earn a living. Vast numbers of men have not even been able to choose what work they would do, but have been forced by economic necessity to take the first job that came their way. But in their leisure time, they do what they really want to do, their real selves are reflected in their actions.

Some people are completely passive during leisure hours. If such people go out, they go to some place of entertainment where no effort is required by them a cinema or a dancing hall, and if the latter, they do not dance but simply sit and watch others dancing.

A different type of person hurries home from work full of eagerness to begin on some scheme which he has been planning for his leisure time.

Perhaps his hobby is carpentry or model engineering, or gardening, or he might wish to write, or to study some subject in which he is interested. This is the creative type of character. For him, his leisure hours are full of promise and he can look back on them with satisfaction when he reviews what he has achieved in them. Leisure should be refreshment; it should send a man out with fresh spirits to battle with the problems of life. Sometimes this freshness comes not from doing anything, but by filling one's mind with fresh springs of beauty.

Many a man gets full value from his leisure by contemplating nature, listening to music, or reading noble books. By this sort of occupation, he may not have made anything that he can show, but he has none the less recreated his own source of inspiration and made his own mind a richer and fuller treasure house. This is the time use of leisure.

(From "Fifty Model Essays" by Joys Miller)

-
- | | |
|--------------------------------|-------------------------------|
| 1. to contemplate – споглядати | 4. inspiration – натхнення |
| 2. none the less – тим не менш | 5. treasure house – скарбниця |
| 3. source – джерело | |

1. Why does man's leisure depend on his character?
2. What is work for most men?
3. Why are vast numbers of men forced to take the first job that comes their way? Where are their real selves reflected?
4. How can a person behave during leisure hours?
5. What does the "creative type of character" do?
6. What should leisure be? What does many a man get full value from? What is the true use of leisure?

5. Find in the text the equivalents for the following words and phrases:

1. як; за засобом, як
2. по всій ймовірності
3. для того щоб
4. заробляти на життя
5. величезна кількість
6. бути вимушеним економічною необхідністю
7. потрапити на шляху
8. своє власне «я»
9. абсолютно пасивний (бездіяльний)
10. не потрібно жодного зусилля
11. поспішати додому з роботи
12. творча особистість
13. повні обіцянок
14. свіжий дух
15. боротися із життєвими проблемами
16. джерело натхнення
17. видобувати повну цінність з
18. споглядаючи природу

6. Discuss with your partner the use of leisure. What should it depend on?

7. Use the Past Perfect tense with the constructions:

Hardly		
Scarcely		
Nearly	+ Past Perfect	<i>When</i> + Past Simple
Rarely		
No sooner		<i>Than</i> + Past Simple

For example, He arrived. The taxi left. (Hardly). – The taxi had *hardly* left when he arrived.

(or *Hardly* had the taxi left when he arrived)

It started to snow. Martin put on a warm coat. (No sooner/than) – *No sooner* had it started to snow when Martin put on a warm sweater.

1. Kate passed her exams, the parents left for Bulgaria. (Scarcely/when)
2. They relaxed. The telephone rang. (Hardly/when)
3. Nick switched off the TVset. It started thundering. (No sooner/than)
4. The children went to the book exhibition. Their tutor decided to change their plan of entertainment. (Nearly/when)
5. Her aunt hung around the city. She suddenly met her bosom friend (нерозлучний друг). (Barely/when)

8. Complete the sentences using the verbs in brackets.

For example, I was very much excited about visiting New York. I _____ there before (*be/never*). I was very much excited about visiting New York because I *had never been* there before.

1. June was very much surprised at Dilly's collection of badges (значки) and post cards. She _____ before (to collect).
2. Ronald was upset because of his failure at the examinations. Lena felt sorry because they _____ after successful results in Mathematics and Ukrainian (to have fun).
3. Cortney didn't want to speak to Lucy. She _____ without him (go to hiking).
4. After summer holidays we couldn't recognize Jeffry. He _____ his knowledge about history (to enrich). So, it was interesting to talk with him.
5. Why are you afraid of being the first to speak at the meeting? You _____ in anything (doubt, never).

9. Put the verbs in brackets into the Past Simple or Past Perfect tense.

1. Stacy understood that she was going to lose her weight. She (eat) nothing since the picnic.
2. When night (fall), Nancy (leave) home for a disco.
3. The Browns (book) tickets to the matinee performance before they (invite) the Smiths.

4. There (be) something vaguely familiar about his face, but I (can/not) remember where I (see) him before.

5. She (be) ill for 3 days when we (learn) about that accident.

10. Are you a cinemagoer? Try to recollect the following facts.

- Who first showed the first movies to a paying public?
- What kind of films were the first ones? (What were they about?)
- Who were the first famous film directors both foreign and native?
- What do you know about colour movies?

11. Study the following international words mind their pronunciation.

transport	comic
comedy	director
academy	procession
music hall	popular
club	video
thriller	melodrama
western	stereo
fiction	public
audience	magic
romance	era
comedian	detective

12. Read the new words and word combinations; write them down into your vocabularies:

- | | |
|---|---|
| 1. existence [ɪg'zɪstəns] існування | 11. masterpiece ['mɑ:stəpi:s] – шедевр |
| to come to existence – з'явитися на світ | 12. to appear [ə'piə] – з'явитися |
| to exist – існувати | 13. a cartoon – мультфільм |
| 2. quality ['kwɒlɪtɪ] – якість | a cartoonist – художник |
| 3. newsreel ['nju:zri:l] – кінохроніка | мультиплікатор |
| 4. slapstick ['slæpstɪk] – грубий дешевий фарс | animated cartoon – анімаційний мультфільм |
| 5. gradually ['grædʒuəli] – поступово | 14. a director – режисер |
| 6. to attract [ə'trækt] – залучати, притягувати | 15. publicity [pʌb'lisɪtɪ] – публічність |
| 7. silent film ['saɪlənt'fɪlm] – німе кіно | 16. to award [ə'wɔ:d] – нагородити |
| 8. colour film ['kʌlə'fɪlm] – кольорове кіно | 17. to ouster ['aʊstə] – витіснити |
| 9. black-and-white movie – чорно-біле кіно | 18. advantage [əd've:ntɪdʒ] – перевага, вигода, користь |
| 10. to be a great success with the public – користуватися великим успіхом у публіки | 19. disadvantage [ˌdɪsəd've:ntɪdʒ] – недолік, незручність, не вигідне становище |
| | 20. horror [hɔ:rə] – фільм жахів |

21. science fiction [ˈsaɪənsˈfɪkʃ(ə)n] – наукова фантастика
 22. action movie [ˈækʃ(ə)nˈmu:vi] – бойовик
 23. to recognize [ˈrekəɡnaɪz] – впізнавати
 recognition – впізнання, визнання
 to win, to recognize from the public – отримати визнання у публіки
24. powerful [ˈpaʊəfʊl] – потужний, сильний
 25. contemporary [kənˈtempərəri] – сучасний
 26. screen [skri:n] – екран

13. a). Read and translate the word combinations and sentences with the new vocabulary.

b). Make up your own examples with them.

A **silent** film – a **black-and-white** film – a **colour** film – a **science-fiction** film – a **horror** film – an **action** movie – a **cartoon** – an **animated cartoon**.

A silent film was changed by a sound movie, black-and-white movies by colour films. Men and boys usually prefer action movies, detective and horror films. Women are frequently interested in romances and serials. As for children, they are fond of cartoons (or animated cartoons). Many teenagers love adventure films, westerns and thrillers of various kinds. People who deal with science watch popular scientific movies, science fiction. No doubt that everyone likes to watch comedies. Walt Disney was a well known cartoonist.

To exist – existence – existing, to recognize – recognition, to appear – appearance, to win – a victory, to attract – attraction.

This rule has existed for ages. Have you heard of it? Cinema came into existence in 1975. I can't recognize that young man wearing a black suit and a hat. – It's John Travolta. He has gained weight (набрав вагу). The movie "Titanic" won the recognition all over the world. His director Spielberg is sure to be a very tolerant man. The first colour films appeared in the 1839s. Their appearance in the music show business was unexpected. When you come to a lunar park, you can see a great number of attractions to all tastes. Life of celebrities always attracts our attention.

High qualities – low qualities; to be a great success with the public – to be no success with the public; a masterpiece of art – a music masterpiece; a film director – an orchestra director – a chorus director.

A film publicity – to give publicity to; an annual world award – to award smb/smith; to ouster cinema – to ouster a chief manager; advantages and disadvantages; a contemporary writer – a contemporary; a powerful source – a powerful force; a big screen – wide screens.

Films of low equality have spread across the screens of our country. The film “Night watch” has a great success with the public. “The Sistine Madonna” by Michelangelo is a real masterpiece of art. The tabloid press gave publicity to Julia Robert’s private life. The annual world movie festival takes place in Cannes. Emil Jennings was handed “Oscar”, the first Academy award. What are advantages and disadvantages of going to the cinema? Richard is my contemporary; we both were born in 1975. TV is a powerful source of news. There is a wide screen in the cinema.

A newsreel – contemporary newsreels, a slapstick – a vivid slapstick, to get dark gradually. The earliest pictures showed comic turns, magic trick pictures, slapsticks. Newsreels were popular at the end of the last century.

14. Fill in the gaps with suitable words.

1. “Gone with the wind” is a _____ version of a famous novel.
2. When the show starts, the lights go dim and off. Usually the _____ isn’t shown first. First there are _____ (or “trailers”) for other films that will be released soon. Then there may be advertisements (реклама) for local citizens.
3. If the _____ are very excited about a picture, they applaud when it starts.
4. Cinema has a _____ influence on people’s behaviour.
5. Unfortunately, films of low _____ appear on our screens.
6. Reporters shouldn’t give _____ to the private life of celebrities; they are only to broadcast news.

Business, screen, audience, publicity, movie, quality, commercials, powerful
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15. Complete the sentences. Use the essential vocabulary.

1. All women like to watch _____ .
2. Men and boys prefer _____ films.
3. All are found of _____ movies.
4. Sharon Stone _____ all over the world.
5. Cinema _____ at the end of the 19th century.
6. Charley Chaplin’s _____ are still very popular nowadays and will live on.
7. A young _____ Walt Disney introduced his “Mickey Mouse” to the world, his _____ became favourites not only with children but with adults as well.
8. The most skillful actors and actresses, music composers and film directors get _____ every year at film festivals.
9. _____ music differs greatly from that which used to be popular in the 19th century.

16. a) Read and translate the text.

b) Answer the questions to the text.

Cinema

Cinema came into existence at the end of the 19th century. The first people who showed the first movies to a paying public were the Lumiere Brothers from France. They did it at the Grand Café, Boulevard de Capucines (Paris) on the 20th February 1896. This was the first cinema show and it was quickly followed by many others in all parts of the world.

The earliest pictures, often of astonishing good quality and steadiness, were intended as popular entertainment in music hall programs, clubs and even shops. The first movies showed actual happenings: moving people and transport, newsreels of processions a wars, comic turns, magic trick pictures, slapstick, little romances.

The history of film from 1900 to 1911 is the deployment of it as an international industry. During this period, films grew gradually from 10 minutes length to two hours. By the early 1920s, cinema had already occupied the position as the most popular kind of entertainment among millions of people. But it also attracted the attention of the people who wanted to earn much money, especially in the USA.

It also was the great era of silent films black-and-white films with stars like Rudolf Valentino, Greta Garbo, Clara Bow, Charlie Chaplin, one of the bellowed comedians of the world, without any word he could say everything. His pictures were a great success with the public.

He had a strong influence on the development of the world cinema. His masterpieces are still very popular nowadays and they will live on.

The silent film was dead within a year. The first colour films appeared in the 1930s. At about the same time, a young cartoonist Walter Disney had begun to win recognition in animated films especially with the help of his "Mickey Mouse". A great number of brilliant actors and directors such as D. W. Griffith in America, Alexander Dovzenko in Ukraine and many others were will know all over the world.

The USA developed the star system and film publicity simultaneously. In 1929, the first academy award "Oscar" was handed to Emil Jannings, who had just begun to talk. Warner Brothers shot the first film in Hollywood in which an actor sang and spoke.

Cinema was very popular in the 60s, 70s, 80s. But in the 90s, it was ousted by the video. It is really convenient to sit in an armchair and watch any film you like. You may stop a tape wherever you want if you miss something. You enjoy those kinds of movies you prefer: comedies, psychological thrillers, detective or action movies, horror films, cartoons or melodramas, westerns or science-fiction movies. Films have a powerful force in contemporary life, which helps to attract our attention to different urgent problems. Movies can not only influence people's behaviour and the way they think, they sometimes cause great changes in their life. Movies are one of the best means to learn a good deal about the

world around us such TV channels as Discovery Channel, Geography, History, Civilization and other ones enrich our knowledge. But there are also advantages of going to the cinema. There is a stereo hi-fi sound in the cinema especially if you view films of the best quality. You get more impressed.

Unfortunately, a great number of shallow and violent (though professionally produced) films (and cartoons) have been spreading across the screens in many countries recently, and it's very dangerous for children and young adults who begin to accept the way of life these films reflect as the norm. We should be very selective when choosing a film for our children and ourselves.

1. steadiness [ˈstedɪnəs] – міцність, стійкість, сталість	8. urgent [ˈɜːdʒənt] – не вимагають зволікання
2. were intended – були призначені	9. a means (pl. means) [mi:nz] – засіб
3. comic turns – комічні номери	10. screen [skri:n] – екран
4. magic trick [ˈmædʒɪkˈtrɪk] – фокус	11. stereo hi-fi sound – високоточний стереозвук
5. simultaneously [ˌsɪməlˈteɪniəsli] – одночасно	12. shallow and violent – пусті та жорстокі
6. to oust [aʊstə] – витіснити	13. reflect [rɪˈflekt] – відображати
7. force [fɔːs] – сила, зусилля	

1. When did cinema come into existence? Who were the first people to show the first movies? Where did they do it?
2. Where were the first pictures shown? What kind of happenings did the first film reflect?
3. How was the history of film changing from 1900 to 1911? Whose attention did cinema attract as well?
4. What famous actors and actresses of the early cinema era do you know? What was Charlie Chaplin famous for?
5. When did the first colour film appear? What was Walt Disney?
6. What system did the USA develop? What American film award do you know? Who was the first actor to receive it?
7. When was cinema top-popular? What ousted it in the 90s? What are the advantages of video and cinema?
8. How can movies influence our life? What can help us to enrich our knowledge of the surrounding world?
9. What are the disadvantages of some movies?
10. How should we select films we want to watch?

20. Develop the following situations with your partner. What are the best suitable contexts for them?

1. Look! There's a big billboard (афіша) over there.
2. The movie is going to start. Let's go to the refreshment counter (буфет) and buy something.
3. Actually, I have nothing to do tonight.
4. Who are the leading actors in the film you saw last?

21. Translate the sentences into English.

1. До початку ХХІ століття величезна кількість фільмів різних жанрів було випущено: фільми жахів та комедії, бойовики та мелодрами, мультиплікаційні та науково-фантастичні фільми, психологічні трилери та вестерни.
2. Сучасні українські режисери та актори, які здобули визнання у себе на батьківщині, відомі і за кордоном. Серед них – Кіра Муратова, Богдан Ступка, Ада Роговцева, Микола Мотузко та інші.
3. Кіно з'явилося наприкінці ХІХ століття. Перші фільми показували події, що відбуваються навколо: кінохроніки і військові сцени, рухомих людей і транспорт, комічні номери і грубий дешевий фарс, фокуси, романтичні історії.
4. Кіно як засіб розваги привертало увагу не лише простої публіки, а й тих, хто хотів на ньому заробити гроші.
5. Звукові та кольорові фільми, а потім художні прийшли на зміну ери німого чорно-білого кіно.
6. Молодий мультиплікатор Уолт Дісней до 1930 отримав уже всесвітнє визнання. Сюжети (plots) його фільмів завжди були захоплюючими.
7. Щорічний всесвітній кінофестиваль оцінює роботу режисерів, сценаристів (script writers), кінооператорів (camera men), композиторів (composers), акторів та актрис. «Оскар» – це нагорода американської академії.
8. Життя знаменитостей (celebrities) надається публічності. Які переваги та недоліки ТБ та відео? Існує багато пізнавальних (educative) ТБ програм, які збагачують наші знання. Відео – це зручно. Але набагато цікавіше дивитися кіно на великому екрані з високоточним стереозвуком.
9. Фільми з пустим і насильницьким змістом поступово змінюють наш спосіб мислення та поведінки. Вони мають могутній вплив на дітей та підлітків.

22. Interview your groupmate and retell his story on the topic "I am a cinemagoer".

23. Read and remember.

23.1. Минулий тривалий досконалий час (*The Past Perfect Continuous (Progressive) tense*). Значення та утворення.

1. Для позначення дії, яка почалася до певного моменту в минулому і тривала в той момент, використовується *The Past Perfect Continuous (Progressive) tense*. Воно утворюється за допомогою допоміжного дієслова *to have* у минулому часі, *had* і *to be* – у 3-ій формі – *been* і дієприкметника теперішнього часу смислового дієслова *Participle I*.

Наприклад:

We had been watching some commercials for 20 minutes when you came.

Ми дивилися рекламні ролики (вже) 20 хвилин, коли ви прийшли.

2. *The Past Perfect Continuous tense* також позначає дію, яка почалася до певного моменту в минулому, була у своєму розвитку (прогресі) і закінчилася незадовго до того моменту.

Наприклад:

It had been raining hard. There were a lot of puddles everywhere.

Йшов сильний дощ. Навколо було багато калюж.

3. Негативна форма утворюється шляхом додавання негативної частки *not* до допоміжного дієслова *had*.

Наприклад:

They hadn't been talking on the telephone when the movie began.

Вони не говорили по телефону, доки почався фільм.

4. У питальних реченнях допоміжне дієслово *had* займає позицію перед підметом.

Наприклад:

– What had he been doing, I wonder?

Цікаво, чим він там постійно займався?

– He had been counting his money.

Він рахував свої гроші.

Had you been discussing this problem when the film director came? – Yes, we had.

Вы все обсуждали эту проблему, когда режиссёр пришёл? – Да.

24. a) Read the sentences and translate them into Ukrainian.

b) Cover the left side and translate the right column into English.

c) Make up your own sentences.

I. 1. It had been snowing for 3 hours when you left home.	I. 1. Йшов сніг 3 години, коли ти вийшов із дому.
2. The girls had been quarrelling on their way home. That's why they	2. Дівчатка сварилися дорогою додому. Ось чому вони були

were very sad.

3. They had been showing newsreels for an hour, when the lecture began.

II. 1. Had the boys been playing football before they took part in the regional championship? – Yes, they had been playing for 6 years.

2. Who had been listening to records for 2 hours? – Nick had.

3. How long had they been swimming when it started drizzling? – They had been swimming for half an hour.

4. Films of bad quality had been spreading across the world screens, when the local authorities discovered it, hadn't they? – Yes, they had.

5. Had you been singing songs or listening to them? – I hadn't been listening to songs or singing them. I had been selecting movies to watch, before my husband arrived home.

такими сумними.

3. Вони показували кінохроніки близько години, коли розпочалася лекція.

II. 1. Хлопчики грали у футбол до того, як вони взяли участь у обласному змаганні? – Так, вони грали близько 6 років.

2. Хто слухав записи 2 години? – Нік.

3. Як довго вони плавали, коли почався дрібний дощ? – Вони плавали півгодини.

4. Фільми поганої якості показували на світових екранах, коли місцева влада це виявила, чи не так? – Так.

5. Ти співала пісні чи слухала їх? – Я не слухала пісень, але й не співала їх. Я відбирала фільми, які можна було подивитись до того, як приїхав чоловік додому.

25. Put the verbs in brackets into the Past Perfect Continuous tense.

1. The audience (to gather) by the time the movie began.

2. It (to get) gradually dark when we managed to see the leading actress.

3. The cast (актори, задіяні у картині) (to talk) to the film director for more than 3 hours. The film director increased their wages.

4. Julia Roberts (to read) the film script before Alec Baldwin entered the room.

5. They (to shoot) a film all day long. That's why they were so tired.

26. Render the sentences into: a) negative ones; b) all kinds of interrogative sentences and let your partner reply.

For example, The children had been writing the test for an hour when the bell rang.

a) The children hadn't been writing a test for an hour when the bell rang.

b) How long had the children been writing a test when the bell rang?

- They had been writing a test for an hour.

1. The pupils had been walking to school for half an hour when they met Bill.

2. Denis had been dancing all night. In the morning, she fell asleep.

3. Rod had been driving his car before he saw the traffic lights.

4. Mary had been living in the USA by the end of 1974 then she moved to Spain.
5. Lucie had been waiting for a bus for half an hour when she decided to take a taxi.

27. Open the brackets. Put the verbs in brackets into the Past Simple, the Past Progressive, the Past Perfect or the Past Perfect Continuous tenses.

1. The boy (to lean) against the tree, out of breath. He (to ride) a bike very fast.
2. Mother (to open) the door. The children (to watch) adventure films. They (not/to do) anything before she (to come).
3. She (to tell) that Spock (to teach) Pedagogy for 25 years at Harvard University.
4. What ... you (to work) on the whole evening yesterday? – We (to decorate) his house for New Year. We (to wait) for this holiday since last year.
5. By the time I (to see) Andrew for the first time he (to be) worried for 3 times I (to travel) around the world twice.

28. I. Say what you had done:

- by the end of school
- before you get acquainted with your friend
- when you passed your exams
- by the end of your summer holidays.

II. Say what your friends (or any of your relatives) had been doing:

- by 7 o'clock yesterday
- before you left home in the morning
 - when the postman brought you a letter from your friend
 - before the lesson was over.

29. Write a paragraph about cinema today and kinds of movies, TV programs we should/shouldn't watch.

LESSON 24

1. *Майбутній тривалий час (The Future Continuous Tense)*. Значення та утворення.
2. Текст для читання “*American cinema today*”.

1. Guess the riddle.

What are they?
 We're very large though we seem small,
 We float on high and never fall,

We shine like jewels at night
But in the day are hidden from sight.

1. float – пливати, 2. jewels – коштовності, 3. sight – вид, поле зору

2. Read and translate the words

Group them into columns:

1. Hobbies;
2. Theatre;
3. Cinema;
4. Entertainment;
5. Music.

Circus, ballet, jazz concert, making pictures, knitting and sewing, musical comedy, outstanding actors and actresses, a wide screen, hi-fi sound, painting, to watch a play, to rehearse, puppet show, rock opera, gardening, a rotating stage, seats, lights, the refreshment stand, the user.

3. Read and translate the text.

American cinema today

The usual procedure of going to the cinema starts with buying a ticket at the box-office window, because nobody will let you in without a ticket. Or you can buy tickets online.

Most cinemas have several screens where you can see only one movie on screen at a time.

The movie will be shown at several different times of the day (usually from 1:00 p.m. till 10:00 p.m.)

When you enter the lobby, there is a concession stand. While watching a film one enjoys popcorn and soft drinks, such as Cola, Pepsi or Sprite. At some concession stands, hot dogs, coffee and juice are also sold. So, you are ready to go to your movie, the hall usually leads to all different screens. An usher at the entrance to the hall tears your ticket in half, points the way to the correct way to your seats.

Before a movie to start, the lights are on inside the cinema, there is a curtain across the screen. When a film begins the lights are off and the curtain goes up. A movie isn't shown first. There will be commercials for other movies which are to be released soon (trailers), then advertisements for local business may follow them. They last for about 15 minutes and finally a film begins.

Americans are fond of "mixed" kinds of a movie theatre. There are movie theatres that combine a movie theatre and a restaurant together. These types of "cinemas" contain tables instead of seats. The tables are small and round or they are very long with everyone facing the movie screen. People come, buy tickets, find vacant seats at a table and take a menu. They order supper and enjoy both eating it and watching a film.

There's another kind of a movie theatre called drive-in theatre. This outside movie theatre brings together America's love of films and love of automobiles. There's a huge outdoor screen in front of a huge parking lot. People drive up to the gates, buy their tickets and then park in one of the special places where there is a speaker. They take the speaker and hang it on one of their car's side windows. While waiting for the movie to start, they may get out of their cars and walk to the concession stand to buy some food and drinks. They return to their cars where they can sit, eat and watch a film.

It's up to you to decide which type of a movie theatre to choose. If you have spare time, go to the cinema and get as much pleasure as possible.

-
- | | |
|--|--|
| 1. procedure [prə'si:ʒə] – процедура | 7. lights are on – світло увімкнено |
| 2. box-office – квиткова каса | 8. lights are off – світло вимкнено |
| 3. lobby ['lɒbi] – фойє | 9. to release [ri'li:z] – випускати |
| 4. a concession stand – буфет | 10. to contain [kən'tein] – містити |
| 5. usher ['ʌʃə] – білетер | 11. huge [hju:ʒ] – величезний |
| 6. tear [tiə] (tore, torn) – розірвати | 12. it is up to decide – вам
вирішувати |

4. Find in the text equivalents to the following words and expressions:

- 1) купити квиток;
- 2) в один і той же час;
- 3) увійти до фойє;
- 4) насолоджуватися поп-корном;
- 5) всередині кінотеатру;
- 6) завіса, що закриває екран;
- 7) завіса піднімається;
- 8) реклама місцевих підприємств;
- 9) змішані типи;
- 10) об'єднувати разом;
- 11) обличчям до екрану;
- 12) вільні місця.

5. Give synonyms to the words and word combinations:

- 1) open air cinema;
- 2) fond of cars;
- 3) a very big monitor;
- 4) to make up one's mind;
- 5) to show the way to;
- 6) commercials for other movies to be released soon.

6. 1) *Tell how the usual procedure of going to the cinema starts.*
- 2) *Tell what people do when they are already inside the cinema.*
- 3) *Speak about "mixed" kinds of a movie theatre.*
- 4) *Say a few words about "drive in" theatres.*

5) Tell what kinds of cinema exist in our country.

7. a) The Past Simple or The Past Continuous tenses?

1. He (to take) a book, (to put) it into his bag and (to leave) the house. 2. When I (to be) a girl, I (to want) to be a nurse. 3. When Sam (to arrive) his granny (to knit), his mum (to cook) supper.

b) The Past Simple or the Present Perfect tenses?

1. Look! Somebody (to break) the window. 2. We (to see) him last Friday. 3. You (to change) greatly! Where ... you (to be)?

c) The Past Simple or the Past Perfect tenses?

1. By 7 o'clock yesterday they (to enter) the lobby and (to occupy) their seats. 2. Tom (to receive) a telegram before his granny (to ring) his up. 3. When Richard (to use) to be a boy he (not/to wear) glasses.

d) The Past Simple or the Past Perfect, or the past Perfect Continuous tenses?

1. They (to playing) for three hours before Betty (to decide) to do her lessons. 2. Father (shave) after he (to have) a bath. 3. The children (to come) home late at night because there (to be) something wrong with their car and they (to walk) for 2 hours and a half.

8. Say what the children:

a) Had done by 5 o'clock yesterday.

b) Had been doing before their parents came.

- to go the zoo
- to stop chattering
- to have
- to enjoy a play
- to return home from the theatre
- to go on an excursion
- to fulfil special training exercises
- to buy tickets to the first night performance
- to listen to pop music
- to demonstrate examples of good behaviour
- to have fun outdoors
- to watch a musical concert
- to participate in sport competitions.

9. Make up all possible questions to the sentences:

1. There were three people at the platform because the train to Kyiv had just left.
2. The girls were watching trailers ten minutes ago.
3. The movie had a great success.
4. The lesson has just finished.
5. We passed our exams, packed our things and went to the countryside.

10. Read and remember.

24.1. Майбутній тривалий час (*The Future Continuous Tense*). Значення та утворення

1. Для позначення незакінченої тимчасової дії у певний момент у майбутньому використовується *The Future Continuous Tense* (майбутній тривалий час). У таких реченнях часто використовуються вирази типу: at 7 o'clock tomorrow, from 2 to 3 on Friday, або підрядні речення часу when I come... .

Воно утворюється за допомогою допоміжних дієслів *shall/will*, дієслова *to be* і дієприкметника теперішнього часу (*Participle I*).

Наприклад: Don't call me tomorrow morning, I'll be reading lectures to the students. – Не дзвони мені завтра вранці, я читатиму лекції студентам.

2. Негативна форма утворюється шляхом додавання негативної частки *not* після допоміжного дієслова *shall/will*.

I	} will/shall not be Ving	Скорочені форми:
We		
You	} will not be Ving	shan't be Ving
They		won't be Ving
He		
She		
It		

Наприклад:

He will not be working in the garden tomorrow afternoon. – Він не працюватиме в саду завтра вдень.

We shan't be interviewing a foreign delegation from 12 to 14 on Wednesday. – Ми не братимемо інтерв'ю в іноземній делегації з 12 до 14 у середу.

3. У питальних реченнях допоміжне дієслово ставиться в позицію перед підметом:

Shall	} I	We	be Ving ?	
Will				
Will	} He	It	be Ving ?	
				She
				You
				They

Наприклад:

Shall we be making fancy dresses tomorrow evening? – Yes, we shall.

Ми шитимемо маскарадні костюми завтра ввечері? – Так.

Will you be reading newspapers at 7 a day after tomorrow? – No, I won't. I'll be packing things. I'm leaving for the Canaries.

Ти читатимеш газети о 7:00 післязавтра? – Ні, я пакуватиму речі. Я їду на Канарські острови.

What will they be doing when their teacher comes? – They will be chattering.

Що вони робитимуть, коли прийде їхній учитель? – Вони будуть балакати.

Will he be taking a bath or shaving tonight? – He'll be taking a shower.

Він буде приймати ванну або голитися сьогодні ввечері? – Він прийматиме душ.

You'll be wearing a pink dress and a hat tomorrow at the party, won't you? – Yes, I will.

На тобі буде одягнена рожева сукня і капелюх завтра на вечірці, чи не так? – Так.

11. a) Read and translate the following sentences.

b) Cover the English side and translate the sentences from Ukraine into English.

1. Take an umbrella. It'll be raining when you arrive in Odesa.
2. You'll recognize me. I'll be wearing jeans, a white T-shirt and dark glasses.
3. What shall we be discussing at the conference? – Environmental problems.
4. Will you be sleeping at 10? – I'm not sure. Call me.
5. Who will be sitting next to you at the lecture? – Martin will.
6. Will it be snowing or drizzling in the afternoon? – I've no idea.
7. Will Richie be singing in the play tonight? – No, she won't be singing, she'll be reciting poems.

1. Візьми парасолю. Йтиме дощ, коли ти прибудеш до Одеси.
2. Ти мене впізнаєш. На мені будуть одягнені джинси, біла футболка та темні окуляри.
3. Що ми обговорюватимемо на конференції? – Проблеми навколишнього середовища.
4. Ти спатимеш о 10? – Я не впевнена. Подзвони мені.
5. Хто сидітиме поруч із тобою на лекції? – Мартін.
6. Йтиме сніг або дрібний дощ вдень? – Гадки не маю.
7. Річчі співатиме у п'єсі сьогодні ввечері? – Ні, вона не співатиме, вона розповідатиме вірші.

12. Put the verbs in brackets into the Future Continuous tenses.

1. Don't drop in at 3. She (to have) her English lesson.
2. At this time on Wednesday, the girls of our group (to perform) funny scenes dedicated to the student's day.
3. When we come to the village, our granny probably (to cry) full of joy and happiness.
4. Nick (to work) tomorrow evening.
5. At this time a day after tomorrow, I (to fly) from Lviv to New-York.

13. Extend the statements in the Future Continuous tenses using the words in brackets.

1. Don't expect her to come on Saturday. (to rest)
2. Don't call John tomorrow afternoon. (to play tennis)
3. What will Mathew be doing tonight? (to accept guests)
4. Don't leave your little daughter alone at the weekend. (to cry)
5. Don't visit us next week. (to travel)

14. Make the following sentences negative and give your variant of answers.

For example, Tom will be watching the Discovery channel tonight. – He won't be watching the Discovery Channel tonight. He'll be celebrating his birthday party tonight.

1. Nelly and Dick will be enjoying a new film at 7 tonight.
2. We shall be listening to the rock concert on Friday evening.
3. Kelly will be conducting a lesson tomorrow at 10.
4. Bill will be repairing his flat next Monday.
5. I'll be teaching Mathematics this time a day after tomorrow.

15. Open the brackets. Use the Future Simple or the Future Continuous tenses.

1. You (to see) her. She (to stand) at the post office. She (to wear) a red sweater and black trousers.
2. I (to tell) them everything and (to show) all the documents. Be sure, she (not/to smile) at all.
3. What ... you (to do) at this time tomorrow? – I (to have) coffee and cookies on the terrace. Join me.
4. Tomorrow morning Rita (to do) her shopping. I (to help) her with her baby if I have time.
5. Come and talk to me in your dinner hour. I (to type) it.

16. Ask all types of questions to the following sentences:

1. Nick will be waiting for Alice near her house tomorrow at 8.
2. We shall be walking in the park with Jack at this time on Tuesday.
3. The children will be cleaning the flat when their mother comes.

17. Open the brackets. Use a proper grammar tense.

1. I wonder why he (to laugh). I could see nothing funny in what he (go on).
2. What ... you three (to speak) about? You (to discuss) your timetable?
3. ... they (to leave) the city early this winter?
4. She (to wear) dark glasses. They are not seen glasses. She (not/to see) very well.
5. I (to live) with my parents now. Next month we (to move) to our own flat.
6. By the time, Tom (to arrive) home, his wife (to leave) for Lvov with their children to have a rest.
7. When I (to see) James last, he (to cross) the street. A car (to drive) very fast and it (to hit) him.
8. The children (to read) adventure stories when they (to hear) a knock at the door.
9. We (to enter) just inside the cinema. The movie (to start) 5 minutes ago.
10. It (to get) dark already. We (to come) to any decision yet. We (to argue) for 2 hours.

18. Read the new words and word combinations. Write down into your vocabularies.

19. Write a composition on any topic you like from ex. 6.

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Навчальне видання

**Мартінова Р. Ю.
Попова О. В.**

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ДОШКІЛЬНОЇ І ПОЧАТКОВОЇ ОСВІТИ**