

Державний заклад
«ПІВДЕННОУКРАЇНСЬКИЙ
НАЦІОНАЛЬНИЙ ПЕДАГОГІЧНИЙ
УНІВЕРСИТЕТ імені К. Д. УШИНСЬКОГО»

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**ПРАКТИКУМ З АНГЛІЙСЬКОЇ МОВИ
ДЛЯ ЗДОБУВАЧІВ ВИЩОЇ ОСВІТИ
зі спеціальності
012 Дошкільна освіта
Навчальний посібник**

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ББК
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Практикум з англійської мови для здобувачів вищої освіти зі спеціальності 012 Дошкільна освіта/ Ю. В. Ірхіна. — Одеса, 2019 :

Навчальний посібник являє собою інтегрований курс навчання професійної діяльності майбутніх вихователів, що ґрунтується на таких принципах: відповідності навчального матеріалу реальним психофізіологічним і навчальним можливостям більшості студентів, 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 появі відстаючих і прогалин в їхніх знаннях; регулярної зміни видів діяльності на заняттях, що запобігає втомлюваності студентів й одноманітності освітнього процесу; переходу до вивчення подальшого 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.

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ПЕРЕДМОВА

Навчальний посібник розраховано для здобувачів вищої освіти першого(бакалаврського) і другого (магістерського) рівнів зі спеціальності 012 Дошкільна освіта.

Комплексний підхід до навчання іноземної мови, що передбачає вироблення у студентів автоматизованих граматичних і фонетичних 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 коментаря та виконанням граматичних і фонетичних вправ. Граматичний курс організовано за принципом функціонування в усному мовленні з урахуванням ускладнення граматичних структур, а також типових помилок студентів.

Метою посібника є формування у студентів професійної компетенції шляхом ознайомлення їх і з різними методами і прийомами навчання іноземної мови та залучення до виконання професійно орієнтованих завдань; формування вмінь міжособистісного спілкування, необхідних для повноцінного функціонування як в освітньому середовищі, так і за його межами, що сприяють формуванню їхнього світогляду та ціннісних орієнтацій, розвитку мислення, пам'яті, уяви.

Посібник забезпечує засвоєння загальної та професійної лексики і має завдання ознайомити студентів з найбільш уживаними словами й словосполученнями в галузі виховання дітей дошкільного віку.

У навчальному посібнику подано заняття, кожен з яких містить фонетичні й лексико-граматичні вправи, тексти для читання й комунікативні завдання. Лексичний матеріал підкріплено текстовим матеріалом. Після читання тексту рекомендовано переклад окремих речень і відповіді 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 представлені креативні комунікативні завдання, за допомогою яких студенти мають можливість висловлювати свої міркування з вирішення питань, які обговорюються в текстах.

Автор сподівається, що цей навчальний посібник допоможе викладачам на практичних заняттях з англійської мови зі студентами, які навчаються за спеціальністю та зробить заняття цікавішими та кориснішими для них.

Lesson 1.

1. Відкритий та закритий тип складів.
2. Німа голосна **e**.
3. Голосні букви та звуки: Aa [æ] / [ɛl]; Yy [waɪ] / [ɪ], Ii [aɪ] / [ɪ], Oo [ɒ] / [ɔʊ], Ee [ɛ] / [i:], Uu [ʊ] / [ju:]; приголосні букви і звуки: Bb [b], Pp [p], Kk [k], Gg [g], Ll [l], Tt [t], Dd [d], Mm [m], Nn [n], Cc [k], Ss [s], Rr [r].
4. Дієслово-зв'язка **to be** (am/is/are): стверджувальна, заперечна, питальна форми. (Відповідне інтонаційне оформлення Low Fall / Rise).
5. Діалоги для читання та драматизації.

1. Назвіть літери та транскрипційні знаки:

- a) Aa, Ee, Bb, Dd, Gg, Ll, Mm, Ii, Cc, Tt, Nn, Pp, Ss, Uu, Oo, Yy, Rr, Kk.
- b) [æ], [b], [d], [ɛ], [g], [s], [m], [t], [l], [n], [p], [i], [k], [ʌ], [ɒ], [r].

2. Назвіть звуки та напишіть відповідні літери.

Наприклад, [b]- Bb

[æ], [b], [ɛ], [m], [d], [n], [s], [t], [p], [g], [k], [l], [ɪ], [ʌ], [ɒ], [r].

3. Назвіть літери та напишіть відповідні звуки.

Наприклад: Pp-[p]

Aa, Mm, Nn, Ee, Ii, Dd, Gg, Cc, Ll, Ss, Bb, Uu, Oo, Yy, Rr, Tt, Kk.

1.1 Відкритий та закритий тип складу.

1. В англійській мові існує два види складів:

закритий та відкритий склад. Склад, що закінчується на приголосну букву, називають закритим. В закритому складі голосні букви читаються таким чином: a-[æ], e-[ɛ], y (i)- [ɪ], u-[ʊ] и o-[ɒ].

Наприклад: fat [fæt] - товстий bus [bʌs] - автобус
stepsister ['stɛpsɪstə] – зведена сестра
twins [twɪnz] - близнюки toddler ['tɒdlə] - немовля

2. Склад, що закінчується на голосну букву, називають **відкритим**.

У відкритому складі голосні читаються так, як вони звучать в алфавіті: Aa-[ɛl], Ee-[i:], Oo-[ɔʊ], (Yy)Ii-[aɪ], Uu-[ju:]

Наприклад: baby ['beɪbi] - дитина my [maɪ] - мій
she [ʃi:] - вона tulip ['tju:lɪp] - тюльпан
go [gəʊ] – йти

1.2. Німа голосна *e*.

Часто можна зустріти слова, в яких в кінці після приголосних стоїть літера *e*. Зазвичай, вона не читається, а сприяє «відкриттю» попереднього складу. В такому випадку літера *e* є німою.

Наприклад: wife [waɪf]- жінка, name [neɪm]- ім'я

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

[æ, ɪ, ʊ, ʌ, ɒ]	[ɔl, əl, ɪ, jʌ, eʊ]			
can-step	nut-desk	skate-kite	make-bed	bye-typ
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 і запишіть їх у словник. Зверніть увагу на написання цих слів.

- | | |
|-----------------------------------|--|
| 1. parents['pɛərənts]- батьки | 16. niece[ni:s]- племінниця |
| 2. father['fɑ:ðə]- тато | 17. nephew['nevju:]- племінник |
| 3. mother['mʌðə]- мати | 18. uncle[ʌŋkl]- дядько |
| 4. daughter['dɒtə]- донька | 19. aunt[a:nt]- тітка |
| 5. son[sʌn]- син | 20. cousin ['kʌzln]- двоюрідний брат чи сестра |
| 6. sister['sɪstə]- рідна сестра | 21. father-in-law- свекор, тесть |
| 7. brother['brʌðə]- рідний брат | 22. mother-in-law - свекруха, теща |
| 8. grandparents- бабуся та дідусь | 23. sister-in-law-своячка, зовиця |
| 9. grandson - онук | 24. brother-in-law - дівер, шурин |
| 10. granddaughter- онука | 25. son-in-law - зять |
| 11. husband ['hʌzbənd]- чоловік | 26. daughter-in-law - невістка |
| 12. wife[waɪf]- жінка | 27. stepfather - вітчим |
| 13. law [lɔ]- закон | 28. stepmother- мачеха |
| 14. twins- близнюки | 29. stepson- пасінок |
| 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 відсутнє дієслово, що виражає дію, ми використовуємо дієслово-зв'язку *to be* (бути, знаходитися) для поєднання слів у реченні. Таке дієслово зазвичай не перекладається. Англійське речення має певний порядок слів: на першому місці знаходиться підмет, а за ним присудок. У теперішньому часі дієслово *to be* має такі форми у

стверджувальних реченнях. Розповідні речення вимовляються спадним 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.-Ти симпатична.
They	are-	вони (є)	They are at ↓school.-Вони –у школі.
He	is-	він (є)	Steve is a 'good ↓doctor.-Стів- хороший доктор.
She	is-	вона (є)	'Ann is her↓ mother-in-law.-Енн- її свекруха.
It*	is-		It (the table) is in the↓ room. Він (стол)- в кімнаті.

*Займенником **it** ми замінюємо неживі предмети, тварин, комах і т.п. У розмовах 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 заперечної форми ми додаємо частку **not** після дієслова-зв'язки **to be**. Скорочення в такій структурі теж існує:

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	або 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** стоїть перед підметом.

Наприклад:

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

Так питання називаються «загальними» та вимагають відповіді у формі «так» або «ні». Вони вимовляються низьким зростаючим тоном (Low Rise).

Питання, що починаються зі слів типу Where? What? Why? When? і т.д., наазивають «спеціальними» та вимовляються низьким спадним тоном.

Наприклад: ↓Where are you? - I am in the↓ kitchen. - Де ви? – Ми на кухні.
↓What is she? - She is an ↓engineer.- Хто вона за фахом? - Вона інженер.
↓Who are they? They are 'Mark and ↓Helen. – Як їх звати? Їх звати Марк та Гелен.
'What ↓colour are her eyes? - They are grey. – Якого кольору у неї очі? - Вони сірого кольору.

6. Прочитайте речення та перекладіть їх українською мовою. Складіть якомога більше аналогічних речень.

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 (прилежные) 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 (красивый)? – No, he is not. He is ugly (некрасивый).

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 (погода) ... fine today (сьогодні).
6. Billy, you ... a lazy (лінивий) 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 (в сумці)

8. Прочитайте речення. Поставте питання 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 (20).
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. Продовжіть речення, використовуючи лексику з 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 відтворіть 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 родина. Тато, мама, сестра, брат – за руки один з одним .
- Ви щасливі?
- Так. Ми - дружня родина, ось чому ми щасливі.

B.

- Is your husband interested in politics?

- Твій чоловік
цікавиться політикою?

- 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.

- Ні, мій чоловік не цікавиться політикою.
- Чим же він захоплюється?
- Він захоплюється футболом.
- Моєму подобається охота.

C.

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

- Як справи?
- Добре, дякую. А в 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 звати Селлі.
- Яка її адреса?
- Її адреса: Вулиця Гоголя 12.

E.

- How old is Mr. Brick?
- He is forty (40).
- Is he intelligent [in'tɛllɪɡənt]
and diligent ['dɪlɪɡənt]?
- Yes, he is

- Скільки років містеру Бріку?
- Йому 40.
- Він розумний та чемний?
- Так.

F.

- My aunt is a splendid housewife.
And my uncle is a good family
man.
- Where are they from?
- They are from Ukraine.

- Моя тітка надзвичайна домо-
господарка. А мій дядько
хороший сім'янин.
- Де вони живуть?
- В Україні.

Завдання для самостійної роботи:

11. Прочитайте та перекладіть словосполучення рідною мовою. Складіть з ними речення (стверджувальні, заперечні та питальні) або невеликі 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 [' nɛɪtʃəd].

Lesson 2.

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

1. Назвіть букви і транскрипційні знаки:

a) Z z, H h, F f, J j, V v, W w, X x, Q q.

б) [z], [h], [f], [ʒ], [kw], [ks], [v], [w].

2. Назвіть звуки і напишіть відповідні букви.

Наприклад: [z] – Z z

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

3. Назвіть букви і напишіть транскрипційні знаки.

Наприклад: Ss – [s].

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

2.1. Наголос слів.

У словах, що складаються із двох складів, перший склад вимовляється із більшим наголосом. В транскрипції наголос позначається знаком ['].

Наприклад: 'husband ['hʌzbənd] – чоловік.

2. Редукція звуку.

Ненаголошені голосі втрачають свої якості та вимовляються як нейтральний звук [ə], рідше [i]. Таке явище називається **редукцією** голосного звуку. Таким чином, голосні букви дають такі варіанти читання в ненаголошеній позиції:

Наприклад: Aa – [ə]: 'hospital ['hɒspɪtəl] шпиталь

Oo – [ə]: 'handsome ['hænd(s)əm] гарний

Uu – [ə]: al**bu**m ['ælbəm] альбом

Yy (Ii)- [ɪ]: 'mum**my** ['mʌmɪ] матуся, dentist ['dentɪst] дантист

[ə] перед буквами **r, l, n**

Ee < Наприклад: elder**ly** ['eldəli], parents ['pɛərənts]

[ɪ] в інших випадках

Наприклад: 'jack**e**t ['ʒækɪt] жакет

3. Буквосполучення приголосних.

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

Наприклад: clock ['klɒk] годинник

back [bæk] назад

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

Наприклад: stre**tch** ['stretʃ] розтягуватись

ri**ch** ['rɪtʃ] заможний

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

Наприклад: **sh**ort [ʃɒrt] низькийкий, короткий,

bush**y** ['bʊʃɪ] густий

4. Буква **q** вживається тільки у сполуках з буквою **u** і читається як **[kw]**.

Наприклад: **quiet** ['kwaɪət]- тихий, спокійний;

quick ['kwɪk]- швидкий

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

[l, ʒ, ʃ, q]	[k, ʃ, C]	[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 на їх основі складіть свої.

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. [mʌkəl]
- How old are you?
- I'm thirty – one. (31)
- 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 у реченнях. Використовуйте стверджувальну або заперечну форму дієслова to be (is/am/are або isn't/am not/aren't).

Напишіть їх.

1. ... your stepbrother afraid of dogs? – No, he He ... a brave (храбрый) 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] не одружений
married ['mærlɪd] заміжня
on duty ['dʒu:tɪ] черговий

diamond ['daɪəmənd] діамант
cheap [tʃi:p] дешевий
the sun [sʌn] сонце

7. Прочитайте слова з перекладом та запишіть їх у словник. Зверніть увагу на їх написання.

1. a baby ['beɪbɪ]- дитина
2. elderly ['elɪəli] - літнім
3. a toddler ['tɒdlə] - немовля
4. old [əʊld]- старий
5. a teen-ager ['ti: n'eɪʒə]- підліток
у віці від 13 до 19 років
6. elder-старший (брат...)
7. at the age of – у віці
8. a youngster ['jʌŋɡstə] – парубок
9. to be twice [twals] smb's age-
бути удвічі старшим за когось
10. young ['jʌŋ]- молодий

11. (an) adult ['ædʌlt] - дорослий
12. to be (come) of age - стати
повнолітнім
13. (a) grown up ['grɒvʌp]-дорослий
14. to be over 20/30 - бути за 20/30
15. to be in one's early / late teens -
бути у віці від 13 до 19 років
16. age [eɪʒ] вік
17. middle – aged ['mɪdl'eɪʒd] -
середніх років
18. to be in one's early (mid, late) 20s-
бути від 20 до 24 річним
19. aged [eɪʒd] – літній

8. Прочитайте словосполучення та речення і перекладіть їх рідною мовою. Складіть якомога більше словосполучень і речень із виділеними словами та запишіть 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, Aged parents, elderly people, middle-aged women; an old man, an old

elder; woman; middle-aged worker, an elderly turner (токаp); 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 подані твердження, використовуйте слова в скобках.

Наприклад: It's my grandmother (дідусь).

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

1. It's an old man (молодий).
2. It's a dull (нудна) woman (весела).
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). (тридцять з гаком).
6. Our grandparents are elderly (середніх років).
7. Mary is 16 (вдвічі старша за Неллі)
8. Denis is my younger brother (старший).
9. Kitty is a little girl (доросла).
10. I am over 40 (парубок).

2.4 Дієслово *to have (has) got*.

1. Для вираження ідеї володіння, належання чогось використовують зворот ***have got (has got)***. Українською мовою перекладається як *мати*. В 1р., 2р. и 3р. Множини використовується форма ***have got***, в 3р. однини – ***has got***.

I **have got**
We **have got**
You **have got**
They **have got**

Mr. and Mrs. White ***have got*** a child – У
I ***have got*** a dress on – На мені вдягнута
сукня.

The girl ***has got*** a parrot. – У дівчинки є
папуга.

She **has got**
It **has got**
He **has got**

My father and I ***have got*** a car – У
мого батька і у мене є машина.

You ***have got*** a nice house – В тебе є
хороший дім.

The flat ***has got*** 3 rooms. – В квартирі
3 кімнати.

Mike ***has got*** a bike. – У Майка є
велосипед.

2. Для заперечної форми додається частка **not**, котра ставиться після дієслова **have/has**. Наприклад:

I		
We		have not got.
You		
They		

I **have not got** a niece.
 The children **have not got** toys – У дітей нема іграшок.
 Nat **has not got** a pet – У Нэт нема домашньої тваринки.

У розмовному стилі при стверджувальній (1) та заперечній формах (2-5) використовують наступні скорочення:

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

2) I've not got
Have not got = We've not got
 You've not got
 They've not got

Или:

3) I |
 We | **haven't got**
 You |
 They |

4) He |
Has not got = She | **hasn't**
 got |
 It |

Или:

5) He's |
 She's | **not got**
 It's |

3. У питальній формі **have/has** стоїть перед підметом.

Наприклад:

Have you got a cat? - Yes, I **have**/No, **have** not. У тебе є кішка? – Так. / Ні.

Has Ann got a coat on? – Yes, she **has**. / No, she **hasn't**. Енн вдягнула пальто? – Так. / Ні.

Have your sisters got books? – Yes, they **have**. / No, they **haven't**. У твоїх сестер є книги? – Так. / Ні.

What **have** the girls got on? – The girls **have** got costumes on. Що є у дівчат? – На дівчатах (вдягнуті) костюми.

10. а) Прочитайте речення та перекладіть рідною мовою.

б) Складіть якомога більше аналогічних прикладів.

1. Liz has got a cat. It is black – and – white. Charly and Meggy have got a little house in the village ([ˈvɪldʒ] село). It is far from here. I have got a big family. We are friendly. Dick has got jeans and a sweater on.

2. We haven't got a garage behind* the house. It is near the house. You haven't got interesting books. I'm sorry. The actor has got make-up* on. The girl hasn't got a pen. She has got only a pencil. Dave hasn't got a brother. Only a sister.

3. Have you got a son or a daughter? – I've got two daughters. They are twins. What has Dolly got on? – She's got a white blouse and a black skirt* on. Where have they got their flat? – In Shevchenko Street. Has Din got fair hair*? – No, he hasn't. His hair is dark.

behind [bl'həɪnd] позаду, за
make up грим

skirt [skɜ:t] юбка
fair hair ['fɛə'hɛə] світле волосся

11. Вгадайте про кого йде мова. Загадайте будь-кого з групи. Нехай студенти ставлять питання і здогадуються про кого йде мова.

I) 1. Is this a youngster?

2. How old is he?

3. Is he handsome?

4. Has he got a jacket and trousers on?

5. What colour are they?

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

Завдання для самостійної роботи:

12. Перекладіть англійською мовою та запишіть речення.

1. Сью 32 роки. Вона заміжня. У неї є син та донька. Вона працює лікарем.

2. Джону 39 років, проте він виглядає (looks) старше. Він одружений. Він захоплюється спортом. У нього є великий дім у центрі міста (in the centre of the city).

3. Джек – літня людина. У нього немає дітей. Він дуже хворий (sick). Він удвічі старший за свого небожа.

4. У Анни є троє дітей. Її чоловік, свекруха мають велику та світлу (light – ['laɪt]) квартиру на вулиці Зелена. Вони дуже дружна родина.

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

13. Прочитайте слова та напишіть їх транскрипцію.

Laddle, lampas, piggy, empty, habit, primitive, jammy, shake, dines, chestnut, bee, coca-cola, trust, blossom, poxy, vest, wine, finish, feme, mute, scotch,

click, datum, rate, spendent, event, bye, tie, sky, drive, doke.

Lesson 3.

1. Буквосполучення голосних: (ou) oi [ɔɪ], ey [eɪ] / [ɪ]; буквосполучення приголосних: th [θ] / [ð]; буквосполучення голосних та приголосних: у перед голосними, ild [aɪld], ind [aɪnd].
2. Неозначений артикль **a (an)**.
3. Означений артикль **the**.
4. Діалоги для фонетичного читання.

1. Назвіть пари бук 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-ɜ], [o-ʌ], [ɜl], [aɪ], [ou], [i:], [ju:].

3.1. Буквосполучення голосних та приголосних.

1) Буквосполучення **oi, ou** вимовляється як [ɔɪ].

Наприклад: boil [bɔɪl] варити a toy [tɔɪ] іграшка

2) Буква **y** перед голосною читається як [j].

Наприклад: yet [jɛt] ще

empty ['ɛmptɪ] пустий

3) Буквосполучення **th** передає 2 звука [θ] та [ð].

[ð] 1) у займенниках та службових словах.

Наприклад: this [ðɪs] цей, та, це ; with [wɪð] з

2) у знаменних словах між голосними.

Наприклад: together [tə'ɡeðə] разом

to bother ['bɒðə] турбувати

[θ] 1) на початку знаменних слів.

Наприклад: thin [θɪn] худий

thick [θɪk] толстий

2) у кінці знаменних слів та похідних від них.

Наприклад: blacksmith ['blæksmɪθ] коваль

3) У середині інтернаціональних слів між голосними.

Наприклад: method ['mɛθəd] метод

4) Буквосполучення **ey** в наголошеному складі читається [eɪ], в ненаголошеному як слабкий звук [ɪ].

Наприклад: grey [ɡreɪ] сірий

volley-ball ['vɒlɪ'bɔɪ] волейбол

5) Буква **i** перед **ld** и **nd** читається [aɪ] .

Наприклад: wild [waɪld] дикий

to find [faɪnd] знаходити

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

mind – vɪld

myth – θrone

oil – boɪl

yelp – 'dɪɡi

find – child	wi'thin – both	coin – boy	yet – 'stocky
be'hind – wild	'python – mother	soil – coy	yell – 'foggy
kind – wind	'gather – broth	toy – royal	yeld – 'randy
'childish – mind	'thunder – this	spoil – hoy	yelk – 'pitty
	o'bey – 'alley	Maths – 'bother – fifth	
	prey – 'jimney	this – thumb – broth	
	cley – 'jockey	'stimmy – rey – broid	
	grey – 'trolley	be'hind – de'stroy – o'key	
	sley – 'mockey	foil – yest – 'deyly	

3.2. Неозначений артикль **a (an)**.

Неозначений артикль **a** або **an** використовується з обчислювальними іменниками у формі однини. **A / an** – це частка, що утворилася від числівника **one** (один, єдиний) і означає, що цей предмет – один з множини подібних, такий же, як і інші предмети.

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

Перед іменниками, що починаються з голосного звука, використовують форму **an**.

Наприклад: an engineer – інженер
an actor – актор

Якщо перед іменником стоїть прикметник, то неозначений артикль ставиться перед прикметником..

Наприклад: a tall ↓ clerk – високий служачий
an experienced ↓ worker – опытный рабочий .

3.3. Означений артикль **the**.

Означений артикль **the** утворився від вказівних займенників **this** (цей, ця, це), **these** (ці), **that** (той, та, те), **those** (ті). Він виокремлює предмет з загальної множини подібних предметів і вказує на нього як на «той самий» предмет. Артикль **the** може використовуватися з іменниками як в однині, так і в множині.

Наприклад: the 'teacher [ðə'ti: tʃə] учитель
the engineer [ðl'ɛnʤɪnlə] инженер

Артикль **the** використовується, коли говорять про вже знайомий або вже згадуваний предмет. В цьому випадку цей предмет виділяється з множини подібних йому предметів.

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..

Артикль **the** використовується з назвами газет, кінотеатрів, театрів, готелів, музеїв та галерей, з назвами музичних груп, назвами кораблів.

Наприклад: The Blacks - Блек (Родина Блэк)

6. 3. Прочитайте слова з перекладом і запишіть їх у словник. Зверніть увагу на написання цих слів.

- | | |
|--|---------------------------------------|
| 1. a journalist ['ʒɜːnəlɪst] журналіст | шпиталі. At (in) the ~ в |
| 2. an architect [ˈɑːklɪˈtɛkt] архітектор | шпиталі) |
| 3. a doctor - лікар | 23. school [skuːl]- школа (at ~ - в |
| 4. a nurse ['nɜːs] медсестра | школі (вчиться) in the ~ в |
| 5. a surgeon ['sɜː ʒən] хірург | школі (знаходиться)). |
| 6. a dentist- зубний лікар | 24. a restaurant ['rɛstrɒnt] - ресто- |
| 7. a secretary- секретар | ран (at(in) a ~ - в ресторані) |
| 8. a teacher ['tiː tʃə]- вчитель | 25. a factory ['fæktəri]- фабрика |
| 9. a waiter ['welɪtə]- офіціант | (at (in) a ~ - на фабриці) |
| 10. a waitress ['weɪtrɪs]- офіціантка | 26. a garage ['gærɑːʒ]- гараж (in a |
| 11. a cook 'kuk]- повар | ~ - в гаражі) |
| 12. an engineer 'ɛnʒɪniə] інженер | 27. a department – store [dl'pɑː t |
| 13. a driver ['draɪvə]- водій | mənt 'stoː] універмаг (at (in) |
| 14. a worker ['wɜːkə]- робочий | the ~ - в універмазі) |
| 15. a shop assistant [ə'sɪstənt]- | 28. a theatre ['θɪətə] – театр (at |
| продавець | the ~ - в театрі) |
| 16. an actor ['æktə]- актор | 29. what kind of – який |
| 17. an actress ['æktɪs]- актриса | 30. experienced [ɪks'plɪərɪənst] - |
| 18. a clerk [klɑːk]- клерк | досвідчений |
| 19. a librarian [laɪ'brɛərɪən] - | 31. diligent ['dɪlɪʒənt] – належний |
| бібліотекар | 32. reliable [rɪ'laɪəbl] – надійний |
| 20. a library ['laɪbrəri]- бібліотека | 33. intelligent [ɪn'telɪʒənt] - |
| (in the ~ - у бібліотеці) | інтелектуальний |
| 21. an office ['ɒfɪs]- офіс (at the ~ | 34. clever ['kleɪvə]- розумний |
| - в офісі) | 35. silly ['sɪli] - дурний |
| 22. a hospital ['hɒspɪtəl]- шпиталь | |
| (to be in hospital –лежати в | |

4. Прочитайте та перекладіть речення українською мовою. Зверніть увагу на вживання артиклів.

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
(['dɜːtɪ] – брудний) suit on.
3. This is a man. The man is handsome (красивий). 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 і речення; перекладіть рідною мовою. Складіть якомога більше словосполучень і речень з виділеними словами.

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. Поставте питання партнеру, 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. Розставте речення в діалозі у 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 інтонаційним оформленням.

- | | |
|---|---|
| 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. | 1. – Привіт, мене звати Роберт Дьюн.
Я з Англії.
– Хто ви за фахом?
– Я досвідчений водій. Але моя машина в гаражі. |
| 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. | 2. - Хто ця дівчина?
– Ця дівчина - моя своячениця. Вона заміжня і в неї є сім'я: чоловік, донька та син. Вона домогосподарка. |
| 3. - Where is Betty?
– I have no idea. ([ˈaɪdiə])
– She is a good waitress. | 3. - Де Бетті?
– Поняття не маю.
- Вона хороша офіціантка. |

She is at the restaurant.

Вона у ресторані.

4. - What is Ben?

- He is an experienced cook.

He is from Spain ([spɛɪn])

- Why is he here?

- He is fond of Ukraine.

4. - Хто Бен за фахом?

- Він досвідчений повар. Він з Іспанії.

- Чому він тут?

- Він любить Україну.

5. - Where are the surgeon,
the nurse and the clerk?

- They are at home already [lɪ'rɛdɪ]

5. - Де хірург, медсестра і
клерк?

- Вони вже вдома.

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.

6.- У нашого бібліотекаря багато
книг?

- Так.

- Де вона?

- Вона зараз у бібліотеці.

- Яка вона бібліотекарка?

- Вона чемна та розумна
бібліотекарка.

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 [nɛə] the
factory. Mike is a reliable family man.

7. Майку приблизно 25-26 років. У
нього є жінка, донька, теща і
брат. У них великий дім в
центрі міста біля фабрики.
Майк – надійний сім'янин.

Завдання для самостійної роботи:

10. Опишіть людей згідно поданої інформації.

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 [ɑ:]; or [ɔ:]; ow [qʊ] / [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, відповідні транскрипційним знакам:*

[t], [n], [ou], [ju:], [j], [v], [aɪ], [æ], [b], [s], [d], [i:], [l], [ɜ], [ə], [z], [f], [g], [m], [l], [p], [p], [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** читається як [ə:]

Наприклад: dirty ['dɜ:tɪ] - брудний

curly ['kɜ:li] - кудрявий

her [hə:] - її

3. Буквосполучення **o+r** дає звук [ɔ]

Наприклад: short [ʃɔ:t] - низький, короткий.

storm ['stɔ:m] - буря, шторм.

Поєднання гласних з літерою **r** відноситься до 3-го типу ударного складу.

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

Наприклад: brown [braʊn] - коричневий

low [laʊ] - низький

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

Наприклад: stout [staʊt] - щільний

boat [bəʊt] - човен

3. *Прочитайте і напишіть транскрипцію слів.*

[a:], [ɔ], [ə:]

[ɔʊ], [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

grow – crown

proud – soap

moan – clout – blow

her – nerve

low – shower

goal – cloud

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

1. pretty ['prɪtɪ] - симпатична

гарний

2. handsome ['hænd(s)əm] - гарний

4. ugly ['ʌɡli] - потворний, некра-

3. good – looking ['ɡʊd'lʊkɪŋ] -

сивий

5. slim- стрункий
6. thin – худий
7. fat [fæt]- жирний
8. thick [θlk]- товстий
9. stout [staʊt]- щільний, гладкий
10. plump ['plʌmp]- пухкий
11. stooping ['stʊpɪŋ]- сутулий
12. erect ['rɛkt]- прямий
13. graceful ['grɛslsʃəl]- граціозний
14. eyes [aɪz]- очі
15. eyelashes ['aɪ'læʃɪz]- вії
16. eyebrows ['aɪ'braʊz]- брови
17. hazel ['hæzl]- карі
18. blue ['bluː]- блакитні
19. grey [grɛɪ]- сірі
20. wide set ['waɪd'set]- широко
посаджені
21. close set ['kloʊz'set]- близько
посаджені
22. curving ['kɜːvɪŋ]- кучеряві
23. bushy ['buʃɪ]- густі (брови)
24. penciled ['pɛnsɪld]- тонкі (о

- бровах)
25. tall [tɔl]- високий
26. short [ʃɔt]- низький
27. complexion [kəm'plɛksɪn]-
колір обличчя
28. hair [heə]- волосся
29. dark [dɑːk]- темне
30. fair [feə]- світлий
31. chestnut ['tʃɛstnʌt]- каштанові
32. blonde – блондинка
33. curly ['kɜːli]- кудрявий
34. straight [streɪt]- пряме
35. nose [noʊz]- ніс
36. turned – up ['tɜːnd'ʌp] –
кирпатий
37. aquiline ['ækwɪlaɪn]- орлиний
38. snub [snʌb]- кирпатий
39. hooked ['hʊkt]-
з горбинкою

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. Необчислювальні іменники не мають форми множини.

--S читається { [z] після дзвінких приголосних і голосних
[s] після глухих приголосних

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

weather - погана погода

money – гроші (не moneys)
цікава робота

bad

interesting work -

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

Наприклад : a dress – dresses ['drɛslz] - плаття - плаття
a bush – bushes ['bʊʃlz] - кущ - кущі
a coach – coaches ['kəʊtʃlz] - вагон – вагони
a box – boxes ['bɒkslz] - коробка – коробки
a buzz – buzzes ['bʌzɪz] - гудок - гудки (дзигжання)

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 ['steɪdʒɪz] - сцена – сцени
a dose – doses ['dɔʊslz] - доза – дози
a piece – pieces ['piːslz] - шматочок - шматочки

4. До іменників, що закінчуються на **-y** з попередньою приголосною, у множині додається **-es**, а **y** змінюється на **i**.

Наприклад: a baby – babies ['beɪbɪz] - дитина - діти
a city – cities ['sɪtɪz] - місто- міста

Якщо перед **y** стоїть голосна, тоді 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, а **f** змінюється на **v** і читається **[vz]**.

Наприклад: a leaf – leaves [li:vz] - лист – листя
a shelf – shelves [ʃelvz] - полка - полки

Іменники на **-fe** утворюють множину шляхом зміни **f** на **v** і 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 [pə'teɪtəʊvz] - картоплина - картопля
(собірат.)

a tomato – tomatoes [tə'metəʊvz] - помідор – помідори
a photo – photos ['fəʊtəʊvz] - фотографія – фотографії
a piano – pianos ['piænəʊvz] - 1 піаніно - багато ...
an auto – autos ['ɒtəʊvz] - автомобіль –автомобілі

Але:

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

7. Множина деяких іменників утворюється не за правилами.

Ці іменники варто запам'ятати..

a man – men - чоловік -
чоловіки

a woman – women ['wʊmɪn] –
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 – ступні

an ox – oxen - бик – бики.

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

a sheep – sheep - вівця - вівці

a deer – deer [dlə] - олень – олені

a swine – swine - свиня – свині

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

[s]

1. a parent – parents

2. an aunt – aunts

3. a clock – clocks

4. an adult – adults

5. a grown-up – grown-ups

6. a journalist – journalists

7. an architect – architects

8. a dentist – dentists

9. a cook – cooks

10. a shop-assistant -
shop-assistants

11. a clerk – clerks

12. a restaurant – restaurants

13. a bank – banks

1. батьки - батьки

2. тітка - тітки

3. годинник - кілька годинників (настінних)

4. повнолітній - повнолітні

5. дорослий - дорослі

6. журналіст - журналісти

7. архітектор - архітектори

8. дантист – дантисти

9. кухар - кухаря

10. продавець - продавці

11. клерк – клерки

12. ресторан – ресторани

13. банк - банки.

[z]

14. a mother – mothers

15. a father – fathers

16. a son – sons

17. a daughter – daughters

18. a brother – brothers

19. a sister – sisters

20. an uncle – uncles

21. a nephew – nephews

22. a cousin – cousins

14. мати - мами

15. тато - батьки

16. син - сини

17. донька - доньки

18. брат – брати

19. сестра - сестри

20. дядько - дядька

21. племінник - племінники

22. двоюрідний брат (сестра)
двоюрідні брати (сестри)

23. чоловік - чоловіки

24. тесть (свекор) - тести (свекри)

23. a husband – husbands

24. a father-in-law –
fathers-in-law

25. a mother-in-law –
mothers-in-law

25. теща (свекруха) - тещі (свекрухи)

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
55. a shelf – shelves

[əuz]

56. a potato – potatoes
57. a tomato – tomatoes
58. an auto – autos
59. a piano – pianos
60. a photo – photos

* * * * *

61. a tooth – teeth
62. a goose – geese

26. тінэйджер - тінэйджери
27. немовля - немовлята
28. доктор - доктора
29. хірург - хірурги
30. учитель - вчителя
31. офіціант - офіціанти
32. інженер - інженери
33. водій - водії
34. робочий - робочі
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 - декілька годинників
48. дитина - діти
49. секретар - секретарі
50. фабрика - фабрики
51. бібліотека - бібліотеки
52. дружина - дружини
53. домогосподарка - домогосподарки
54. життя - життя
55. полка - полки

* * * * *

56. картоплина - картопля
57. помідор - помідори
58. авто – автомобілі
59. піаніно - багато ...
60. фотографія - фотографії

63. a foot – feet
 64. an ox- oxen
 65. a child – children
 66. a mouse – mice
 67. a man – men
 68. a woman – women

63. ступня - ступні
 64. бик - бики
 65. дитина - діти
 66. миша - миші
 67. чоловік – чоловіки
 68. жінка - жінки

6. Вивчіть таблицю. Переведіть і запам'ятайте.

Country	Language	Nationality (sg.)	Nationality (pl.)
England	English	an English (man)	the English
America	American	an American	Americans
Canada	English		
	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
Netherlands			
Denmark	Danish	a Dane	Danes
Germany	German	a German	Germans

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

**pretty, handsome,
 good – looking,
 ugly, graceful,
 thin, slim, fat, thick
 plump, stout**

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 husbands, good-looking **Canadians** and handsome **English**.
 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 (поїхала). 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 (різні) 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 (окрім цього) 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
dark, fair, hair,
curly, blond,
complexion
chestnut, snub,
turned-up, bushy,
eyebrows, penciled**

Hazel eyes, blue eyes, grey eyes; wide-set eyes, close- set, eyes; long eyelashes, curving eyelashes; dark hair, fair hair straight hair, curly hair, blond hair, chestnut hair; a good complexion, a dark complexion, a fair complexion; a small nose, a long nose, a straight nose, an aquiline nose, a snub nose, a turned-up nose; bushy eyebrows, penciled eyebrows. This is Mary. She is a young slim woman. Mary is married. 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 (небагато) 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 (через) 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 і перекладіть текст. Потім дайте відповідь 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 [sqm 'θlŋgz]-декілька речей
a bit spoiled[spɔlld]- трохи розбещена
of course [qf'kɪs]- звичайно

lips-губи pink - рожеві
only- єдиний cheeks - щоки
says [sɛz]-говорить

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 однокласника, не називаючи його. Нехай інші відгадають, хто це.

10. Розпитайте один одного о ваших сім'ях (їх ім'я, вік, професія, зовнішність, сімейний стан, і т.п.)

Завдання для самостійної роботи:

11. Дайте відповідь на запитання. Розкажіть про себе і про вашу сім'ю, 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 і 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.

mark [mʀk] - 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 ... ? – 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 [kqm'plʒin] – скаржитися на що-небудь.

* * *

Lesson 5

1. Буквосполучення: **ee** і **ea** [i:], **oo** [ʊ] / [ʰ], **igh** [aɪ], **al** перед **k** [ɬk], **al** перед **f**, **m**, **ve** + приголосний [ʀ], **air** [ʔq].

2. Зворот **there is/are** (позитивні, негативні і питальні форми).

1. Прочитайте слова вправи 12 уроку 4.

2. Прочитайте слова в транскрипції і перекладіть їх російською мову; запишіть слова англійською мовою.

[pʔqrqnts]

[ʔʀʔq]

[dɬtq]

[n]s]

[kʔzn]

[lʔl'brʔqrlqn]

[hʔnsqm]

[albraʋz]

[staʋt]

[nʔvju(:)]

[ʀnt]

[ʔʌʔkl]

[ʔlʔd]

[xdʔlt]

[lks'plqrlqnst]

[kqm'plʔkʔn]

[bʋʔl]

[strʔlt]

[ʔldqll]

[nʋs]

[sʋʔqn]

[wʔlʔrls]

[ʔnʔlnlq]

[rl'lalqbl]

[kʋll]

[xkwllaln]

[pʔnsllld]

5.1. Буквосполучення

1. Буквосполучення **ee** і **ea** в ударному складі читаються [i:]:

Наприклад: green [grɪn] – зелений
read [rɪd] – читати

2. Буквосполучення **oo** перед літерою **k** і деякими іншими вибуховими приголосними читається [ʊ].

Наприклад: book [bʊk] – книга

В інших випадках - [ɪ].

Наприклад: stool [stɪl] – табурет

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

Наприклад: lightshade ['laɪtʃeɪd] – абажур
highchair ['haɪtʃeə] – високий стілець

4. Буквосполучення **al** – перед **k** читається як [ɒk], **al** перед **f, m, ve** і наступний приголосний як [ɹ], в інших випадках як [ɒl].

Наприклад: wall paper ['wɒlpeɪpə] – шпалери
talk [tɒk] – говорить
calm [kɒm] – спокійний
halves [hɒvz] – половинки
half [hɒf] – половина

5. Буквосполучення **air** дається звук [eə].

Наприклад: pushchair ['puʃtʃeə] – ходунки

3. Прочитайте слова і затранскрібіруйте їх.

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

[ɹ], [aɪ], [i:], [eə], [ɪ]

staff – bright – cair
meat – airy – wool
rasft – mairs – seen

[ɒ] - [ɹ]

call – calm
half – salt
walk – calves
smalt – all
bald – balm
stalve – falk

Зворот *there is/there are*

1. В англійській мові широко поширені речення, які починаються з звороту ***there is/there are***. Він показує наявність або відсутність будь-якої особи або предмета в 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 речень українською мовою починається з кінця речення, тобто з обставини місця.

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 і плюшевий ведмедик.

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

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 табуретки і сервант.

There are ↗ beautiful 'curtains at the ↘window.

На вікні прекрасні фіранки.

3. Якщо в реченні після зворота ***there is (are)*** йде іменник в однині, то дієслово узгоджується з ним в числі, незалежно від того, скільки йде 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 куточок та журнальний столик.

4. Негативна форма с зворотом ***there is/are*** може бути побудована двома способами:

а) за допомогою негативного займенники ***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 і туалеті немає кахельних стін.

- б) за допомогою негативної частки **not** і подальшим 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 [s]llN]. –

На стелі немає ніякого верхнього світла (люстри).

5. Питальні речення з зворотом **there is/are** утворюються шляхом перенесення **is/are** на перше місце в загальних питаннях і в положенні перед переліченими об'єктами в спеціальних питаннях.

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

У цьому магазині є коляски? Немає.

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 знаходиться на тумбочці? - На ній у вазі 5 квітів.

4. Прочитайте речення з перекладом і 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 в дитячій кімнаті.
У вітальні немає конячки-гойдалки.
У коридорі немає прогулянкової коляски. На вішалках є пристосування для носіння немовляти 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. | 2. За кухонним столом чотири табуретки.
Дзеркало і книжкова шафа в моєму кабінеті.
Килим, доріжка і дитячий килимок в твоїй квартирі? - Ні. Вони в твоїй (квартирі).
У ванній кімнаті немає ніяких тазиків. |

There are no bricks or tops in the children's room.

У дитячій кімнаті немає кубиків і волчков.

5. Прочитайте речення і перекладіть їх українською мовою. Складіть якомога більше аналогічних речень.

1. **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.
2. **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?
3. **There is not** a park in our village.
There is no running water in this building ['bɪldɪŋ].
There are not any children in the kinder garden.
There are no pictures in this classroom.
4. 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 ([ˈʃʊɡə] – цукор) is there in the tea ([tɪ] – чай)? –
There's a little sugar in it.
Who is there at school? – My teachers are.

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

- | | |
|--|--|
| 1. a block of flats – багатоквартирний будинок | 9. toilet (lavatory) [ˈtɔɪlɪt] – туалет |
| 2. a floor – поверх | 10. in front of [ɪnˈfrʌntəv] – перед, попереду |
| 3. a balcony [ˈbælɪkəni] – балкон | 11. in the middle – посередині |
| 4. a living room – вітальня | 12. above [əˈbʌv] – над |
| 5. a bed-room – спальня | 13. under [ˈʌndə] – під |
| 6. a children's room – дитяча кімната | 14. on – на |
| 7. a kitchen – кухня | 15. in – в |
| in the kitchen – на кухні | 16. near [nɪə] – біля |
| 8. modern conveniences [ˈmɒdɪn kənˈviːnɪənsɪz] – сучасні зручності | 17. left – лівий |
| 18. electricity [ɪˈlekˌtrɪsɪti] – електрика | on (to) the left – ліворуч |
| 19. gas – газ | 24. right [raɪt] – правий |
| | on (to) the right – праворуч |
| | 25. centre [ˈsɛntə] – центр |

20. lift – ліфт	in the centre – у центрі
21. 'telephone – телефон	26. light [lʌɪt] – світлий
22. running water ['wʌtə] – водопровід	27. dark [dɑ:k] – темний
23. central heating – центральне опалення	28. between [bi'twi:n] – між

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

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

modern conveniences, All modern conveniences, no conveniences; gas and
running water, gas, running water; a lift and a telephone; electricity, no
electricity, telephone, electricity; hot water, cold water; heating, central heating;
central heating, cold, on the desk, in front of the desk; under the desk, above the
hot, in front of, above, desk; between the window, between the sofas(дивани);
under, between, balcony on the balcony – in the toilet. What is your address? – My
toilet 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 [brɪʃ] in fresh air (вдихнути свіжого повітря).

9. Утворіть позитивні, негативні і питальні речення від даних нижче слів і словосполучень, використовуючи зворот 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.

Завдання для самостійної роботи:

10. Перекладіть англійською мовою речення і запишіть їх.

1. Наше місто (city) дуже велике і красиве. У ньому є багато (a lot of) вулиць.
2. Скільки будинків на твоїй вулиці? - 20. Де твій дім? - Він перед магазином.
3. У вас є всі сучасні зручності? - Так. Це - центральне опалення, водопровід, газ, ліфт, електрика.
4. Ваша вітальня світла чи темна? Наша вітальня велика і 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 балкона, кухня, ванна і туалет.

11. Задайте питання своєму партнерові про те, яку він має квартиру (будинок), де він живе, чи має телефон, газ, ліфт і т.д.

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 і 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 в транскрипції, напишіть їх.

[hQVʒ]	['prlt]	[njt]
[fl]	['mʒdqn]	[kqn'v]nlqnslz]
[nlq]	['znGlnlq]	[q'bʒv]
[ln'frʒnt qv]	['səntq]	['klCqn]
['bʒTrʒm]	['bʒlkqni]	['lQlt]

3. Перетворіть речення, вживаючи 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 (вікна).
2. Our city hasn't got a library.
3. A dirty (брудний) 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 питання до даних нижче речень, вживаючи питальні 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 (килимок). (What?)
2. There is my niece at the door. (Whose?)
3. There is a nice portrait ['pɔ: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 [bɪhɪnd] (позаду) the house. (What?)
9. There are two married students in our group. (How many?)
10. There is a shop-assistant at the counter ['kʌʃntə] (прилавок). (Who?)

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

- | | |
|---------------------------------|---|
| 1. wall paper – шпалери | 14. a mirror ['mɪrə] – люстерко |
| 2. a carpet ['kæpɪt] – килим | 15. a chair [tʃeə] – стул |
| 3. a rug – килимок, доріжка | 16. an armchair ['ɑ:mʃeə] – крісло |
| 4. 'curtains ['kɜ:tɪnz] – штори | 17. a dressing table – туалетний столик |
| 5. furniture ['fɜ:nɪʃə] – меблі | 18. a standard lamp – торшер |

6. a bed – ліжко	19. a TV set – телевізор
7. a single bed – односпальне ліжко	20. a music centre – музична система
9. 8. a double ['dʌbl] bed - двоспаль неліжко	21. a tape-re'corder – магнітофон
10. a wardrobe ['wɜːdrɔʊb] платтяна шафа	22. 'comfortable ['kɒmfɔrtəbl] – зручний, комфортний
11. a door [dɔː] – двері	23. convenient [kən'veniənt] –
12. a bookcase – книжкова шафа	24. зручний у використанні
13. a suite ['swiːt] – меблевий гарнітур	25. some/any – кілька, скільки-небудь

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

Займенник **some** позначає - невизначену кількість чого-небудь або кого-небудь. У стверджувальних реченнях вживається займенник **some**, в негативних і питальних – **any**.

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

В кімнаті є кілька (якісь) стільців та крісел.

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

У спальні немає ніякого торшера.

Have you got **any** books in the bookcase? Yes, I have **some**.

У тебе є якісь книги в книжковій шафі? Да є трохи.

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

Для позначення великої кількості чого-небудь або кого-небудь використовуються звороти **a lot of, lots of, plenty of** в розмовній мові в стверджувальних реченнях як перед обчислювальними, так і необчислювальними 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 цьому магазині багато шаф, туалетних тумбочок і зручних меблевих гарнітурів.

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

У фруктовому саду багато свіжого повітря.

Займенник **many** вживається перед обчислюваними, а **much** - перед неісчислюваними іменниками в негативних і питальних реченнях.

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

У буфеті (посудній шафі) не багато чашок.

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

У тебе в сумці багато грошей? Так.

Much і ***many*** можуть вживатися в стверджувальних 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 надто багато людей.

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

Займенники ***few*** (мало) і ***a few*** (кілька, але досить) вживаються перед обчислювальними, а ***little*** (мало) і ***a little*** (трохи, але досить) – перед необчислювальними 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 банці дуже мало води.

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

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

6. а) Прочитайте речення з перекладом. Закрийте ліву частину вправи і переведіть 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 [sɒlt] 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.

1. На столі кілька магнітофонів.

У дитячій є трохи меблів.

У заварнику є чай? – Да, є трохи.

В 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. 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 ['bɪldɪŋ]? – No, not many.

Is there much sugar ['ʃʊɡə] 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 ['tɜːstɪ]. I am hungry. There's so little soup in the pan!

2. На полиці безліч шпалер.

На балконі багато свіжого повітря.

Для тебе є багато вільного часу.

У банці трохи варення.

У нашому універмазі трохи телевізорів.

У цій будівлі багато дверей? - Ні, не багато.

У чаї багато цукру? - Так.

3. Скільки у тебе друзів? - У мене кілька друзів, але вони справжні друзі.

Всі дивани та меблевi 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).

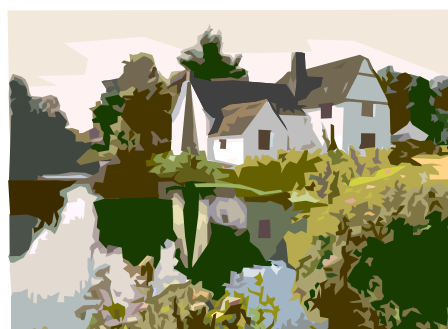
7. Is there (трохи) sugar in your tea? Yes, (трохи, але досить).

8. His hair is thick. There is (так багато) hair on his head.

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

Peter Grey's house.

Peter Grey is American. He is from New-York. He is a student at the pedagogical 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 Russian 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.

¹ amiable ['æmiəbəl] – люб'язний

² sociable ['səʃiəbəl] – товариський

³ study – навчання

⁴ would-to-be ['wʊdɪtəbeɪ] – майбутній

⁵ cosy ['kɒzi] – затишний

⁶ ceiling ['siːlɪŋ] – стеля

⁷ wonderful ['wʌndəfʊl] – дивовижний

⁸ tiled ['taɪld] – кахельну

⁹ reading – читання

¹⁰ plays – відіграє

¹¹ a pushchair – ходунки

¹² a pram – коляска

¹³ equipment [ɪ'kwɪpmənt] – обладнання

¹⁴ a stove ['stəʊv] – плита

¹⁵ a fridge – холодильник

¹⁶ a sink – раковина

1. What is the young man's name? Where is he from? What is he?
2. What kind of person is he? How old is he? Is he married or single? Is his family big?
3. Where is his flat? Has he got all modern conveniences? How many rooms has he got?
4. What have they got in their living room? What kind of room is it?
5. What is there in his bedroom? Where is his desk? Why is his bookcase full of (полон) books?
6. Has his daughter got a room? What is it? What has she got in her nursery?
7. What is Laura's favourite place? Why?
8. Are they fond of their flat? Have they got many friends?

Завдання для самостійної роботи:

9. Складіть аналогічний розповідь про свою квартиру (кімнату), використовуючи запитання з вправи 10 заняття 5.

Lesson 7.

1. Буквосполучення **ng, nk**.
2. **s** в положенні між двома голосними, **c** перед **e, i, y**.
3. Буквосполучення **ew**.
4. Літера **o** перед **m, n, v, i th**.
5. *Просте даний час (The Present Simple Tense)*. Значення і освіта.

1. *Розкажіть про свою кімнату і запропонуйте однокурсникам переказати його.*

2. *Прочитайте речення і переведіть їх українською мовою.*

1. There is a modern unit and a sofa in our living-room. 2. There is a cassette-recorder and a red vase on the table. 3. There are a lot of pictures and portraits on the walls. 4. There is no gas, lift or electricity in our house. 5. There are not any Italian or German textbooks on the desk. 6. Are there two or three rooms in your 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 ['pʌfjʊm] (парфюми) on the dressing table. 9. Who is there at the front [frʌnt] (вхідні) 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 [sɒlt] (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 ['gɛsts] (гості) have no place to sit (сидіти).

3. *Заповніть пропуски 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 [lɪtəm] (осінь) now.
8. Have the Blacks got ... furniture in their new flat? – No, very
9. Have you got ... money [mʌni] (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.
There are ... people at the theatre today. There is a 'concert there.

7.1. Буквосполучення **ng, nk**.

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

Наприклад: long [lɒŋ] – довгий
single ['sɪŋɡl] – самотній
singing ['sɪŋɡlɪŋ] – спів

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

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

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

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

Наприклад: because [bi'kɒz] – 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 ['vækjuːm 'kliːnə] – порохотяг
'curtains ['kɜːtɪnz] – штори

7.3. Буквосполучення **ew**

Буквосполучення **ew** і літера **u** в позиції після **r, l** и *шипящих* читається [ʃ], в інших випадках – як [jʃ].

Наприклад: blue [blʃ] – блакитний
duty ['dʒʃtɪ] – обов'язок
new [njuʃ] – новий
mute [mjʃtɪ] – німий, тихий
chew [tʃʊ] – жувати
clue [kluʃ] – ключ, розгадка
prune [prʃɪn] – чорнослив
crew [kruʃ] – команда

7.4. Літера **o** перед **m, n, v**, і **th**.

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

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

4. Прочитайте і напишіть транскрипцію слів.

jʌ, ʌ	jʌ, ʌ	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	ʃ, 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 і запишіть їх у словник. Зверніть увагу на правопис цих слів.

1. to wake up – 1) прокидатися; 2) будити	14. a comb ['kʌm] – однорядний гребінець
2. to get up – вставати	15. to brush one's hair – розчісуватися щіткою
3. an alarm clock [q'ʌlɹm] – будильник	16. a brush – щітка
4. to do [dʌ] – робити	17. to dress – одягатися
5. to help – допомагати	18. breakfast ['brʌkfʌst] – сніданок
6. to leave – йти, залишати, їхати	19. to have breakfast – снідати
7. to leave home – йти з дома	20. to take – брати
8. to begin [bl'gɪn] – почати	21. a shower [ʃəʃə] – душ
9. to do morning exercises – робити зарядку	22. to take a shower – приймати душ
10. to make one's bed – заправляти своє ліжко	23. tea [tɪ] – чай
11. to wash one's face – вмиватися	24. coffee ['kɒfɪ] – кава
12. to clean (brush) one's teeth – чистити зуби	25. to drink – пити
13. to comb one's hair – розчісуватися однорядним гребінцем	26. to eat – їсти
	27. a 'sandwich – бутерброд
	28. juice [dʒʌɪs] – сік

6. Складіть розклад вашого ранку. Використовуйте слова з 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. Просте даний час (*The Present Simple Tense*). Значення і освіта.

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

Наприклад: We always play basketball after classes.
Ми завжди граємо в баскетбол після занять.
They speak only English at the lesson.
Вони говорять тільки англійською на уроці.

Для Present Simple характерно вживання наступних слів: **usually** ['ju:z(V)qll] – зазвичай; **always** – завжди; **often** [ɒfn] – часто; **'regularly** – регулярно; **seldom** (= **rarely**) [rʔqll] – рідко; **every day** ['evrl 'dɔl] – кожен день; **once a month** ['wʔns q 'mʔnT] – раз у місяць; **twice a week** – 2 рази на тиждень; **three times a year** – 3 рази на рік; **sometimes** – інколи.

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 в бібліотеці.
Fred helps his parents.
Фред допомагає своїм батькам.

Виятки становлять форми наступних дієслів:

to go – goes [gqVz]
to do – does [dʔz]

Наприклад: Sue **does** morning exercises every day.
Сью робить зарядку кожен день.
Sandy **goes** to school number 5.
Сэнди ходить до школи № 5.

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

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

Я зазвичай встаю о 7 ранку.

We **seldom** go to the theatre.

Мы рідко ходимо в театр.

Every day pupils read interesting books.

Кожен день учні читають цікаві книги.

He visits his grandparents **once a month**.

Він відвідує своїх бабусю і дідуся раз на місяць.

7. Прочитай речення з перекладом.

- | | |
|---|---|
| 1. I do. – He does. | 1. Я роблю. - Він робить. |
| 2. We make. – She makes. | 2. Ми виробляємо. - Вона виробляє. |
| 3. You go. – He goes. | 3. Ти йдеш. - Він іде. |
| 4. They come. - She comes. | 4. Вони приходять. - Вона
приходить. |
| 5. I wake up. – She wakes up. | 5. Я прокидаюся. - Вона
прокидається. |
| 6. They get up. – He gets up. | 6. Вони встають. - Він встає. |
| 7. We wash. – She washes. | 7. Ми моем. - Вона миє (пере). |
| 8. You clean. – He cleans. | 8. Ти чистиш. - Він чистить. |
| 9. I cook. – She cooks. | 9. Я готую. - Вона готує. |
| 10. We comb our hair. – He combs his
hair. | 10. Ми причісуємо волосся. - Він
причісується. |
| 11. You brush your teeth. – She brushes
her teeth. | 11. Ти чистиш зуби. - Вона чистить
зуби. |
| 12. I dress. – He dresses. | 12. Я одягаюся. - Він вдягається. |
| 13. We live. – She lives. | 13. Ми живемо. - Вона живе. |
| 14. You leave. – He leaves. | 14. Ти йдеш. - Він йде. |
| 15. I sit. – He sits. | 15. Я сиджу. - Він сидить. |
| 16. We play. – It (котенок) plays. | 16. Ми граємо. - Він грає. |
| 17. You take. – He takes. | 17. Ти береш. - Він бере. |
| 18. I stand. – She stands. | 18. Я стою. - Вона стоїть. |
| 19. We give. – He gives. | 19. Ми даємо. - Він дає. |
| 20. You speak. – She speaks. | 20. Ти говориш - Вона каже. |
| 21. I work. – He works. | 21. Я працюю. - Він працює. |

8. Прочитайте речення і перекладіть їх рідною мовою. Складіть аналогічні речення і 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 (пешки).
Denis rarely goes to the institute by tram.
Kate regularly does her homework.
The baby sits on the rocking-horse (коник 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 в 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 і перетворіть їх в 3-тю особу ед.числа. 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 і напишіть їх.

1. Віктор дуже розумний. Його тітка працює в бібліотеці.
2. Моя сестра і я ходимо в одну і ту ж (one and the same) школу. 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 тільки чай.
6. Грег - досвідчений спортсмен. Він добре грає в теніс.
7. Рита має голову двічі на тиждень, тому що (because) її волосся дуже густе і красиве.
8. Водії приходять на роботу о 6 ранку. Їхня робота - важка (difficult).
9. Ми прокидаємося о 8, а встаємо о 10 ранку на вихідних (at the weekends).
10. Вранці я йду в ванну, вмиваюся, чищу зуби, розчісуюся і одягаюся.

Завдання для самостійної роботи:

12. Напишіть твір про свою квартиру. Використовуючи додатковий вокабуляр:

1. a play mat – дитячий коврик
2. curtains [kʷt(q)nɜ] – штори
3. to draw [drɔ] curtains – закривати штори
4. lightshade – абажур
5. a sink – раковина
6. a bath – ванна
7. a water-basin ['wɒtq'bɜlzɪn] – тазик
8. a cot – дитяче ліжко; розкладачка

13. a vacuum cleaner ['vʌkjʌqm] – порохотяг
14. a radio set – радіо
15. an electric stove – електрична плита
16. a chamber pot – ночний горщик
17. a playpen – манеж
18. a pram – коляска
19. a pushchair ['pʊʃtʃɜ] –

9. a bouncing cradle ['bɑʊnsɪlɪ] – дитяче ліжко-качалка	ходунки
10. a bedside cabinet – тумбочка	20. a stroller – візок для прогулянок
11. a dresser – кухонна шафа	21. a doll (a rag doll) – (тряпична) клялька
12. a storage unit ['stɔːrɪdʒ 'juːt] – полки (для іграшок)	22. the floor [flɔː] – підлога
	23. the ceiling [seɪlɪŋ] – стеля

Lesson 8

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

1. Прочитайте слова в транскрипції, напишіть їх та перекладіть українською мовою.

['kʌmfəqtəbl]	['tɛlp rɪ'kʌdɪ]	['fʌnlɪCq]
[tɪ]	['bʁɪtʃɪm]	['kʌbqɪd]
[kən'vɪnlənt]	['stændɪd'ɪkmp]	['mlrɪq]
[kɪvɪm]	['RmCɪq]	['tɛlq'fɪvɪn]
['drɛslɪŋ 'tɛlɪ]	['wɪlpɛlpq]	['lɛk'trɪstɪ]

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

Буквосполучення **ear** в середині слова читається [W], а в кінці слова – [ɪq].

Наприклад: near [nɪq] – коло
to earn [Wn] – заробляти

Виключенням є:

pear [pɪq] – груша
bear [bɪq] – ведмідь
wear [wɪq] – носити одяг

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

Наприклад: strawberry ['strɔːbɪqɪ] – полуниця
autumn ['ɔːtəm] – осінь

Виключення:

aunt [Rnt] – тітка

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

Наприклад: deer [dlq] – олень
here [hlq] – тут

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

Суфікси іменників **tion, (s)sion** читаються [ʒ(q)n].

Наприклад: pollution [pq'ltʃʒn] – забруднення
profession [prq'fʒʒ(q)n] – професія
im'pression [lm'prqʒʒn] – враження

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

Наприклад: picture ['plkCq] – картина.

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

Буква **a** перед **th**, а також перед **n, s, f** з наступною голосною читається як [ʀ].

Наприклад: glance [glʀns] – погляд
task [tʀsk] – завдання
craft [krʀf] – вміння
path [pʀT] – доріжка

Буква **o** перед **ld** часто читається [qʋ].

Наприклад: cold [kqʋld] – холодний
hold [hqʋld] – тримати

2. Прочитайте слова та напишіть їх транскрипцію.

ʀ	lq,	ʃq
draft – after	W,	wear – search
cast – past	dear – here	fere – early
chance – 'rather	heard – mere	jeer – beer
'raskal – 'basket	near – steer	peer – pearl
father – branch	re'searcher – 'cheerful	lere – rear
	bear – pear	
l, qʋ	[Cq, ʒ(q)n]	
paw – aunt	mixture – "revo'lution	
crawl – told	'structure – "consti'tution	
paul – scold	'nature – con'dition	

lawn – fold
mauld – old

'sculpture – im'pression
dis'cussion – ad'mission

3. Прочитайте слова з перекладом і запишіть їх в словник.

- | | |
|---|--|
| 1. a double period ['dʌbl 'plɜːrɪə] – пара (уроків) | 13. to sweep [swɪp] – замітати |
| 2. to have dinner – обідати | 14. to write [raɪt] – писати |
| 3. to have supper – вечеряти | 15. to read [riːd] – читати |
| 4. to help about the house – помогати по дому | 16. a magazine ['mæɡəzɪn] – журнал |
| 5. to clean the flat – прибирати квартиру | 17. to have a rest – відпочивати |
| 6. to wash up ['wɒʃʌp] – мити посуд | 18. to be hungry ['hʌŋɡrɪ] – бути голодним |
| 7. wet – вологий | 19. to watch TV ['wɒtʃtɪv] – дивитися ТБ |
| 8. to wet the dust – витирати пил | 20. to listen (to) ['lɪsn] – слухати |
| 9. water – вода | 21. to play the computer – грати на комп'ютері |
| 10. to water ['wɔːtə] the flowers [flaʊəz] – поливати квіти | 22. a telephone ['telɪfəʊn] – телефон |
| 11. to phone [fəʊn] – дзвонити | 23. to go to bed – лягати спати |
| 12. to vacuum ['vækjʊm] – пилосос | 24. to gather ['ɡæθə] – збиратися |
| | 25. together [tə'ɡeðə] – разом |

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

dinner, supper, To have dinner at home, to have dinner at the university; to have
double periods, three double periods, to have four double periods; to have supper
about the house, at work, to have supper at the restaurant; to help mum – to help
to clean 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 black-board. 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. My daughter is a di'ligent girl. She always helps me about the house. She cleans her room at the weekend.

water, read, telephone, a vacuum cleaner, wet To wash the dishes, to wash up, to wash the linen ['lɪnɪn] (білизна), to wash one's hair; clean water, deep (глибокий) water; to water the flowers – to water the trees – to water the bushes ['bʊʃɪz] (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 ['wɛðə] (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, To write a book, to write an exercise, to write a composition; to
hungry, listen to, have a rest, to rest, to rest at home, to have a rest at the seaside
watch, computer, ['s]sald] (беper); 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 ['Rtlklz] (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.

Заперечні та питальні речення

1. Заперечні речення складаються за допомогою частки **not** (**do not** = **don't** - скорочена форма) та інфінітиву без частки **to**.

Для **he, she, it** використовується форма **does not** (= **doesn't**).

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

Я дивлюся ТБ ввечері. - Я **не** дивлюся ТБ ввечері.

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

Вона поливає квіти. - Вона **не** поливає квіти.

2. Для загальних та альтернативних питань **do/does** стоять перед підметом. Основне дієслово втрачає закінчення **s (es)**.

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

Ти любиш чай або каву? - Меня подобається чай..

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

Вона читає або пишу вдень? - Вона пише.

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

Вони часто дзвонять батькам? - Так. (Hi.)

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

Вона допомагає мамі по дому? - Так. (Hi.)

3. Для спеціальних питань на перше місце виноситься спеціальне слово (when, where, what, why, how и т.д.), а далі йде звичний порядок слів при загальному питанні.

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

Коли ти прокидаєшся? – Я прокидаюсь о сьомій.

Where does she live? – She lives in London.

Де вона мешкає? - Вона живе у Лондоні.

4. Для питання до підмета (to the subject) на першому місці стоїть слово **Who?** або **What?**, після якого стоїть дієслово у 3-ому роді однини, із закінченням **s (es)**. (Окрім **How many?**)

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

Хто слухає музику в нашому класі? – Ми. (Нік.)

What makes noise [nɒɪz] (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 хочуть.

5. Розділове питання (Disjunctive) складається з 2 частин: перша – саме речення, друга частина – «хвостик». Якщо перша частина стверджувальна, тоді «хвостик» стає заперечувальним, і навпаки.

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. (Hi.)

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

Саллі грає з друзями на дворі? – Так. (Hi.)

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. (Hi (Але), я граю).

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

Біл не виконує домашнє завдання, чи не так? – Так, не виконує. (Hi (Але), виконує).

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. Переробіть нижче подані речення на заперечні. 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 ['fɔːrɪn] (іншомовний) languages.
5. My fellow students (однокурсники) have dinner at the canteen [kæn'tɪn] (студентська харчова).
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. Складіть питальні речення. Використовуйте 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 [kɜːsɪz] (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. Перекладіть рідною мовою та дайте відповіді на запитання. Перекладіть текст, використовуючи питання до нього 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 ['spɛʃ(ə)l] – особливо

² schedule ['skɛdʒɪl] – розклад

³ slips out – вислизає з

⁴ waits – чекає

⁵ to become more a'wake – скоріше

прокинутися

⁶ own [qʋn] – власний

⁷ steps – ступені

⁸ the sun shines – сонце світить

⁹ it rains – йде дощ

¹⁰ the most important [lm'pɪstɪknt] thing

найважливіше

¹¹ keep – притримуватися

¹² does his laundry ['lɒndrɪ] – пре

¹³ socks – носки

¹⁴ 'underwear ['ʌndqwɛɹ] – нижня білизна

¹⁵ shirt – сорочка

¹⁶ hangs – вішає

¹⁷ wind – вітер

¹⁸ feeds – годує

¹⁹ goes shopping – ходить за покупками

²⁰ does the ironing ['aɪnɪŋ] – прасує

²¹ clothes [kɒʋðz] – одяг

²² shoelaces ['ʃu:lɪsɪz] – шнурки

²³ from top to bottom – повсюду

²⁴ hour [aʋɹ] – година

²⁵ allow [q'laʋ] – 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. Дайте відповіді на питання.

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 прокидаєшся?
4. Do you go to the bathroom to clean your teeth, wash your face and comb (brush) your hair?	4. Ти йдеш до ванної кімнати щоб почистити зуби, умитися та розчісати волосся?
5. Who cooks breakfast in your family? What do you usually eat for breakfast?	5. Хто готує сніданок у твоїй родині? Що ти зазвичай їси на сніданок?
6. When do you get dressed? When do you leave home?	6. Коли ти вдягаєшся? Коли ти виходиш з хати?
7. How do you get to the university?	7. Як ти дістаєшся до університету?
8. How long does it take you to get to the university?	8. Скільки тобі їхати, щоб дістатися університету?
9. How many double periods do you usually have? When do your classes begin? When do they finish?	9. Скільки в тебе зазвичай пар? Коли починаються твої заняття? Коли вони закінчуються?
10. Where do you have dinner at home or at the canteen [kæn'tɪn]?	10. Де ти обідаєш – вдома чи у студентській харчівні?
11. Where do you go after classes? Do you go to the library?	11. Куду 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? Що ти робиш по дому?
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 гуляєш ввечері? Коли ти робиш уроки? Що ти робиш ввечері?
15. When do you go to bed?	15. Коли ти лягаєш спати?

Завдання для самостійної роботи:

10. Напишіть твір про свій робочий день, використовуючи питання із попередньої вправи як план.

Supplementary vocabulary:

- | | |
|---|---------------------------------|
| 1. to do the laundry – прати | 8. to get to – діставатися до |
| 2. to iron [aɪrən] – прасувати | 9. by bus – автобусом |
| 3. to wash the linen ['lɪnɪn] – прати білизну | 10. by trolleybus – тролейбусом |
| | 11. by tram – трамваєм |

- | | |
|---|--|
| 4. to go shopping – ходити за покупками | 12. by taxi – на таксі |
| 5. disco (discoteque) ['dɪskɔː] – дискотека | 13. to be tired [taɪəd] – втомлюватися |
| 6. to stay at home – залишатися вдома | 14. to feed a pet – годувати |
| 7. to change [tʃeɪndʒ] clothes – | домашнього |
| | любимчика |
| перевдяга | 15. to walk a dog – вигулювати |
| тися | собаку |
| to keep a schedule – притримуватися | 16. to empty a refuse ['rɛfjʊz] bin – |
| розкладу | 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 приголосною; **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 і 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 [prɒ'vɪd] – забезпечувати

² spelling – орфографія, по буквах

³ physical ['fɪzɪkəl] activity [ək'tɪvɪtɪ] – фізична активність

⁴ a swimming instruction – правила безпеки на воді

⁵ weather ['wɛðə] – погода

⁶ playground – ігровий майданчик

⁷ nasty [næstɪ] – мерзенна

⁸ indoors ['ɪndɔːz] – в приміщенні

⁹ wear [wɛə] – носити одяг

¹⁰ to take pride in – пишатися

¹¹ to dis'cuss – обговорювати

¹² the staff – штат (вчителі)

¹³ encourage [ɪn'kʌrɪdʒ] – заохочувати

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 i th*.

Буквосполучення ***ai, ay*** читаються [eɪ].

Наприклад: explain [ɪk'spleɪn] – пояснювати

delay [dɪ'leɪ] – відкладати

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

Наприклад: ready ['rɛdɪ] – готовий
breath [brɛθ] – зітхання

9.2. Буквосполучення с **w**.

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

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

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

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

Буквосполучення **wor** перед приголосною 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 ['nɒlɪʒ] – знання

5. Прочитайте слова і напишіть їх транскрипцію.

[eɪ]

pain – clay
gain – stay
main – play
rainbow – delay
stain – may

[h], [w]

who – whiskey
whose – whey
whole – wheeler
whom – while
who'd – wheat

[wɜː], [n]

worm – knight
worst – kneel
worthy – knitted
worship – knackey
worktable – knock

[e]

dead – feather
bread – leather
head – heather
ready – weather

[ʃə]

creature – feature
picture – lecture
moisture – fracture
adventure – torture

6. Повторіть вивчені фонетичні правила. Прочитайте слова і напишіть їхню 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 і запишіть їх у словник.

- | | |
|--|---|
| 1. to translate [trɒns'leɪt] – перекладати | 15. to be 'absent from – відсутні |
| 2. to ask [ɹɪsk] – питати, просити | 16. to miss classes – прогулювати, пропускати заняття |
| to ask a question [kwɛsʃən] – задавати запитання | 17. to attend [q'tend] – відвідувати |
| 3. a lecture ['lektʃə] – лекція | 18. to make a mistake [mɪs'teɪk] – зробити помилку |
| to give a lecture – дати лекцію | 19. to co'rrect [kə'rɛkt] a mistake – виправити помилку |
| 4. to answer ['ɹnsə] – відповісти | 20. to get a mark – отримати оцінку |
| an answer – відповідь | 21. to give sb. a mark – поставити оцінку |
| to answer a question – відповісти на запитання | 22. to take an exam [lɜ'zɛm] – здавати іспит |
| 5. to know [nəʊ] – знати | to pass an exam [pɹɪs] – здати іспит |
| 6. to learn [lɜ:n] – 1) дізнаватися; 2) вчити | to fail an exam – провалити іспит |
| to learn by heart – вчити напам'ять | 23. su'ccessfully [sʌk'sɛsfʊli] – успішно |
| to learn rules [r'ulz] – вчити правила | 24. an article ['ɹtlɪkl] – стаття |
| 7. to explain [ɪks'pleɪn] – пояснювати | 25. to retell [rɪ'tel] – пересказувати |
| 8. difficult ['dɪfɪkəlt] – важкий | 26. to describe [dɪs'krɪb] – описувати |
| 9. a word combination ['wɜd kəm'bɪn'eɪʃən] – словосполучення | 27. as a rule – як правило |
| 10. a sentence ['sɛntəns] – речення | 28. a 'lesson – урок |
| 11. to study ['stʌdi] – вчити, вчитися | at the lesson – на уроці |
| to study at school – навчатися в школі | 29. a break [breɪk] – перерва |
| 12. to work hard (at) – працюватим старанно над | 30. 'during a break – під час перерви |
| 13. pronunciation [prə'nʌnsi'eɪʃən] – вимова | to make up – складати. |
| 14. to be present at ['prezənt] – бути присутнім | |

8. Прочитайте словосполучення і речення. Складіть якомога більше аналогічних прикладів з виділеними словами.

lesson, break,	A long lesson, a short break; an interesting lesson; a dull lesson,
present, absent	during a break, before a break; before / after lessons, to be
lecture,	present at the lesson, to be absent from the lesson; a useful (по-
as a rule	лезная) break; lecture a very important lecture. Where is
	Mack? – He is at the lecture. He is fond of lectures on the His-
	tory 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, ask, To ask a question, to answer a question; very simple questions,
answer, know, very difficult questions; to know the answer, a brilliant answer;
knowledge, to have a good knowledge of spelling and 'grammar rules; to
make, correct, make a mistake, to correct a mistake; a bad mistake, grammar
mistake, ready 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, To read a book, to read a text, to read an article; to translate a
translate, text, to translate an article, to translate a book; to retell a text,
article 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, To learn a poem ['pɒlm] (вірш), to learn rules by **make up,**
 heart; to study at school, to study well; to make up sentences, to **sentence, hard**
 make up word-combinations, to make up dialogues ['dɪəlɒɡz] **word-**
combination, (діалоги); to explain the rule, to explain the task (завдання);
explain, work, to work hard, to work hard at pronunciation, to work hard at
pronunciation, 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 ['nɛsqsqrɪ]
 (необхідно).

miss, attend, To miss classes, to attend classes, to get a good mark, to get a
get, describe, bad mark; to give an 'excellent ['ɛksɪlənt] (відмінний) mark,
mark to give an unsatisfactory ['ʌnsʌtɪs'fʌktɪqrɪ] (незадовільна)
 mark, to give students only good marks, to give stu-
 dents 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 [kən'grætju'lʃɪnz] (привітання).

9. Прочитайте речення, замінюючи слова в 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, (переводимо) 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 (важкі граматичні правила), (задає) questions and we (відповідаємо) them. After that she (ставить) 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 пропускають) them. Natalie (не відсутність на) lesson, she (присутній).
7. We (Не здаємо іспити) in autumn, we (здаємо їх) in summer and in winter. Those who (має погані) marks, (провалюють) exams, those who (має хороші) marks, (здають їх успішно), the teacher is proud of our (знання).
8. This (питання) is very (важкий). Ми (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 в 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 Russian)
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 запитання один одному, використовуючи слова в дужках, і дайте 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 [sə'l'kɒlɒɡɪ] (to be present at).

12. *Складіть спеціальні запитання, починаючи з питальних слів в 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 (гучний звук) (what, what kind of).

Завдання для самостійної роботи:

13. Складіть діалоги про те, що ви а) 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 спонукання до дії за допомогою наказу, прохання, команди, ради і т. п. використовується наказовий спосіб (*The Imperative Mood*). В англійській мові він утворюється в такий спосіб:

- 1) в позитивній формі - від інфінітива без частки **to**.

Наприклад: to listen – слухати.

Listen to me! – Послухайте мене.

to translate – перекладіть

Translate the text! – Перекладіть текст.

- 2) в заперечувальній формі - на перше місце ставиться допоміжне дієслово **do** і негативна частка **not** (або скорочена форма – **don't**). Далі йде 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*.

Особливу групу представляють спонукальні речення з дієсловом **to let** (дозволити, дати щось зробити).

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

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

Дозвольте (дайте) мені попити. Я відчуваю спрагу .

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

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 дієслова **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 в кіно.

Негативні пропозиції 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 будемо грати в теніс.

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

I. Look at me, Peter.

Learn this poem by heart.

Answer difficult questions.

Study well, guys ([gʌlz] – хлопці).

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. ([ˈhʌpən] – траплятися).

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

- виправити помилку
- отримати гарну оцінку
- скласти іспити влітку
- описати картинку
- бути уважним (attentive [q'tɛntiv])
- бути серйозним (serious ['sɪrɪqʃs])
- відповідати на запитання вчителя
- переказати статтю
- скласти словосполучення
- бути готовим на уроці

16. Запропонуйте своїм однокурсникам а) виконати; б) не виконувати дії разом і проаргументуйте 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 - скоро іспит).
3. прочитати статтю (корисна - відповідати на уроці).
4. подивитися ТВ (освітня програма (educative ['ɛdjʌkqtɪv] programme) –
5. залишитися вдома - (зробити уроки - вимовляти нові слова).

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

1. The weather is fine. (Давай) 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. (Давай ні) 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 і переведіть діалог. Дайте відповідь на питання після діалогу. Прескажіть його.

At the English lesson

Teacher: Good morning children.

Pupils: Good morning Marina Nikolaevna.

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: Tanya 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. Vanya, begin please. Read the new words after the text.

Vanya: Marina Nikolaevna, I don't know the pronunciation of the word "figure skating".

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

Masha: f – i – g – u – r – e s – k – a – t – i – n – g. The transcription is [ˈflgq 'skʌtɪŋ].

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

Vasya: (*reads*). Maria Nikolaevna, explain me the meaning³ of the word combination "to decorate a New Year's tree."

Teacher: Children, help him.

Nadya: It is "прикрашати новорічну ялинку".

Teacher: Right you are⁴, Nadya. Sonya, continue⁵ reading, please.

Sonya: It's a difficult word.

Teacher: Sonya, you should⁶ work hard at your pronunciation. Learn the new words and make up more⁷ sentences.

Sonya: O.K.

Teacher: Oleg, translate the text.

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

Teacher: How clever of you⁸! You are my right-hand man⁹. It's time to answer the questions. Kate, do please.

Kate: I don't know the answer.

Teacher: Pupils, no helping. Kate, look up¹⁰ in the vocabulary the meaning of the word "congratulate" and carry on^{cm.5}.

Kate: It means "поздравлять". Well done¹¹. (*somebody is laughing*). We don't laugh¹² at each other's mistakes, Kolya. You often miss classes, you study badly, you get bad marks and make many mistakes in you dictations.

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

Teacher: Very nice, Kolya. Those, who don't attend classes or work hard, fail their exams.

Tanya: Marina Nikolaevna, may¹³ I describe Father Frost.

Teacher: Of course, you may. I like it. Children, give her a clap¹⁴. (*children are clapping*). Nat, retell the beginning of the text.

Nat: (retells). Olga retells the second part¹⁵.

Teacher: That'll do. Make up short dialogues. Ask each other how you celebrate New Year's Day.

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

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

Pupils: Hurra!

¹ on duty – черговий

² we are going – ми збираємось

³ meaning – значення

⁴ Right you are – правильно

⁵ continue [kən'tɪnjuː] (=carry on) –
продовжуват

⁶ should [ʃʊd] – слід

⁷ more [mɔ:] – більше

⁸ How clever of you! – Який ти молодець!

⁹ right-hand man – права рука

¹⁰ look up – знайди

¹¹ Well done [dʒʌn] – Хорошо

¹² laugh [lɑːf] – сміятися

¹³ may [meɪ] – можна (мені)

¹⁴ give her a clap – поплескайте її

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 Vanya 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 Sonya 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 Kolya? 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 Kolya want? Who usually fails exams?
10. Does the teacher like Tanya'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?

Завдання для самостійної роботи:

19. Перекладіть речення англійською мовою і напишіть їх.

4. Всі наші друзі цікавляться іноземними ('foreign ['fɔːrɪn]) мовами.
Хто навчає їх англійській мові? - Містер Браун. А вони щодня вчать нові слова і словосполучення.
5. Ви знаєте правильну відповідь на запитання? - Так. - Тоді не смійся над помилками інших. Поясни правило Ніку. Він його не розуміє.

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

20. Напишіть твір «At the English lesson» і розкажіть його, використовуючи додаткову лексику по темі.

Supplementary Vocabulary:

- | | |
|---|--|
| 1. a subject ['sʌbʤekt] – предмет | 10. a first – year student – першокурсник |
| 2. to be late for – спізнюватися на | 11. dean – декан |
| 3. to pronounce [prɒ'naʊns] – вимовляти | 12. a fellow-student – однокурсник |
| 4. sing songs – співати пісні | 13. at the Dean's office – в деканаті |
| 5. to be on duty ['dju:tl] – бути черговим | 14. dictionary ['dɪkʃən(ə)rɪ] – словник |
| 6. to be going to do smth. – збиратися зробити щось | 15. foreign ['fɔ:rn] – иноземна |
| 7. a gym [dʒɪm] – спортзал | 16. be careful ['keəfəl] – бути уважним, обережним |
| 8. department [dɪ'pɑ:tmənt] – відділення, факультет | 17. attentive [ə'tentɪv] – уважний |
| 9. reading-room – читальний зал | 18. to collect exercise-books – збирати зошити |
| | 19. to hand out – раздавати |

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 to add - додавати
 a bit – трохи yours truly ['tru:li] – відданий тобі
 a great deal – багато

* * *

- 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 [Cʰɪz] – вибирати

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 ['lq'fɔnɪz] – навушники
philology [fɪ'lɒlədʒi] – філологія

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

Наприклад: scholarship ['skɒləʃɪp] – стипендія
science ['sɪəns] – наука.

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

Наприклад: quarter ['kwɔ:tə] – чверть
quality ['kwɒlɪti] – якість
quarrel ['kwɒrəl] – сварка

Буквосполучення **are** читається [ɜə].

Наприклад: to take care [tə'teɪk'keɪə] – піклуватися
hare [heɪə] – заєць

Виключення: are [ɑː] – є

10.2. Суфікси прикметників *cian, cial*.

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

Наприклад: official [ə'fɪʃl] – офіціальний
musician [mju'zɪʃn] – музикант

2. Read the words and write their transcription.

[f].	[ɜə], [ɑː]	[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'nnounce, 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 [xʌŋgrɪ] – злитися на когось | 12. winter ['wɪntɪ] – зима |
| 2. nowadays ['naʊqdɪz] – на сьогодні | 13. spring [sprɪŋ] – весна |
| 3. a higher education ['haɪə ˈɛdʒuːkəlʃən] – вища освіта | 14. summer ['sʌmə] – літо |
| 4. educational [ˈɛdʒuːkəlʃənəl] – освітній | 15. autumn ['ɒ:təm] – осінь |
| 5. establishment [ɪs'tæblɪʃmənt] – заклад | 16. month [mʌnθ] – місяць |
| 6. to enter smth ['entɪ] – вступати кудись | 17. January ['ʒænjuəri] – січень |
| 7. to be eager to do smth ['jɛɡɪ] – дуже хотіти щось зробити | 18. February ['februəri] – лютий |
| 8. noble ['nəʊbl] – почесний | 19. March [mɑːtʃ] – березень |
| 9. it goes without [wɪ'ðəʊt] saying – ясна річ | 20. April ['eɪprəl] – квітень |
| 10. to be proud of smb/smith [tɪ bl'praʊd ɒv] – бути гордим за когось | 21. May [meɪ] – травень |
| 11. to last [lɑːst] – тривати last – останній | 22. June [dʒuːn] – червень |
| year [jɪə] – рік | 23. July [dʒaɪlɪ] – липень |
| | 24. August ['ɒ:gʌst] – серпень |
| | 25. September [sɛp'tembɜː] – вересень |
| | 26. October [ɒk'təvɜː] – жовтень |
| | 27. November [nɒv'vembɜː] – листопад |
| | 28. December [dɪ'sembɜː] – грудень |
| | 29. term [tɜːm] – семестр |
| | 30. to have a bite ['baɪt] – перекусити |
| | 31. to be tired of smth/smb [tɪ bl'taɪəd ɒv] – втомитися від in spite of [ɪn'spaɪt ɒv] – не дивлячись на |
| | 32. to make good progress in ['prɒɡrɛs] – прогресувати в |
| | 33. best regards to [rɪ'gɜːdz] – з найкращими побажаннями |

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 ['tɛns] (напружений), that's why I'm very tired. But in spite of it, we try to do our best to get excellent marks in Philosophy. 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, higher, year, term, nowadays	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 [vʃɛrlqs] (пізнаючі) educational establishments. An academic year consists of 2 terms.
winter, spring, summer, autumn	There are four seasons ([ˈsɪzənz] – пори року) 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, last, progress, noble, to have a bite	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.
It goes without saying	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 ([ˈɛdʒukətɪv] – освітня).

6. Open the brackets. Use the essential vocabulary.

1. There are four seasons in a year (зима, весна, літо, осінь).
2. (Ясна річ, що), it is important nowadays (отримати вищу освіту).
3. There are a lot of (освітніх закладів) in our city: academies, institutes, (університети), colleges.
4. The students of our group are clever. They (прогресують) in Ukrainian and get a scholarship for it.
5. This documentary film (триває) 20 minutes, it’s very dull.
6. Betty (дуже хочу поступити в педагогічний університет) 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. Особоті та присвійні займенники.

1. Особові займенники в англійській мові мають 2 відмінки: називний (*The Nominative Case*) и об'єктний (*The Objective Case*). Об'єктний відмінок відповідає на питання: кого? що?; кому? чому?; ким? чим?; про що? Особові займенники в об'єктному відмінку виступають як доповнення або обставина.

Learn the table:

<i>Nominative Case</i>	<i>Objective Case</i>
I – я	me – мене, мені, зі мною
We – ми	us – нам, нас, з нами, про нас
You – ти, ви	you < тебе, тобі, з тобою вам, вас, з вами, про вас
They – вони	them – їм, їх, 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, її, з нею, про неї.

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

Я не прокидаюсь зранку сама, моя мама будить мене.

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

Вона відмінниця, але хлопці з її групи 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 красивий мужчина, але Ліззі навіть не дивиться на нього.

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

Селлі не знає історію про них.

It's all about **us**.

Це все про нас.

2. В англійській мові присвійні займенники мають дві форми – просту (*conjoint*) і абсолютну (*absolute*) і відповідають на питання чий? чия? чий? чий? Присвійні займенники в простій формі знаходяться в положенні перед іменниками, а в абсолютній формі вони виступають самостійно (без іменника за ними) щоб запобігти повтору іменника. Присвійні займенники в простій та абсолютній формі перекладаються українською мовою однаково.

Compare the forms:

Особові займенники	Присвійні займенники		
	проста форма	абсолютна форма	переклад
I	my	mine	мій
we	our [aʊə]	ours	наш
you	your [jʊ:]	yours	твій, ваш
they	their [ðeɪə]	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.

the Possessive Case

Іменник в англійській мові має 2 відмінки: **загальний (the Common Case)** і **присвійний (the Possessive Case)**.

1. Іменник в присвійному відмінку означає належність чогось до когось або його відношення до іншого предмета, відповідає на питання Whose? [hʌz] – чий?

У формі присвійного займенника можуть використовуватися власні назви, деякі неживі іменники та ін.

2. Щоб створити присвійний відмінок потрібно додати закінчення -'s (знак апострофа і буква s) до основи іменника в однині і до основи іменники в множині, ті, що не закінчуються на -s (es)). 's читається за загальним правилом закінчення множини іменників – [s], [z], [ɪz].

Наприклад: the woman's hat – капелюх жінки

Kate's cousin – двоюрідна сестра Каті.

the children's room – дитяча кімната.

the group's decision [dl'sɪzn] – рішення групи

3. Присвійний відмінок іменників в множині, що утворюються за правилом із закінченням s (es), означається тільки знаком апострофа у кінці слова.

Наприклад: the students' room – кімната студентів

my parents' names – ім'я моїх батьків.

4. Коли два і більше іменників є власниками предмета, тоді закінчення

додається до останнього названого.

Наприклад: Whose house is this? – This is Sue and Rick's house.

Чий це дім? – Це дім С'ю і Ріка.

5. Форму присвійного відмінка можуть приймати:

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

Наприклад: the world's literature – світова література.

Odessa's streets – вулиці Одеси.

America's cities – міста Америки.

Our town's name – ім'я нашого міста.

– словосполучення, що означають часові обмеження: **yesterday, today, tomorrow, Monday** і т. п.

Наприклад: today's newspaper – сьогоднішня газета.

next week's meeting – збори наступного тижня.

– словосполучення, що означають періоди часу, часову тривалість якогось явища.

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

У нас тижнева відпустка.

It's five minutes' walk from here.

Це у п'яти хвилинній відстані звідси.

Якщо в українській мові перед означувальним словом може знаходитися два або більше, наприклад, *машина друга мого батька*, то в англійській мові використовують конструкція з прийменником **of** і словосполучення в присвійному відмінку.

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

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

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

I don't like **him**. – **He** is a truant [trʰlqnt] (прогульщик).

Is David fond of **her**? Yes, **she** is a witty (кмітлива) 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 (['nɜ:vqs] – 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".

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

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

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

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 (пишаємось) 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 ([q'pr]ʃlɔlt] достойно оцінити) ... work (you).
3. I have a son. He is a naughty boy. There's always a mess (безлад) in ... room. (he)
4. We study at South Ukrainian State Pedagogical University named after K. D. Ushinsky. ... 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 ['ɒvɪlqʒ] (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 (порвана).

→ 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 Lvov. → The city's name is Lvov.

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 ([q'rQlv] – 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 [q'sQlnmqnts] (завдання) after the text.

Our University (A letter)

Dear Maria,

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 South Ukrainian pedagogical university named after K. D. Ushinsky.

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 about 15 faculties at our University which train teachers in many subjects: Ukrainian and Russian, Foreign Languages, Physics⁸ Mathematics⁹, Biology¹⁰ and Chemistry¹¹, Philology¹² and History, Primary and Nursery Education, Physical Training¹³, Computer Study,

Psychology [saɪ'kɒlədʒi] 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, Philology, Pedagogics¹⁵. Those who are diligent students pass exams successfully in winter and summer and get their scholarship¹⁶.

So that's the latest news¹⁷ about me. Please write to me about your life and study. I look forward¹⁸ to your answer.

My best regards to your relatives.

Yours,
Olga.

¹ silence ['saɪləns] – тиша

² I was [wɜz] – я була

³ need – потребувати

⁶ various ['vɛəriəs] – різноманітні

⁷ thrilling ['θrɪlɪŋ] – захоплюючий

⁸ Physics ['fɪzɪks] – фізика

⁹ Mathematics ['mæθə'tɪkəz] –
математика

¹⁰ Biology [baɪ'ɒlədʒi] – біологія

¹¹ Chemistry ['kɛmɪstrɪ] – хімія

¹² Philology [fɪ'lɒlədʒi] – філологія,
мовознавство

⁴ qualified ['kwɒlɪfaɪd] – компетент-
ний

⁵ 'school-'leavers – абітурієнти

¹³ Physical Training ['fɪzɪkl 'trɛɪnɪŋ] –
фіз. культура

¹⁴ stadium ['stæɪdɪəm] – стадіон

¹⁵ Pedagogics ['pɛdə'ɡɒdʒɪks] –
педагогіка

¹⁶ scholarship ['skɒləʃɪp] – стипендія

¹⁷ the latest news – останні новини

¹⁸ look forward ['fɒwəd] to – чекати з
нетерпінням

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 [dɪ'vɪdɪd] into (розділений).
5. Speak about Olga's working day at South Ukrainian State Pedagogical University named after K. D. Ushinsky.

6. Does your working day resemble [rɪ'zɛmbl] (нагадує) Olga's? How many double periods have you got every day? What do you do during the breaks? What are your favourite subjects? Give some information about your study at the university.

Завдання для самостійної роботи:

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 це йому, а не мені. Він не хоче повертати їй словник, хоча (though – [ʰɤqɑ]) це йому не належить.
2. Це рішення нашої родини – жити в Одесі та вступати до Педагогічного Університету.
3. Вчитель – це почесна професія. Діти відчують справжнього (real) вчителя та захоплені його предметом.
4. Мені потрібна ваша допомога. У мене труднощі з українською літературою. Навчіть мене користуватися (to use) цим робочим зошитом (a work book).
5. Джейн подобається фізика та математика, а Ніколосу – хімія і біологія. Вони вивчають різні предмети.
6. Чий це підручник? Це підручник Кріса. (Chris). У нього вдома велика купа книг. Бібліотека його батьків дуже різноманітна.
7. Де Сем? Він хворіє? – Ні, він у студентській харчівні. Він завжди запізнюється на 3-ю пару. – Передайте йому привіт від мене. Побачимось 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) – вставати
- сісти
- відкрити зошит
- записати дату
- бути готовим відповідати
- b) – не розмовляти на уроці
- не пропускати уроки
- не перебивати вчителя (to interrupt)
- не запізнюватися
- не обертатися (to turn over)

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

- | | |
|---|--|
| <ul style="list-style-type: none">– to play basketball– not to help in class– to correct the answer– not to make mistakes– to go to the library | <ul style="list-style-type: none">– not to take part in sports competitions.– to write a composition– not to describe pictures– to enter the room |
|---|--|

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'n]vq]. 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.

Harry Undy, 1988.)

- | | |
|---|---|
| 1 founder ['faʊndɹ] – засновник | 19 maladjusted ['mʌlɹdʒʊ'stɹld] – мало-озабезпечені |
| 2 save [sɹv] – рятувати | 20 orphan ['ɒf(ɹ)n] – сирота |
| 3 fund [fʌnd] – фонд | 21 waif [wɹf] – безпритульний |
| 4 commonly known ['kɒmənli 'nɹn] – загально відомий | 22 be sheltered ['ʃɛltɹd] – дати дах, прихистити |
| 5 must [mʌst] – повинен | 23 succour ['sʌkɹ] – допомагати |
| 6 protected [prɹ'tɛktld] – захищений | 24 relief [rɹ'li:f] – заспокоєння, полегшення |
| 7 beyond and above [bɹ'jɒnd ɹnd ɹ'bʌv] – понад усе | 25 distress [dl'strɛs] – лихо |
| 8 consideration [kɹn'sɪdɹrɛlʃn] – розгляд, увага, обговорення | 26 benefit ['bɛnlɪft] – вигода, користь, допомога |
| 9 creed [krɪd] – переконання | 27 provided [prɹ'vaɪld] – забезпечений |
| 10 care for ['kɛɹ 'fɹ] – піклуватися про | 28 welfare ['wɛlfɛɹ] – добробут |
| 11 due [dʒu:] – належний | 29 enable [ɪ'nɛbl] – дати можливість, право щось робити |
| 12 respect [rɪs'pɛkt] – повага | 30 livelihood ['laɪvlihvɹd] – кошти до життя |
| 13 entity ['ɛntɪtɹ] – щось реально існуюче; буття | 31 exploitation ['ɛksplɒɪ'tɛlʃn] – експлуатація |
| 14 means [mɪnz] – кошти | 32 to be brought up ['brɒt 'ʌp] – бути вихованим (від дієслова to bring up) |
| 15 requisite ['rɛkwɪzɪt] – все необхід | 33 consciousness ['kɒnʃqsnq:s] – свідомість, розуміння |
| 16 development [dl'vɛlɹpmɹnt] – розвиток | |
| 17 spiritually ['spɪrɪtʃʒlɹ] – духовно | |
| 18 handicapped ['hʌndɪkæpt] – з неоліка в розвитку | |

5. Read and translate the words. Write them down into your vocabularies. Pay attention to their pronunciation and spelling.

- | | |
|---|--|
| 1. to need [nɪd] – потребувати чимось.
need – потреба
to be <i>in need of</i> – потребувати в | 11. to provide [prɹ'vaɪd] – забезпечувати |
| 2. to love [lʌv] – любити
love <i>for</i> – любов до | 12. to encourage [ɪn'kʌrɪdʒ] – заохочувати |
| 3. to achieve [ɹ'ʃɪv] – досягати | 13. to explore [ɪks'plɹ] – дослідити |
| 4. to praise [prɹz] – хвалити
a praise – похвала | 14. to feed [fi:d] – годувати |
| 5. to try [traɪ] – намагатися
a try – спроба | 15. to mean [mi:n] – значить, мати на увазі
a meaning – значення
by means (of) – за допомогою |
| 6. to feel [fi:l] – відчувати
a feeling – почуття | 16. to allow [ə'laʊ] – дозволяти |
| | 17. to prefer [prɪ'fɹ:] – надавати перевагу
to prefer smth to smth – що-л., чому-л. |

7. to change [Cʒlnʒ] – **менять (ся)**;
a change – 1) зміна; 2) сдача
for a change – для різноманітності
8. to treat [trɪt] – 1) звертатися,
2) лікувати
to treat smb *to* smth – пригощати
to treat *with* – лікувати чим-
небудь
treatment – 1) лечение;
2) обращение
9. confident ['kɒnfɪdʒənt] –
впевнений
10. to care [kɛə] – **піклуватися**
to care *for* smb – доглядати
care – турбота, догляд, увага
to take care *of* – піклуватися про
careful ['keɪfʊl] – обережний,
уважний
careless ['keɪləs] – безтурботний
18. to deserve [dɪ'zɜ:v] – **заслужити**
19. meal [meɪl] – **прийом їжі**
20. creative [kreɪ'etɪv] – **творчий**
22. nutritious [nju'trɪʃəs] – **живильний**
23. routine [ruː'tɪn] – **рутина**,
встановлений порядок
24. self-esteem ['selfɪ'sti:m] – **почуття**
гідності
25. courtesy ['kɜ:tɪʒi] – **чемність**,
ввічливість
26. independence [ˌɪndɪ'pendəns] –
незалежність
27. to respect [rɪ'spekt] – **поважати**
respect **for** – повага чого-л., кого-л.
28. vital ['vɪtəl] – **життєвий**
29. to expect [ɪk'spekt] – **очікувати**

6. Read and translate the word combinations and sentences. Make up your own examples with the words in bold type.

- | | |
|--|--|
| need, care, love, nutritious, careful, careless | To be in need of money, to need money. Children need care, love and nutritious meals. His love for plants was great. Be careful, it is already dark. Children usually take care for their old parents. Take care of your 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 ['bɪskɪts] печенье. Nowadays doctors treat their patients ['peɪʃənts] with very expensive medicine ['mɛdɪsɪn]. This problem is vital. It needs a quick decision [dɪ'sɪʒən] (рішення). |
| deserve, expect, confident, creative, routine, mean, | To deserve a punishment ['pʌnɪʃmənt] (наказание), to expect somebody to come, to be confident of one's knowledge. Do you prefer routine work to creative one? Certainly, not. I mean, |

**bring, allow,
courtesy, care**

we should (['ʃʊd] – слід), develop [dɪ'vɛləp] – 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 мовця до дійсності. Давайте їх розглянемо. Групу модальних дієслів об'єднують такі ознаки:

- 1) у них немає форми інфінітива;
- 2) смислове дієслово слід за ними без частки **to** (окрім **ought to** – слід; **to be able to** – могли);
- 3) запитливу і негативну форму вони утворюють без допомоги допоміжного дієслова. У питальній формі модальне дієслово ставиться перед підметом, а в негативній формі частка **not** ставиться після модального дієслова.

Ось деякі «представники» групи модальних дієслів:

Can – могли, уміти. Позначає, що щось можливо зробити, або у кого-то є здатність або вміння щось виконувати.

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

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

Can you help me?

Ти можеш мені допомогти?

Could you help me?

Ви б не могли 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.

Айрін вміє кататися на ковзанах? - Так, вміє.

to be able to – могли, уміти, мати здатність. Можливе використання цього модального дієслова замість **can**, але **can** - більш поширений.

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

Річард може (здатен) виховувати дітей.

Are you **able to** comfort a crying baby?

Ти можеш заспокоїти дитину, яка плаче?

I **am not able** to deceive [dɪ'sɪv] people.

Я не вмію обманювати людей.

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

2) можна - висловлює прохання або дозвіл щось зробити;

3) можемо - про можливі дії в 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, тому що я хочу вступити до педагогічного університету.

Негативна форма **must not** або **mustn't** ['mʌsnt] висловлює категоричність судження.

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

Ти не повинен (не можна) ображати маленьких дітей!

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

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

Я повинен писати цей лист? - Ні, не треба.

(Порівняйте з модальним дієсловом **shall**, який в питальних реченнях перекладається як: можна, потрібно і 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 якої-небудь дії в силу обставин, що склалися.

Наприклад: It is already dark. It is dangerous [ˈdɛŋɡərəs]. I **have** to go home.

Вже темно. небезпечно. Я повинна йти додому (змушена).

Негативна і питальна форми утворюються за допомогою допоміжного дієслова.

Наприклад: You **don't have to** help him. He has a lot of money.

Ти не повинен йому допомагати. У нього 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, статуту, розпорядженням або наказом, правилом.

Наприклад: You **are to be** at work in time.

Ви зобов'язані бути вчасно на роботі.

Am I to telephone your partners?

Це входить в мої обов'язки (= зобов'язана я) дзвонити вашим партнерам?

He isn't to consult you.

Він не повинен консультуватися з тобою.

Should [ʃʊd] – слідує. Висловлює дружнє, доброзичливу раду щось зробити. Це буде добре, правильно, якщо ви виконаєте ту чи іншу дію

Наприклад: You **should** behave yourself.

Тобі слід добре себе вести.

У негативному реченні **shouldn't** позначає, що вам не слід здійснювати небажану дію.

Наприклад: You **shouldn't** argue ['Q:gju] your baby sitter.

Тобі не слід сперечатися з твоєї нянею.

Praise Nick. – **Should** I.

Похвали Ніка. - Мені це слід зробити? (= А треба?).

7. Read the sentences and compare them with the Russian translation. Pay attention to the usage of the modal verbs.

I.

1. They **can** have a try to do it once more.
2. I **can** ski and play volley-ball.
3. It **can't** be so.
4. Denis **can't** provide the educational process.
5. Pat **can't** ex'press his self-esteem.
6. **Can** you change your point of view ['vjʃl].
7. **Can** you carry my bag?
8. **Could** you open the door, please? – Sure [ʃuq].

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 [d'l'ʌʃqs] meal? –Yes, you **may**.
5. Be careful. You **may** not make a mistake.

IV.

1. Jack, you **must** encourage your assistants.

I.

1. Вони можуть спробувати зробити це ще раз.
2. Я вмію кататися на лижах і грати в 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 точку зору?
7. Ви можете 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 силах) подбати про молодшого брата.
3. Ти можеш досягти хороших результатів у цьому проєкті? - Я відчуваю, що можу.

III.

1. Що любить Кейт? Я не впевнена, що вона може надавати перевагу читання перегляду телевізійних програм.
2. Можливо, йому доведеться відвезти дитину в лікарню. У неї висока температура.
3. Мері може і не очікувати такого результату.
4. Можна я вас пригощу смачним обідом (їжею). – Так, можеш.
5. Будь обережною. Тобі не можна зробити помилку.

IV.

1. Джек, ти повинен заохочувати своїх асистентів.

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**.
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 ['nɛsqsqrl] to solve ['sɒlv] them.
2. Charlie **has to** be confident and careful. The world around him is deceptive [dl'sɛptlv].
3. You **don't have** to be in a hurry. There is one more train to Kiev.
4. Angie doesn't work. She **doesn't have to** get up early.
5. Do we **have to** do it? We are extremely [lks'trɪml] rich.
6. **Does** Route **have to** go to hospital? Why? – She is injured ['lɪŋqd].

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 ['dʒɪtl].
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

2. Ми повинні поважати наших батьків.
3. Ви не повинні дозволяти вашій доньки приходити так пізно.
4. Я повинна обстежити наш район? - Ні, не треба.
5. Нам погодувати дітей? - Так будь ласка. Обід такий поживний.

V.

1. Мені треба йти. У мого сина проблеми життєвої важливості. Її необхідно вирішити.
2. Чарлі доводиться бути впевненим і обережним. Світ навколо нього оманливий.
3. Тобі не треба поспішати. Є ще один поїзд на Київ.
4. Енджі не працює. Їй не треба вставати рано.
5. А треба нам це робити? Ми страшно багаті.
6. Рут повинна їхати в лікарню? Чому? - Вона поранена.

VI.

1. Згідно з нашим планом ми повинні закінчити цю гру о першій годині.
2. Лора повинна вигулювати собаку. Це її обов'язок.
3. Вони не повинні приймати рішення, вони повинні скласти план роботи (планувати роботу).
4. Я повинна використовувати тільки цю інформацію на конференції? Ні.
5. Майки зобов'язаний ставити питання няні? - Ні, це не його робота.
6. Тобі слід виховувати дитину з любов'ю.
7. Нам не слід сміятися над невдачами наших друзів.
8. Дивись, Юджин сумний. - Мені

comfort him?

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 ([q'fɛndld] – образитись) 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 ([ˈClɔr 'ʃɪp] – 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'prʊv] – поліпшити). Bad students don't study here.
10. They **have to** stay at home. It's raining (йде дощ).
11. We **are to** create ([kri'tʃeɪt] – 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).
3. I am able to make 'orders (наказ, розпорядження).
4. We may introduce [ˈɪntrə'dʒɪʃnz] 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 ([q'gʒɪn] – знов).
8. Parents are to respect their children's individuality when they create something.
9. He is to blame (звинуватити) "excessive competitiveness" [ɪk'sɛsɪv kəm'petɪtɪvɪnəs] (надмірне суперництво).
10. I may believe ([bɪ'lɪv] – 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 ([ˈWʊqnt] – терміново).
5. Why ... she ... leave? – She has a lot to do at home.

11. Read the text and translate it into Russian. 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 build 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.

¹ essential [q'sɛnʒql] – основні, важливі	⁹ roughly [ˈrʌflɪ] – приблизно
² meet (all their needs) – вітати (необхідне для них)	¹⁰ variety [vɔːrɪəlti] – різноманітність
³ would like [wʊd] – хотілося б	¹¹ challenge [ˈtʃælɪnʃ] – виклик, склад- не завдання
⁴ matter – має значення	¹² choice [tʃɔɪs] – вибір
⁵ in return [rɪˈtʃʊn] – замість	¹³ wear (clothes) [wɛə] – носити одяг
⁶ include [ɪnˈkluːd] – включати	¹⁴ to affect [əˈfekt] – хвилювати, зачи- пати
⁷ warmth [ˈwɜːmθ] – теплота, тепло	¹⁵ separation [ˈseɪpəreɪʃən] – роз- лучення батьків
⁸ secure [sɪˈkjʊə] – спокійний, надій- ний, 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 ([kənˈdɪʃən] – 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.

Завдання для самостійної роботи:

13. Translate from Russian into English.

1. Ми повинні захищати наших дітей, незважаючи на (in spite of) їх расу або 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 і духовного.
4. Кожен може допомогти розумово чи фізично відсталій дитині. Дайте їй освіту по-новому (to re-educate) і «дах над головою» (= притулок).
5. Вам доведеться дозволити дитині висловлювати (express) її особисті думки, тому що дитина - це особистість (personality), індивідуальність.

6. Ви б не могли пояснити дівчинці зміни в нашій звичайній роботі (рутині)? Похваліть її за творчу роботу і хорошу поведінку (behaviour [bl'hɛlvɪq]).
7. Міссіс Джексон змушена (повинна) годувати малюків живильним обідом. Нянні немає сьогодні. - А вона це повинна (зобов'язана) робити? - Ні, вона - соціальний (social) працівник
8. Ви не повинні лаятися ('argue – ['Rɡju]) з бабусею і дідусем! Вони вас люблять і завжди захищають.
9. Як ти себе почуваєш? - Могло б бути і краще (better)
10. Мені погодувати рибку? - Так будь ласка. Вони голодні. - Ти дуже добродушний (good-natured – ['ɡud 'nɛlCɔd]) хлопчик.
11. «Незалежність» - позначає заохочувати дітей вчитися робити все самостійно; одягатися (by themselves) і їсти, робити іноді свій вибір (choice) в одязі, іграшках.
12. Ти можеш заслужити добре ставлення до себе, якщо ти зумієш поважати людей і 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*).
Односкладові та багатоскладні 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] – так як

² book-marks – закладки

³ meant [ment] – призначен

⁴ cut [kʌt] – нарізати, розрізати

⁵ indeed [ɪn'dɪd] – насправді

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 Russian.**

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 – говорити	⁹ haven't gone [gʊn] – взагалі не
² embarrassing [ɪmˈbʌrɪŋɪŋ] – бентежучий, той що бентежить	ходили до..
³ to force [fɔːs] – змушувати	¹⁰ struggle ['strʌɡl] – боротьба
⁴ take part – брати участь	¹¹ to aim [eɪm] – ставити ціль
⁵ it's high ['haɪ] time – пора	¹² character ['kʌrɪktə] – характер
⁶ effort ['ɛfɔːt] – зусилля	¹³ career [kəˈrɪə] – кар'єра, професія
⁷ on view ['vjuː] – на виду	¹⁴ leisure ['leɪʒə] – досуг
⁸ overwhelming [ˈoʊvəwɪlɪŋ] – нездоланни покоління	¹⁵ generation [ˌdʒenəˈreɪʃən] – й

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 (взяти себе у 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, бо у російській мові, існує 2 ступені порівняння прикметників (*Degrees of Comparison*): вищий (або порівняльний) (*The Comparative Degree*) та найвищий (*The Superlative Degree*), які можуть виражати, як меншу, так і більшу ступень якості.

1. При виразі більшого ступеня якості до основи односкладного прикметника та двоскладного прикметника з наголосом на других склад, а також з закінченнями - *e*, - *y*, - *er*, - *ow* додається суфікс *-er* для утворення порівняльного ступеня та суфікс *est* для найвищого ступеня. Окрім того перед прикметником у найвищому ступені вживається визначений артикль *the*, який буде і у випадку, коли іменник лише мається на увазі.

Наприклад: cold – colder – the coldest

холодний – холодніше – найхолодніший

cheap – cheaper – the cheapest

дешевий – дешевше – найдешевший

My brother is the cleverest pupil in his class.

Мій брат найрозумніший учень у класі.

His father is the strongest.

Мій тато найсильніший.

2. Під час утворення ступенів порівняння за допомогою суфіксів

- *er* й - *est* дотримуються таких правил орфографії:

а) в односкладних прикметника кінцева приголосна, яка стоїть після короткої голосної (закритий вид складу), подвоюється:

Наприклад: big – bigger – the biggest

fat – fatter – the fattest

б) німа голосна - *e* у кінці слова пропускається;

Наприклад: nice – nicer – the nicest

large – larger – the largest.

в) якщо прикметник закінчується на - *y* з попередньою приголосною, то - *y* змінюється на - *i*.

Наприклад: tidy – tidier – the tidiest

dirty – dirtier – the dirtiest

3. Для утворення вищого та найвищого ступеня якості у багатоскладних словах вживаються слова *more* (вища) і *the most* (найвища) перед прикметником. Орфографія слова не змінюється.

Наприклад: comfortable – **more** comfortable – **the most** comfortable
 комфортний – комфортніше – найкомфортний.
 good-natured – **more** good-natured – **the most** good-natured
 добродушний – добродушніше – добродушніше за
 всіх.

4. Для того, щоб виразити менший та найменший ступень якості у предмета на відміну від інших вживаються слова: **less** і **the least**, які ставляться, як перед односкладними, так і перед багатоскладними 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 існує кілька прикметників, які утворюють вищий та найвищий ступені не за правило, а від іншої коренів. Такі прикметники варто запам'ятати. До них відносяться **ВИНЯТКИ**:

	good – better – the best	
	хороший – краще – найкращий	
	bad – worse – the worst	
	поганий – гірше – найгірший	
	many	} more – the most
	much	
	a lot of	
	багато – більше – найбільш за все	
	little – less – the least	
	мало – менше – менше за все	
old старий	older	– the oldest
	старший (за віком)	– найстарший (за віком)
	elder	– the eldest
	старше/старший у сім'ї (брат/сестра)	– найстарший (із сестер/братів)
far далеко	farther	– the farthest
	далі (на відстані)	– найдальніший (відстань)
	further	– the furthest
	далі (наступний)	– останній

6. Для порівняння двох предметів, які мають однакові якості, прикметник у початковій формі ставить між **as ... as**.

Наприклад: I am **as** happy **as** you are.

Я така сама щаслива, як і ти..

Is Stan **as** handsome **as** his father?

Стен такий саме красивий, як його батько?

7. Для вираження неоднакових ступенів якості двох предметів використовуються союз **not so (as)...as** або слово **than** (ніж).

Наприклад: This armchair is **not so (as)** comfortable **as** yours.

Це крісло не таке комфортне, як твоє.

My car is **not so (as)** expensive **as** Dan's.

Моя машина не така дорога, як у Дена.

Steve is taller **than** Alfred.

Стив вище, ніж Альфред (або Стив вище за Альфреда).

7. Read the adjectives. Pay attention to their spelling in the Comparative and Superlative Degrees; translate them into Russian.

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	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
c) good – better – the best bad – worse – the worst old { older – the oldest elder – the eldest many much a lot of } more – the most	

little – less – the least far } farther – the farthest } further – the furthest	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
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8. Pronounce and write the adjectives given below in the Comparative and Superlative degrees. Translate them into Russian.

a) short
young
weak
warm
quick
dull
hot
silly
healthy
dear

b) careful
careless
educational
difficult
maladjusted
protected
creative
independent
boastful
tired

c) marvellous
kind
good
good-natured
rich
bad
successful
modern
far
amiable
new
old
sociable

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

sick

embarrassing
small
overwhelming
tasty
thrilling
pretty
handicapped
juicy

9. Read the sentences and translate them into Russian. 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? (не так ли?).
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 (самое безопасное) 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 Russian into English and write it down.

1. Це дерево вище, ніж у нашому саду. Кусты агрусу (goose-berry bushes – найнижчі (low)).
2. Де знаходиться найближча трамвайна зупинка?– За кінотеатром. Який шлях (way) найзручніший? – Через дорогу.
3. Ти молодше або старше своєї сестри? Вона – моя старша сестра і розумніше і досвідченіше, ніж я.
4. У вас дім чи квартира? У вашого друга велика вітальня? Чий дім більше та затишніше? Чия кухня менш комфортабельна?
5. Як на мене, автор (the author) книги не такий щирий, як він може здатись.
6. Хто найрозумніший у вашій родині? – Мій дядя. Він – професор. Але я не менш талановитий (talented), ніж він.
7. Діти в Африці такі ж малозабезпечені, як і в Южній Америці (South America)? – Я так не думаю. Вони не залежать від гуманітарної допомоги (humanitarian (aid) help).
8. Що краще: хвалити або наказувати дітей?– Безперечно, хвалити и заохочувати їх справи (deeds) і забезпечити їм нормальні умови навчання.
9. Будь більш обережним. Ти не маєш гуляти уночі на вулиці. Цей район – найнебезпечніший.
10. Найважливіші типи (essential types) розвитку – це інтелектуальне, фізичне, емоційне і моральне (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.

12345

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 ["dɪsq'pɒɪnt] –
1) розчарувати;
2) обманювати (надії);
3) змінювати (плани)
disappointment – розчарування,
розлад | 7. satisfying – задовільний,
відповідний (вимогам) |
| 2. disappointing – невтішний,
разочарований, сумний | 8. lack [læk] – нестача, недолік,
відсутність
to lack – не вистачати |
| 3. to expect [ɪks'pekt] – чекати,
передбачати | 9. relationship [rɪ'lɛʃnʃɪp] –
відношення, спорідненість, зв'язок |
| 4. parenthood ['pɛərɪnθud] –
статус батьків | 10. important [ɪm'pɔ:tənt] – важливий,
значний |
| 5. perfect ['pɜ:fɛkt] – довершений,
ідеальний | 11. spoil [spɔɪl] – балувати |
| 6. satisfy ['sɪtɪsfʌɪ] –
1) задовільнити;
2) відповідати (вимогам) | 12. to suppose [sq'pəʊz] – припускати
думати |
| | 13. to cope (with) – справлятися з
чимось |
| | 14. to take over – приймати (посаду і
т.д.) від іншого; вступати у
володіння (замість іншого) |

- 15. 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; To disappoint, to expect, to satisfy, to spoil; to disappoint
disappointing, satisfying, cope parents, to expect teaching to be enjoyable, to satisfy the plans
with, parenthood and expectations, to spoil children. This idea can be disappoint-
ing 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 ([dɪslɪplɪn] –
дисципліна).

perfect, lack, relationship, important, disappointment, A perfect way of bringing up children, ideal relationship; lack of
knowledge, an important decision ([dɪ'sɪʒn] – рішення). If
you are tired, ask your friend to take over. To my great disap-
pointment, their government ([gʌv(ə)nəmɛnt] – влада

- **take over,**
suppose

во) can't provide maladjusted and handicapped children with their elementary needs. I suppose, it is very difficult to keep self-possession ([sɜːlf pɒ'zɛʃn] – 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.

16. 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 ([bɪ'kɔːm] – становитись) disobedient ([ˈdɪsə'bɒdɪənt] – неслухняний), naughty. So, you ... him or her.
5. You have some problems, but you direct ([dɪ'rɛkt] – направити) 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 ([ˈkwɒntəti] – кількість) of something, or there is none ([nʌn] – нічого) of it. So, we feel ... of it.

Завдання для самостійної роботи:

17. a) Read and translate the text. 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 ['prɒbəbəl] – можливо

⁴ conditions [kən'dɪʃnz] – умови

² unrealistic ['ʌnrɪəlɪstɪk] – нереальний, нездійснений

⁵ expert ['ɛkspɜːt] – спеціаліст, експерт

³ cramped ['krʌmpt] – стиснений

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.

18. Read the international words and write their transcription. Guess what they mean.

international
cultural
industrial
religious
problem

Expert
unrealistic
political
economic
character

photography
humanitarian
paragraph
idea
moral

19. Write a paragraph expressing your own attitude to the information given in exercise 17.

Lesson 13

1. Простий майбутній (або невизначений) час. ***The Future Simple Tense.*** Значення, утворення. Стверджувальна, питальна, негативна 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 ([krɪ'ʃl'ɪvɪtɪ] – 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 ([fɛ'qrɪ-'tɔ:lz] – казки), riddles ([rɪdlz] – загадки) and rhymes;
- is friendly and helpful to his or her colleagues;
- is kind;
- openly admits ([qd'mɪt] – 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 [ˈpɪdɪˈætrɪʃən] – педіатр	¹² was founded [wɒz ˈfaʊndɪd] – був основан
² reassured [ˈrɪʃəˈʃʊəd] – запевнив, перконав	¹³ multiply [mʌlˈtɪplɪ] – розмножити
³ anxious [ˈæŋksɪəz] – заклопотаний , той, що турбується	¹⁴ apparently [əˈpɪərɪntli] – явно, очевидно
⁴ wrote [rɔʊt] – минуле від write	¹⁵ idiosyncratic [ˈɪdɪˈɒsɪŋkrətɪk] – Ідіосінкразічеським (підвищена хвороблива чутливість)
⁵ reasonable [ˈrɪz(ə)nəbl] – благоразумний, прийнятний	¹⁶ brand [brænd] – сорт, якість
⁶ obsessive [əbˈsɛsɪv] – одержимий, охоплюючий	¹⁷ to commingle [kəˈmɪŋɡl] – змішувати
⁷ are dedicating [ˈdɛdɪkətɪŋ] – присвячують	¹⁸ neurology [njuˈrɒlədʒi] – неврологія
⁸ improved [ɪmˈpruːvd] – покращений	¹⁹ anthropology [ˌænθrəˈpɒlədʒi] – антропологія
⁹ common sense [ˈkɒmənˈsɛns] – здравий глузд	²⁰ to claim [kleɪm] – заявляти, проголосити
¹⁰ has given way to ... – поступитись	²¹ will increase [ɪnˈkrɪz] – збільшаться
¹¹ connoisseurship [ˈkɒnɔːsɪəˈʃɪp] – знання, компетентність	²⁷ mewling [ˈmjʊlɪŋ] – хникаючий
²² order [ɔːdər] – 1) наказ, розпорядження; 2) порядок	²⁸ puking [ˈpuːkɪŋ] – відчуваючий тошноту
²³ complexity [kəmˈplɛksɪtɪ] – складність	²⁹ awe [ə] – 1) страх; 2) внушати страх
²⁴ offer [ɒfər] – пропонувати; пропозиція	³⁰ consistent [kənˈsɪstənt] – сумісний, послідовний, твердий.
²⁵ a (tree) sloth [ˈsləʊt] – лінивець	
²⁶ assert [əˈsɜːt] – стверджувати	

4. Read the sentences with the words in bold types. Make a situation (2-3 small situations) of your own with them.

- Pediatricians, neurologists**, psychologists, surgeons are doctors. Mothers are to take their babies to a pediatrician every week during a year.
- 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 (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 [ˈɛkspɜːtɪz] – знання та досвід (у цій спеціальності); компетенція | 7. to distinguish [dɪsˈtɪŋɡwɪʃ] – розрізняти |
| 2. to recite [rɪˈseɪt] – повторювати по пам'яті; | 8. thoughtfully [ˈtɒtʃfʊli] – задумливо, змістовно, з вираженням глибоких думок |
| 3. simultaneously [sɪml'teɪnlɪsli] – одночасно | 9. analyze [ˈænəlaɪz] – аналізувати |
| 4. to entertain [ˈentəteɪn] – розважати | 10. convinced [kənˈvɪnst] – впевнений |
| 5. to amaze [əˈmeɪz] – дивувати, вражати | 11. patiently [ˈpeɪʃntli] – терпляче |
| 6. to stagger [ˈstæɡə] – потрясати | 12. entertainment – розвага |
| | 13. excessive [ɪkˈsɛsɪv] – надмірний |
| | 14. cognitive [ˈkɒɡnɪtɪv] – пізнавальний |

13.1. The Future Simple Tense.

1. Для вираження майбутнього часу, яке не було заплановане в англійській мові використовуються **The Future Simple Tense** (Простий майбутній час або невизначений). Відповідними до цього часу є слова:

a day after tomorrow – післязавтра

next week – наступної неділі

next month – наступного місяця

next year – у наступному році

tomorrow [tə'mɒrəʊ] – завтра

in a week (year, month ...) – через неділю (рік, місяць) і т.д.

Утворення **The Future Simple Tense** відбувається за допомогою допоміжного дієслова **shall** (після займенників 1 особи однини і множини) або **will** (у інших випадках) и наступного інфінітива без частинки **to**. У розмовному стилі мовлення можна замінити дієслово **shall** на **will**, але не навпаки

Наприклад: We **shall** spend our holidays in the Crimea ([krɪ'ʌmɪə]) next summer.

Ми проведемо наші канікули у Криму наступного літа.

Nick and Ted **will** take part in sports competitions tomorrow.

Нік и Тед візьмуть участь у спортивних змаганнях завтра.

I **will** read this text a day after tomorrow.

Я прочитаю цей текст післязавтра

Можливо провести заміну повної форми на коротку у швидкому розмовному стилі мовлення:

I	}	'll	+ V
We			
You	}	'll	+ V
They			
He			
She			
It			

Наприклад: **She'll** visit her niece next week.

Вона відвідає свою племінницю наступної неділі.

I'll help you with your re'port next weekends.

Я допоможу тобі з доповіддю на наступних вихідних.

2. Негативна форма майбутнього простого часу утворюється за допомогою додавання негативної частини **not** після допоміжного дієслова **shall** або **will**.

Наприклад: The children **will not** wake up early tomorrow.

Діти не проснуться рано завтра.

We **shall not** play the guitar [gɪ'tʌ:] tomorrow.

Ми не будемо грати на гітарі завтра.

Скорочена негативна форма так само також трапляється у подібних реченнях:

shall not = **shan't** ['ʃRnt]

Порівняйте: We'll not go to the university next month. і We **shan't** go to the university next month.

Ми не підемо до університету у наступному місяці.

He'll not argue ['Rgju] with the teacher tomorrow. і He **won't** argue with the teacher tomorrow.

Він не буде сперечатись із вчителем завтра.

3. При утворенні спеціальних, загальних або альтернативних запитань **shall (will)** ставиться перед підметом.

Наприклад: What will you do next winter? – I shall go to the Carpathians [kR'pɛlTɪqnz].

Що ти будеш робити наступної зими? - Я поїду в Карпати.

When will Kate translate this book? – She'll translate it next month.

Коли Кейт буде перекладати цю книгу? - Вона буде перекладати її в наступному місяці.

Will you stay in Kiev long? – Not quite. I'll stay here one more week.

Ти зупинишся в 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 або післязавтра? - Я точно не знаю. Я думаю, що вони повернуться через 2 дні.

4. У запитаннях до підмета після запитального слова **who** (або **what**) використовується допоміжне дієслово **will**. У відповіді може бути як коротка форма **will**, так і **shall** в залежності від особи.

Наприклад: Who **will** organize the party dedicated to the tenth school anniversary [ˈxnl'vWsqrl]? – 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 переговорить з директоркою 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. В альтернативних запитаннях у другій частині (у «хвостик»), якщо вона негативна, ставиться коротка негативна форма допоміжного дієслова з наступним займенником, яка замінює підмет. Якщо вона (друга частина запитання) стверджувальна, то за нею прямує допоміжне дієслово з займенником замість підмета.

Наприклад: They will not ask you difficult questions, **will** they? I hope, they **won't**.

Вони не ставитимуть тобі складні питання, чи не так? - Сподіваюся, не будуть.

We shall call you tomorrow, **shan't** we? – Yes, we **shall**. We shall be free tomorrow.

Ми зателефонуємо тобі завтра, правда? Так, зателефонуємо. 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 писатимуть контрольну роботу наступної п'ятниці, чи не так? - Ні, не будуть. Вони будуть писати її в наступний четвер.

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 ([f'lQI] – 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 ['xbsqns], 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 ([kʁ'tʃɪn] – 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 ac'company 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 (если все придут). 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'zʌv] a room at the hotel "Ukraine". We (to get registered) at the receptionist. We (to leave) our luggage ([lʰʌɡɪdʒ] – 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 ([kɪˈkɒn] – клоун) /at the circus/to amuse the audience ([ˈɒdlɒns] – глядачі).
7. You/to distinguish a rough ([rʌʃ] – 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**. ([dɪsˈkʌvərɪ] – відкриття).
3. **You** will dedicate your life to the profession of a **teacher**.
4. I'll **improve** my pronunciation.
5. We shall involve (утягнути) 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 ([dɪˈkrɪs] – 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.

Завдання для самостійної роботи:

15. *Make up dialogues on the topic "Difficulties of bringing up children".*

16. *Translate the sentences into English.*

1. Бути батьками – це найскладніша і вимоглива професія, тому що вона потребує (вимагає) терпіння (patience), любові і розуміння.
2. Відсутність грошей, обмежені умови життя, проблеми у ваших стосунках 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 він вивчить мову швидше.
5. У наші дні вчителі мають на меті розвивати характер і творчий потенціал дитини.
6. Учитель не повинен пригнічувати особистість дитини, їм слід поважати думку учнів.

7. Не дозволяйте здоровому глузду поступатися дорогою тому, що охоплює змагання і нахабства (impudence - ['Impjudqns]).

Lesson 14

1. Вираження майбутнього часу у підрядних реченнях часу та 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 [Ql'dlq!]	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 [hqs'tlɪtɪ] – ворожість	acceptance [ək'septəns] – прийняття,
ridicule ['rɪdlɪkjʊtɪ] –	схвалення
осміяння, насмішка	justice ['ʃʊstɪs] – справедливість,
shame [ʃeɪm] – сором, ганьба	правосуддя
fairness ['fɜːnɪs] – справедливість,	shy [ʃaɪ] – сором'язливий
чистота	confidence ['kɒnfɪdəns] – впевненість
approval [ə'prʌvəl] – схвалення	faith [feɪθ] – віра, довіра
to condemn [kən'dɛm] – осуд,	to fight [faɪt] – боротись, битись
засуджувати	guilt [ɡɪlt] – провина
to appreciate [ə'prɪʃɪeɪt] – цінувати	
(гідно)	

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. 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 octogenerians¹⁴ 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'mliʃ] – знайомий

² flashcards ['flæʃkɑ:dz] – блискучі картки

³ retentive [ri'tentɪv] – той що має гарну пам'ять

⁴ power ['paʊə] – сила, міць, влада
powers – здібність

⁵ mind [maɪnd] *n.* – розум, розумові здібності

⁶ sponge [spʌndʒ] – губка

⁷ (in) sight ['saɪt] – точка зору

¹⁴ octogenarian ['ɒktədʒənərɪən] – 80-ти летній

¹⁵ hell [hel] – ад

¹⁶ a psychic toll [q'saɪkɪk'tɒl] – «психологічна» дань

¹⁷ blame [blaɪm] – звинувачувати

⁸ stunt [stʌnt] – трюк, фокус

⁹ to decline [dɪ'klaɪn] – у тексті.

Відмовля-тись

¹⁰ convinced [kən'vɪnst] – переконаний

¹¹ paragon ['pærəɡɒn] – зразок (досканалос-ті)

¹² solemn ['sɒləm] – урочистий, офіційний

¹³ proud ['praʊd] – гордий

¹⁸ excessive [ɪk'sɛsɪv] – надмірний

¹⁹ suicide ['suɪsɪd] – самогубство

²⁰ scramble ['skræmbəl] – гонка, боротьба (за)

²¹ invaded [ɪn'veɪdɪd] – 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 ([kɒzɪz] – бути 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) 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 ні, до тих пір

on condition that – за умовою, якщо

till – до

until – поки не; до тих пір поки не ...

while – поки; в той час як.

14.1. Вираження майбутнього часу у

підрядних реченнях часу та умови

1. Для вираження майбутнього часу у підрядних реченнях часу та умови застосовується **the Present Simple**, а у головному реченні – **the Future Simple**.

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 будуть допомагати своїм дітям, поки (= стільки, скільки) живі.

Peter will arrive before you are ready with your report.

Пітер прибуде, до того як ти будеш готовий зі своєю доповіддю.

On condition that you act with fairness, we'll encourage and award [q'wɪd] you.

За умови, що ти будеш поступати чемно, ми заохотимо і нагородимо тебе.

14.2. Конструкція *to be going to do something*.

а) У ситуаціях, у яких зрозуміло, що щось вочевидь відбудеться у майбутньому (збирається відбутись), використовується конструкція **to be going to do something**. (= схоже на те, що щось відбудеться). Ця конструкція

також виражає наш намір щось зробити і має значення – **збиратись 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 шляху яма. Схоже на те, що він провалиться в яму.

There is an interesting film on TV to night. I'm going to watch it.

Сьогодні ввечері по телебаченню цікавий фільм. Я збираюся його подивитися.

б) Негативна та запитальна форма даної конструкції утворюється 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 галасливі вечірки.

What are you going to do after you pass your exams? – I'm going to visit France.

Що ти збираєшся робити, після того як складеш іспити? - Я збираюся відвідати Францію.

Is Jane going to phone Richard? – I have no idea.

Джейн збирається подзвонити Річарду? - Не маю поняття.

8. Read the sentences and translate them into mother tongue. Pay attention to the way the Future actions are expressed.

I.

- | | |
|--|---|
| 1. I want to see Margaret before she goes out. | 1. Я хочу побачити Маргарет до того, як вона поїде. |
| 2. I will tell you all about our adventures [qd'vɜnɔqz] when we come back. | 2. Я все тобі розповім про наші пригоди, коли ми повернемося. |
| 3. I don't want to go without you. I'll wait until you are ready. | 3. Я не хочу йти без тебе. Я почекаю, поки ти не звільнишся. |
| 4. Can you let me know as soon as you sell your car? | 4. Чи можеш мені повідомити, як тільки продаж свою машину? |
| 5. Where are you going to stay when you are in London? | 5. Де ти збираєшся зупинитися, коли будеш в Лондоні? |
| 6. I'll be very surprised [sq'prɔlzd] if she doesn't get a job. | 6. Я буду дуже здивована, якщо вона не отримає роботу. |
| 7. Jack will work till he finds an answer. | 7. Джек буде працювати до тих пір, як знайде відповідь. |

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.

8. Рейчел буде використовувати свої вміння і шарм стільки, скільки це буде можливо.
9. Ти відчуєш себе краще, після того як заспіваєш.
10. Наші одногрупники будуть читати багато, поки вони будуть на канікулах.
11. За умови, 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 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.

1. Я думаю, що погода буде краще пізніше.
2. – Енн в лікарні. Я знаю, я збираюся її провідати.
3. Подивися на ті чорні хмари. Схоже, піде дощ.
4. – Я знаю, що у Рут пристойна сума грошей. Що вона збирається з ними робити? - Вона збирається купити нову машину.
5. Швидше за все Нік запізниться на роботу. Він повинен там бути в 8. А зараз 7.58.

9. Open the brackets. Use the Present Simple 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 ['grʌdʒuəlt] – 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 if it (to be) dark in the room.
8. The children won't behave themselves (слухати) 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** [q'lQuqd] (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 to denote the future actions. Mind the usage 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 (наказана) 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 usage 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 (підходити за розміром) her (to try on – приміряти).
4. Our car is broken. We have tickets for tomorrow's train that goes to Kiev. We (to travel)
5. She feels bad. She has a headache ['hɛdʒlk] (головний біль), (to fall ill). She ...
6. His pockets are open. There is some money in them (to lose [lʰɪz] – 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] – наглий) 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 у неї не буде інших справ.
2. Якщо я не дам йому підручник з філософії, він не складе завтра цей іспит.
3. Відвідайте нас, після того як повернемося з кінотеатру (cinema).
4. Ми поїдемо на рибалку (to go fishing), коли настане весна.
5. Як тільки 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 привести (to lead to).
8. Мені доведеться закрити двері на замок (to lock the door), тому що я збираюся залишити в цій кімнаті всі свої дорогі речі.
9. На небі дуже багато хмар (is overcast). Схоже, піде сніг. Одягни шубу (a fur coat). Чи не знімай шапку, поки сніг не перестане йти.
10. Читай текст до тих пір, як ти побачиш правила. Вони, скоріше за все, будуть важливими. Вивчи їх.

Завдання для самостійної роботи:

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 і 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 [qb'zWvq] – спострігач
² mankind ['mʌnkQlnd] – ксе людство
³ to inherit [ln'hɜrlt] – успадкувати
⁴ values ['vʌljuz] – цінності
⁵ force [fɒs] – сила, зусилля
⁶ advertisement [qd'vWtlsmqnt] – рек-
 лама
⁷ to regard [rl'gʀd] – рахувати щось
 чимось
⁸ bored [bɒd] – нудьгуючи
⁹ irrelevant [l'rɛlqvqnt] – недоречний

¹⁵ could [kud] – минуле від **can**
¹⁶ to scorn [skɒn] – зневажати
¹⁷ hollow ['hɒlqu] – порожній
¹⁸ to veer ['viq] – змінювати напрямом
¹⁹ to lurch ['lWtʃ] – шататися
²⁰ undoubtedly [ʌn'dQutldll] –
 безперечно
²¹ selfish ['sɛlfɪʃ] – егоїстичний
²² regardless [rl'gʀdlls] – ніяк, не
 вартий уваги
²³ might [mQlt] – минуле від **may** –

¹⁰ to perceive [pɹə'sɪv] – сприймати	могло би
¹¹ at the other extreme [lʰk'strɪm] – в іншому випадку	²⁴ god [gɒd] – бог
¹² fiercely ['fɪəsi] – сильно, неістово, черезвичайно	²⁵ wisdom ['wɪzdom] – мудрість
¹³ at all costs – будь-якою ціною	²⁶ drug abuse ['drʌg ə'bʌʒ] – зловживання наркотиками
¹⁴ thought [tɒt] – минуле від think	²⁷ scale ['skɛl] – ваги
	²⁸ seek [sɪk] – шукати
	²⁹ soul [saʊl] – душа

16. Write a paragraph about the contemporary ([kən'tempərɪ] – сучасний) youth. What are their positive and negative traits of character and habits ([həbɪt] – звичка). Use ex 15 as an example.

Lesson 15

1. Теперішній тривалий час **The Present Progressive (= Continuous) Tense**. Значення, утворення. Стверджувальна, питальна, негативна форми.
2. Текст для читання **“Preschool education – the first link in the system of education”**.

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 ([fəʊlt] – провина).
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 (у збиток) 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 (іде град).

15.1. Теперішній тривалий час

The Present Progressive (= Continuous) Tense.

1. Для позначення дії, яка відбувається у даний момент, момент розмови, в англійській мові використовується теперішній тривалий час ***The Present Progressive (= Continuous) Tense***. Воно утворюється за допомогою дієслова ***to be*** у відповідній формі і дієприкметника теперішнього часу дійсного стану (***Participle I***).

I — am

we }
you } are
they }
he }
she } is
it }

V_{ing} (=Participle I)

- німа *e* зникає (make – making)
- кінечвий приголосний ударного (2-го типу) складу подвоюється (sit – sitting)

Наприклад: We are eating now [nQu] – Ми зараз їмо.

He is playing the guitar ['gltR] at the moment.

Він грає на гітарі у даний момент часу.

2. **The Present Progressive** характеризується незакінченістю дії, тобто дія ще знаходиться у своєму розвитку у теперішньому часі. (Необов'язково, щоб воно відбувалось у момент розмови).

Наприклад: Із розмови у кафе: I'm reading an interesting book at the moment. I'll lend you it when I have finished it.

Я читаю в даний момент цікаву книгу. Я тобі її позичу, коли закінчу читати.

3. Дії, які мають тимчасовий нетиповий характер, також виражаються за допомогою **The Present Progressive**.

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 з моїх друзів будують свій власний будинок, ось чому зараз вони живуть зі своїми батьками. Сподіваюся, що вони його закінчать наступного літа.

4. Для вираження найближчого майбутнього і запланового часу також використовується **The Present Progressive**.

Наприклад: We are having a party tonight.

У нас сьогодні ввечері вечоринка.

Richard is flying to New-York next week. Call him after his arrival.

Ричард летить у Нью-Йорк наступної неділі. Зателефонуй йому після того, як він прибуде.

5. Щоб показати, що дія надто часто повторюється, частіше, ніж це передбачається, ми вдаємося до вживання **The Present Progressive**.

Наприклад: I'm constantly losing money.

Я постійно втрачаю гроші.

6. Існує ряд дієслів, які не мають форму **The Present Progressive**. Тому для позначення дії, яка відбувається у даний момент часу, використовується **The Present Simple**. До таких дієслів відноситься:

- 1) *understand, remember, suppose, know, realize, mean, believe, seem та інші.*
- 2) *like, love, hate, want, need, prefer, dislike. та інші.*
- 3) *belong to (належати), contain (містити), consist of (складатись з), depend on, possess (мати), have (у значенні «мати») й інші.*
- 4) *see, smell (пахнути), taste (бути на смак), hear и др.*

Але, **feel** – має як форму **Present Simple**, так і **Present Continuous**.

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 думаєш, що станеться?

Don't disturb me. I'm thinking of a better way out from this situation.

Не турбуйте мене. Я думаю про кращий вихід з 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 робимо чудову прогулянку пішки.

7. Заперечувальна і питальна форми The Present Progressive утворюється за загальними правилами дієслова to be.

Наприклад: We aren't receiving guests next weekends.

Ми не приймаємо гостей в наступні вихідні.

What are you doing here? – I'm preparing my speech.

Що ти тут робиш? - Я готую свій виступ.

Is it raining or drizzling outdoors? – It seems to me it is raining cats and dogs.

На вулиці йде дощ або мрячить? Мені здається, там ллє як з відра.

Who is singing such a beautiful song? – It is our nephew. –

Хто співає таку красиву пісню? - Це наш племінник.

Are your parents sleeping now? – I hope they are.

Твої батьки сплять зараз? Сподіваюсь, так.

5. **a) Read the sentences and translate them into your mother tongue. Make up your own examples. b) Explain the usage 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 (закрити на ключ) 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 (ремонтуюється) 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? ([ˈɜlɪŋ] – інопланетянин).
 I feel thirsty ([ˈTʃɪstɪ] – 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 ([sɛs] – соєс) 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. 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 – течь) 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 (настрояння).
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.

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 doorway? – 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 на всякий випадок (to be on the safe side).

2. Ми зустрічаємося (to see) з нашим босом (a boss) завтра вранці. Я думаю, що він не буде сердитися на нас.
3. Ви їдете з міста цього літа? Так, ми завжди їдемо кудись влітку. Ми всі любимо море і відпочиваємо разом. Але в цьому році мама залишається з нами довше, ніж тато.
4. У нас зараз урок англійської мови. Ми якраз переводимо зараз дуже важкий текст. Я не знаю кількох слів. Я хочу скористатися словником.
5. Подивись, Джон їсть м'ясо і п'є сік. Він виглядає задоволеним. М'ясо і сік гарні на смак.
6. Де твій брат? Він у своїй кімнаті. Він робить уроки зараз. Не віряться мені, що він сам впорається (to cope with) зі своїм завданням.
7. Мартін зараз вивчає німецьку мову, тому що він хоче отримати найкращу оцінку.
8. Ти розумієш, якою мовою говорить ця жінка? - Ні, мені здається - це французький. Він звучить приємно.
9. Ми не маємо уявлення, хто володіє цією фабрикою. Думаю, це - Уайт.
10. Він ненавидить пироги. Навіщо ти йому несеш його? Він навіть не збирається на нього дивитися.

11. Think of your nearest plans for the future. Discuss it with your partner. Use The Present Progressive, The Present Simple (or The Future Simple 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

Завдання для самостійної роботи:

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 Moscow to celebrate the New Year's Day there.

14. Read the text. Translate. Answer the questions after the text and retell it using these questions as a plan.

Preschool education – the first link in the system of education

Public preschool education plays an important role as the initial stage¹ in the system of public education. Preschool age is the period of the most intensive physical and intellectual development of a child. This is the time when the principal moral traits², character and abilities are formed on the basis of the child's instincts.

The child's environment and his upbringing have a decisive effect³ on this process. A small child is highly sensitive to the influence of his teachers. His upbringing at this time of life will to a large extent⁴ determine his future habits and inclinations. The idea of public preschool education was first developed by the great English Utopian Socialist Robert Owen. The kindergartens he set up in New Lanark enrolled children from the age of two. The children liked the kindergartens so much that they were often reluctant to go home.

Problems of preschool education stirred the minds of many progressive teachers, writers and political leaders.

The writings of Belinsky, Ghernyshevsky and Dobrolyubov deal with questions of aesthetic education, intellectual development and the role of the family and society in the formation of the child's moral traits.

The great world teacher K.D.Ushinsky made an extensive contribution⁵ to pedagogical science. K.D.Ushinsky pointed out that nothing could replace the influence of the educator's personality on the child. No instructions on education are capable of compensating for a lack of conviction on the part of the teacher. Moral qualities can be developed in the child only under the direct influence of the personality.

K.D.Ushinsky was the ideological inspiration of an entire school of thought in preschool education. His followers among whom were A.S.Simonovich and E.I.Konrady made a serious contribution in this field.

The creation of a broad network of preschool institutions was an essential requisite for emancipating women, organizing the people's life along new lines and what was most important, forming the new man, and bringing up future citizens of a new society in the 20th century.

Many Ukrainian teachers made a substantial contribution to the development of preschool education, have made a close study of the practical side of preschool education in different European countries. They regarded the proper organization of preschool education as the basis of the entire system of public education. They considered that physical education should be a major element in preschool education alongside the child's intellectual development. Concern for the child's health and proper physical development was to become a key task of all preschool institutions. By means of play the child can be acquainted with different forms of work.

They linked vocational training with intellectual education. Children must be brought up in the spirit of national morality. One should learn to develop the desire for public activity, friendship between children of different nationalities and a feeling

of comradeship. Their will-power and an interest in the surrounding life should be developed and the desire to work and study should be stimulated. They made a special point of the necessity of taking a child's age into account.

Importance was attached to the uniform character of education and upbringing aimed at the all-round physical, intellectual, aesthetic and moral development of the child and providing him with all the necessary knowledge and skills for school.

These principles are embodied in the present "Kindergarten Educational Curriculum", which is an important document in preschool development.

¹ initial stage – початкова стадія

² principal moral traits – основні
людські якості

⁵ extensive contribution – значний
внесок

⁶ natural faculties – вроджений хист

³ decisive effect –

вирішальний вплив

⁴ large extent – в значній мірі

1. What stirred the minds of many progressive teachers and writers?
2. Who made an extensive contribution to pedagogical science?
3. What age is the most important in the physical and intellectual development of a child?
4. Did Ukrainian teachers a substantial contribution to the development of preschool education?
5. What was the importance of uniform character of education and upbringing?

15. Give Russian equivalent of the next English words without dictionary. Define the part of speech.

Instinct, process, sensitive, influence, determine, progressive, leader, aesthetic, formation, instruction, compensating, direct, contribution, requisite, emancipating, idealistic, mechanistic, conception, biological, discriminatory.

Lesson 16

1. Простий минулий час (*The Past Simple Tense*). Значення, утворення.
2. Негативна та питальна форми.

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 ['frɛt] – турбуватись, мучитися

²scold ['skɒld] – бранити, бурчати

2. Read the sentences, choose the sentences describing the today's weather. Translate them into Russian.

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?

Kate: (*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. Look, it's clearing up. The clouds are lifting.
 Mary: Besides there is no rain any more. Have a look at this wonderful rainbow!
 Kate: Bright sunshine again! Now I know why English weather is something worth¹⁸ talking about.

¹ hardly [h'Rdɪl] – ледве, насилу	¹⁰ scattered showers ['skɛtəd 'ʃaʊə] – місцями зливи
² shade ['ʃeɪd] – тінь	¹¹ overcast ['quvqkRst] – покритий змарами
³ stuffy ['stʌfɪ] – душно	¹² to pour [pɔ] – лити
⁴ stir ['stɪ] – ворушитися, ворухнутися	¹³ enough [ɪ'nʌf] – достатньо
⁵ a breath of air [brɛʔ] – ковток повітря	¹⁴ folding ['fɔldɪŋ] – розкладний
⁶ the weather forecast ['wɛðq'fɛkRst] – прогноз погоди	¹⁵ tremendous [trɪ'mɛndqʃ] – страшний, величезний
⁷ pressure ['prɛʃq] – тиск	¹⁶ clap [klɒp] – удар
⁸ to remain [rɪ'meɪn] – залишатись	¹⁷ a flash [flɒʃ] – спалах
⁹ occasional [q'kɛɪʒnɪ] – випадковий	¹⁸ worth [wɜ:θ] – то, що вартий уваги

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 ([fquɪlɪŋ] – 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. Простий минулий час (The Past Simple Tense). Значення, утворення.

1. Для позначення дії, яке відбувалось у минулому і не має ніякого відношення до теперішнього, в англійській мові використовується **The Past Simple Tense**. Такі дії характеризують такі слова:

yesterday ['jɛstədeɪ] – учора

a day before yesterday – позавчора

last week (month, year, summer ...) – минулої неділі (місяця, року, літа ...)

a week ago – неділю назад

in 1994 – у 1994 році

2. В англійській мові дієслова діляться на **правильні** та **неправильні**, тобто ті що утворюють форму минулого часу і минулого дієприкметника (**Participle II**) за правилом і не за правилом.

Не залежно від числа і роду підмета у **Past Simple** до основи правильних дієслів додається закінчення **-ed**. Воно має три варіанти прочитання:

1) [t] – якщо слово закінчується на глуху приголосну.

Наприклад: work – worked ['wɜ:k]t
працювати – працював

2) [d] – якщо основа дієслова закінчується на голосну або дзвінку приголосну:

Наприклад: play – played [pleɪ]d
грати – грали
open – opened ['əʊp]d
відкрити – відкрив

3) [ɪd] – якщо слово закінчується на **-t** або **-d**.

Наприклад: need – needed [niː]d
потребувати – потребував
want – wanted [wɒnt]d
хотіти – хотів

3. Для утворення форми **Past Simple** у правильних дієсловах дотримуються таких правил орфографії:

– якщо останній склад дієслова відноситься до закритого типу, тоді останній приголосний подвоюється:

Наприклад: stop – **stopped** ['stɒp]t
зупиняти – зупинився
to com'mit – **committed** [kə'mɪt]d
здійснити – здійснив
to refer – **referred** [rɪ'fɜː]d
відноситись – відносився

– якщо слово закінчується на **y** із попереднім приголосним, то **y** змінюється на **i** та додається закінчення **-ed**.

Наприклад: try – tried

намагатись – намагався

– якщо слово закінчується на німий гласний **-e**, то при додаванні закінчення – **ed** він зникає.

Наприклад: arrive – arrived [q'rʌlvd]

прибувати – прибув

4. Неправильні дієслова слід запам'ятати, т. я. вони змінюються не за правилами. Вони мають конкретні форми в **Past Simple** и **Participle II**.

		Past Simple		Participle II
<i>Наприклад:</i>	eat	– ate	–	eaten
	їсти	– їв	–	з'їдене
	to drink	– drank	–	drunk
	пити	– пив	–	випите

Peter came late last Monday.

Петро прийшов пізно минулого понеділка.

to come – came – come

приходити – прийшов – прийшов

We ate soup for dinner. – Ми їли суп на обід..

16.2. Негативна та питальна форма минулого часу.

1. Негативна форма **Past Simple** будується за допомогою допоміжного дієслова **did** і негативної частини **not** і подальшим інфінітивом без частини **to**.

Наприклад: He didn't go to school yesterday.

Він не пішов у школу учора.

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 частини **to** слідує за підметом.

Наприклад: Did you get up at 7? – Yes, I did (No, I did not).

Ти встав у 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.

Боріс мив підлогу або двері? – Він мив двері.

How many times did Ann help her mother? – 2 times.

Скільки раз Єнн допомогла матері? – 2 рази.

3. У питаннях до підмета після запитального слова **who** ставиться дієслово у 2-й формі (**V+ ed =Past Simple V₂**).

Наприклад: Who closed the door? – Alice did.

Хто закрив двері? – Еліс.

What happened yesterday? – An accident ['xksldqnt] did.

Що сталося учора? – Нещасний випадок.

4. *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
одягати – одягав
працювати – працював
гуляти – гуляв
обговорювати – обговорював
запитувати – запитував
пропускати – пропускав
зупинятись – зупинився
проходити – проходив
сміятись - сміявся
дивитись – дивився
збільшуватись – збільшив
розрізняти – розрізняв

II. [d]

to clean – cleaned – (cleaned)
to water – watered – (watered)
to phone – phoned – (phoned)
to vacuum – vacuumed – (vacuumed)
to listen – listened – (listened)
to play – played – (played)
to gather – gathered – (gathered)
to allow – allowed – (allowed)
to stay – stayed – (stayed)
to change – changed – (changed)
to encourage – encouraged – (encouraged)
to answer – answered – (answered)

чистити – чистив
поливати – поливав
дзвонити – дзвонив
пилососити – пилососив
слухати – слухав
грати – грав
збирати – збирав
дозволяти – дозволив
лишатись – лишився
змінювати – змінив
заохочувати – заохочував
відповідати – відповідав

to explain – explained – (explained)
to study – studied – (studied)
to fail – failed – (failed)
to describe – described – (described)
to save – saved – (saved)
to care – cared – (cared)
to praise – praised – (praised)
to love – loved – (loved)
to scorn – scorned – (scorned)
to condemn – condemned – (condemned)
to prefer – preferred – (preferred)

to deserve – deserved – (deserved)
to rain – rained – (rained)
to hail – hailed – (hailed)
to drizzle – drizzled – (drizzled)
to lighten – lightened – (lightened)

to thunder – thundered – (thundered)
to aim – aimed – (aimed)
to annoy – annoyed – (annoyed)
to claim – claimed – (claimed)
to offer – offered – (offered)
to analyze – analyzed – (analyzed)
to try – tried – (tried)
to entertain – entertained – (entertained)
to blame – blamed – (blamed)
to awe – awed – (awed)

III. [Id]

to correct – corrected – (corrected)
to translate – translated – (translated)
to need – needed – (needed)
to want – wanted – (wanted)
to collect – collected – (collected)
to hand – handed – (handed)
to respect – respected – (respected)
to provide – provided – (provided)
to treat – treated – (treated)
to expect – expected – (expected)
to include – included – (included)
to affect – affected – (affected)
to assert – asserted – (asserted)
to recite – recited – (recited)

пояснювати – пояснював
вчитись – вчився
зазнати невдачі – зазнав невдачу
описувати – описав
зберігати – зберігав
піклуватись – піклувався
хвалити – похвалив
любити – любив
зневажати – зневажав
засуджувати – засуджував

надавати перевагу – надавав перевагу
заслужити – заслужив
іти (про дощ) – ішов дощ
іти (про град) – ішов град
мрячити – мрячило
виблискувати (про молнію) – блиснула
молнія

гриміти (про грім) – гримів грім
ставити ціль – поставилась ціль
дратувати – дратував
потребувати – потребував
пропонувати – пропонував
аналізувати – аналізував
питатись – питався
розважатись – розважався
звинувачувати – звинуватив
лякати – налякав

виправляти – виправив
перекладати – переклав
потребувати – потребував
хотіти – хотів
колекціонувати – колекціонував
вручати – вручив
поважати – поважав
забезпечувати – забезпечив
відноситись – відносився
очікувати – очікував
включати – включив
бентежити – бентежив
стверджувати – стверджував

відтворювати по пам'яті –

to invade – invaded – (invaded)
to inherit – inherited – (inherited)
to attend – attended – (attended)

відтворювати
по пам'яті
захопити – захопив
успадкувати – успадкував
відвідувати (регулярно) – відвідував
(регулярно)

5. Make 3 forms of the following verbs. 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.

6. 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.

7. 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 ([ˈɡʌvɹnmənt] – 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.

8. Ask suitable questions to get the answers you have got in this exercise.

For example: Yesterday we asserted our plan. ... /concerning (той, 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 ([sɜ:k]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 ([mɪt] – 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/.

9. Ask your friend about what he did (делал) 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 |
| – rain | – copy all the exercises |

10. Read the new words. Write the words down into your vocabularies. Mind their pronunciation.

- | | |
|--|---|
| 1. puddle ['pʌdl] – калюжа | 10. to make a snow-man – будувати снігобабу |
| 2. mud [mʌd] – бруд | 11. to blow [bləʊ] – дуть (blew, blown) |
| muddy ['mʌdl] – грязно | 12. wind ['wɪnd] – вітер |
| 3. nasty ['næstɪ] – огидний | 13. windy – вітряний |
| 4. changeable ['tʃeɪndʒəbl] – мінливий | 14. chilly ['tʃɪli] – мерзлякуватий, холодний |
| 5. gloomy ['glʊmi] – похмурий | 15. snow ['snəʊ] – сніг |
| 6. oppressive [ə'prɛsɪv] – виснажливий | 16. to snow – йти (про сніг) |
| 7. to freeze [frɪz] – морозити (froze, frozen) | 17. to go tobogganing [tə'gɒɡənɪŋ] – кататись на санках |
| 8. frost ['frɒst] – мороз frosty | 18. to skate [skeɪt] – кататись на ковзанках |
| 9. ['frɒstɪ] – морозний | 19. to ski ['ski] – кататись на лижах |
| 20. to play snow-balls – грати у | |

сніжки

21. to sparkle [spɜːkl] – блискати

22. slushy [slʌʃl] – покритий талим снігом

снігом

23. icicle ['ɪslɪkl] – бурулька

24. snowstorm ['snəʊstɔːm] – заметіль,

буран

25. snowfall ['snəʊfɔːl] – хуртовина

11. Read the sentences with the new vocabulary. Translate them into Russian. 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 ([bɪ'lɪqʊ 'zɪrɪqʊ] – 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.

12. 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" ([krɔːl] – 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 ([ˈfrɪkwənt] – 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.

13. 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, імла) 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.

14. 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.

Завдання для самостійної роботи:

15. Read the text. Translate it into your mother tongue. Answer the questions. Retell it using the questions as a plan.

Children of two to six

Children of two to six are interesting, and many people take particular pleasure¹ in this age group. Such expressions as, “Isn’t he cute?” “Oh, how sweet!” and “She is just darling²”, are rather common in casual conversations³ about little children. Teachers enjoy young children too, but their pleasure in working with them must go beyond⁴ expressions of “cute” and “darling”. They need to see children as growing, learning individuals, for they want to help develop good habits, strong bodies, alert minds, good relationships with people, and a happy, confident outlook on life⁵.

What do you have to know about children of two to six to be a good teacher for them? There are many things that you know about people and about children in general that will help you, but young children differ from older children and adults. You will have to know the characteristics of young children that would make school for them need to differ from school for older children.

There are some ways in which most children of a certain age act alike⁶, so you will have to know about specific age-group characteristics. You may say, “Since my class is to be a group of all five-year olds, what do I need to know about fives which help me provide appropriate learning experiences for my group as a whole?”

You, as a teacher, should realize that some of your five-year-olds will act in some ways more like four-year-olds, some of your five-year-olds will act more like six- or seven-year olds.

Thus, you will need to know the stages of development, through which child pass in early childhood as he grows from babyhood to middle childhood toward greater independence and control of his environment. In addition to this, you will need to be aware of the fact that, despite all these characteristics in common⁷, each child is a unique individual, different from any other individual. Therefore you will have to know in what ways children are different and what these differences should mean to you as a teacher.

¹ take particular pleasure – доставляти особливе задоволення

² she is just darling – вона просто серденька

³ casual conversation – недбалий розмова

⁴ go beyond – виходити за рамки

⁵ outlook on life – погляд на життя

⁶ act alike – діяти схоже

⁷ in common – в загальному

1. Why do teachers enjoy young children?
2. Is there any difference between teachers and parents as to their attitude towards children?
3. What are the main qualities to be developed in children of two to six?
4. In what ways are groups of children different from each other?
5. Why is it necessary to consider each child a unique individual?

16. *Translate from Russian into English.*

1. Йде дощ. Але парасолька (umbrella) не дає мені промокнути. На вулиці багато калюж, але я не боюся, тому що на мені надіті гумові чоботи. Навіть приємно гуляти по калюжах в 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 і бачите блискавку. Дороги мокрі, слизькі (slippery) і 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: «У інших країнах - клімат, а у нас - погода». Погода в Великобританії часто змінюється. Один день погода може бути прекрасною, а на інший день - дощовою. Вранці може бути тепло, а ввечері прохолодно. Погода - гарна річ для розмови. Англійці люблять обговорювати погоду, особливо коли зустрічаються дві незнайомих людини (strangers). Прогноз

погоди ви можете знайти в газеті. Радіо і телебачення передають прогноз (to forecast) кілька 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 прекрасно, коли земля вкрита снігом, а на деревах виблискує іній (rime). Але холодно і вітряно.

7. Подивися! Як багато снігу. Завтра діти кататимуться на санках, на лижах, на ковзанах. Звичайно, вони будуть грати в сніжки і ліпити сніговика. Тільки бурульки їсти не треба. Ви можете підхопити застуду (to get a bad cold).

8. У вересні зовсім спекотно, в кінці жовтня похмуро, а в листопаді огидно.

Lesson 17

1. Неправильні дієслова у *The Past Simple Tense*.
2. Модальні дієслова у *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 ['kælɪndə]

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 [glɔʊ] – загострюватися до
красна | 12. a posy ['pɔʊz] – (маленький) букет
квітів |
| 2. shrill [ʃrɪl] – пронизливий | 13. gilly flower ['dʒɪllɪ] – левкой |
| 3. to stir ['stɪə] – ворухити | 14. sheaves ['ʃeɪvz] (от sheaf) – сніп |
| 4. a primrose ['prɪmrɔʊz] – примула | 15. corn ['kɔrn] – кукурудза |
| 5. to scatter ['skætə] – розкидати | 16. borne ['bɔrn] – принести плоди |
| 6. a daisy ['deɪzɪ] – маргаритка | 17. to shoot [ʃʊt] – стріляти |
| 7. a flock ['flɒk] – стадо | 18. pheasant ['feɪznt] – фазан |
| 8. a lamb ['læm] – ягнятко | 19. blast [blæst] – сильний порив вітру |
| 9. to slip [slɪp] – ковзати | 20. to whirl [wɜːl] – кружляти |
| 10. fluey ['fluː] – пухнастий | 21. blazing [bleɪzɪŋ] – яскраво
палаюч
ий |
| 11. darn [dɜːn] – штопання | |

2. Match the words of column A with the words of column B.

A.

1. scorching, oppressive
2. heavy
3. weather
4. go
5. to get wet
- 6 deep
7. sparkling
8. frozen
9. covered
10. average

B.

- a. forecast
- b. snowdrifts
- c. icicles
- d. with snow
- e. temperature
- f. rivers, lakes and ponds
- g. through
- h. heat
- i. tobogganing
- j. snowfalls

3. Make up dialogues with your group mate about your favourite season. Assert your opinion.

17.1.Неправильні дієслова у *the Past Simple Tense*.

В англійській мові неправильні дієслова мають 3 форми, котрі потрібно запам'ятати. Ось деякі із них:

to be < was – (been) were	бути < був, була, були були
to get – got – (got)	отримати – отримав
to have – had – (had)	мати – мав
to buy – bought [bɔ:t] – (bought)	купити – купив
to write – wrote – (written)	писати – писав
to read – read [rɛd] – (read)	читати – читав
to know – knew – (known)	знати знав
to make – made – (made)	виробляти – виробляв
to do – did – (done [dʌn])	робити – робив
to go – went – (gone [gʌn])	іти – ішов
to sweep – swept – (swept)	підмітати – підмітав
to leave – left – (left)	залишати – 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)	казати – сказав
to shine – shone [ʃʌn] – (shone)	світити – світить (сонце)
to speak – spoke – (spoken)	говорити – говорив
to hang – hung – (hung)	висіти – висів
to hang – hanged – (hanged)	вішати – вішав
to put – put – (put)	покласти – поклав
to feed – fed – (fed)	годувати – годував
to keep – kept – (kept)	тримати – тримав
to take – took – (taken)	брати – узяв
to give – gave – (given)	давати – дав
to break – broke – (broken)	ламати – зламав
to let – let – (let)	дозволяти – дозволив
to think – thought [tɔ:t] – (thought)	думати – думав
to mean – meant [ment] – (meant)	означати – означав
to meet – met – (met)	зустрічати – зустрічав
to wear – wore [wɔ:] – (worn)	носити (одежу) – був одягнений у
to fight – fought [fɔ:t] – (fought)	битися – бився
to lie – lay – (lain)	лежати – лежав
to learn < learnt – (learnt) learned – (learned)	учити – учив
to sleep – slept – (slept)	спати – спав

17.2. Модальні дієслова у *The Past Simple Tense*.

Модальні дієслова у *Past Simple* мають такі форми:

can → **could** [kʌd] – міг, умів

Наприклад: I **could** skate when I was seven.

Я вміла кататися на ковзанках, коли мені було 7 років.

may → **might** [mʌɪt] – можна – могло (бути), може (бути)

Але: слово **might** набуває значення можливого виконання дії у майбутньому.

Наприклад: There are a lot of thick clouds, it **might** rain.

На небі багато великих хмар, можливо, піде дощ.

must → **had to** – повинен бути

Негативна та запитальна форма **had to** формується за загальними правилами, тобто використовується допоміжне дієслово **did**.

Наприклад: The weather was nasty, so we **had to** go home.

Погода була похмурої, так що 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 повинен був йому допомагати? Він лінивий.

Нехай робить все сам.

4. *Make up a small situation in The Past Simple 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 ([dʒʷnl] – подорож) **to London. Put the verbs in the correct form. Consult the table of irregular verbs if you doubt** ([dʒut] – сумніватись).

For example: Last Monday Kate (1) . . . to go to London. So she (2) at 7 o'clock in the morning, (3) ... her bed, (4) ... her teeth, (5) ... her face and (6) ... breakfast. She (7) ... a cup of coffee then. The weather (8) ... nasty. The wind (9)

There (10) ... grey clouds in the sky. At 8 o'clock she (11) ... home and (12) ... to the airport.

When she (13) ... , she (14) ... the car. Then she (15) ... her suitcases ([ˈsjʰtkʌs] – валіза) and (16) ... through passport control. But she (17) ... wait for her flight ([flʌt] – рейс) because the plane (18) She (19) ... in the airport two more hours. Finally she (20) ... the plane and the plane (21) ... Kate (22) ... in London. She (23) ... to her hotel by taxi.

1) decide	
2) get up	3) make
4) clean	5) wash
6) have	7) drink
8) be	9) blow
10) be	
11) leave	12) drive
13) come	14) park
15) take	16) go
17) must	
18) depart [dl'pʀt] –	
затримуватись	
19) stay	20) board
[bɔd] – сісти на борт	
21) fly	22) arrive
[q'rʌv] – прибувати	
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 ([gʌst] – 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 Russia 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.

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 ['frɔːltn] – лякати
- ² were eager to ['jɛɡɹ] – дуже хотіти
- ³ a barbecue party ['bʁbɪkjʁtɪ] –
барбекю
- ⁴ prevent [prɪ'vent] – мішати
- ⁵ pay attention [q'tɛnʃn] – звертати
увагу
- ⁶ to make a fire [fɹɔːlq] – розвести
вогонь
- ¹³ fried chicken ['frɔːld'ʃɪkɹn] –
смажене курча
- ¹⁴ hard-boiled eggs ['hʁd'bɔːld'ɛgz] –
варені яйця
- ¹⁵ can [kʁn] – консервна банка
- ¹⁶ spiced meat ['spɔːlst'mɪt] –
мариноване м'ясо
- ¹⁷ beer ['biq] – пиво
- ¹⁸ didn't matter ['mɪtɹ] – не мало
значення
- ¹⁹ to be through [tɹʁtɪ] – закінчувати
- ²⁰ altitude ['xlɪtɪjʉd] – височина

- ⁷ consequently [kɹn'sɪkwɹntɪl] – отже
- ⁸ opportunity [ɔpɹ'tɪʃnɪtɪ] –
можливість
- ⁹ to trouble ['trʉbl] – турбувати
- ¹⁰ a meal [mɪl] – їжа
- ¹¹ fishing tackles ['tʃkɪlz] –
приналежності для риболовлі
- ¹² portable ['pɔːtɪbl] – переносний
- ²³ fortunately ['fʉɫʃɹnɪtɪl] – на щастя
- ²⁴ well-equipped ['wɛlq'kwɪpt] – добре
оснащені
- ²⁵ prohibited [prɹ'hɪblɪtɪd] –
заборонений
- ²⁶ pork [pɔːk] – свинина
- ²⁷ move [mʉv] – рнухатись, ворушитись
- ²⁸ scared ['skɹɹd] – переляканий
- ²⁹ hedgehog ['hɛdʒhɔg] – їжак
- ³⁰ needle [nɪdl] – голка
- ³¹ dangerous ['dʁndʒɹrɹs] –
небезпечний
- ³² burn ['bʉn] – горіти

²¹ in the long run – в кінці кінців

²² matches and lighters [mɪʃCɪz]

[lɪʃlɪtqz]– сірники та запальничка

³³ advantages [qd'vʌntɪdʒɪz] – переваги

³⁴ at least [lɪst] – 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?

Завдання для самостійної роботи:

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 Russian into English.

1. Минулого тижня ми вирішили організувати пікнік. Всі були щасливі. Але коли ми прочитали прогноз погоди, наш настрій (mood) змінився. Вони обіцяли проливні дощі місцями (scattered showers) більшу частину дня. Ми не знали що робити.
2. Але з іншого боку (on the other hand) ми мали чудову нагоду поїсти і попиту на свіжому повітрі, а також відпочити. О 12 годині ми виїхали з дому. Ми взяли їжу, сірники, надувний гумовий човен, (inflatable rubber dinghy ['dɪŋɪ]) і магнітофон.
3. Ми приїхали на поляну (glade) і почали розпаковувати речі, але не змогли знайти ніж, вилки і стаканчики. Це означало проблеми. Нам довелося їх позичити (to lend) у сусідів. Ми розпалили багаття (to make a fire). Діти пішли «досліджувати» (to explore) місцевість навколо (the surrounding territory).
4. Ми засмажили м'ясо і запросили всіх до столу. Потім ми послушали пісні наших гостей, потанцювали біля багаття і пограли в бадмінтон. Джек ловив рибу (to go fishing), Том засмагав, діти купалися в річці.

5. Увечері, коли все було закінчено (to be over), ми зрозуміли, що треба їхати додому. Звичайно ж, нам цього не хотілося. Ми повернулися додому втомлені (tired), але задоволені. Адже в гостях добре, а вдома краще.

15. *Write a composition 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. Заперечувальні 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.

3. *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?

4. *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.

5. Read the words. Write them down. Pay attention to their pronunciation.

- | | |
|--|--|
| 1. bathing suit ['bælbʊn 'sɪft] – ку-
пальник | 13. to play hopscotch ['hɒpskɒtʃ] –
грати в класики |
| 2. goggles ['gɒɡlɪz] – захисні окуляри | 14. to swing – гойдатися (swung, swung) |
| 3. to stroke one's hands ['strɒk] –
взмахувати руками | 15. to play tags – грати в догонялки |
| 4. start line ['stɑːtlɪn] – лінія старту | 16. tiptoe ['tɪptuː] – носочки |
| 5. sack ['sæk] – мішок | 17. (on) heels [hɪlz] – (на) п'ятах |
| 6. to race [reɪs] – бігати наввипередки | 18. kick high into the air – високо
здіймати ноги |
| 7. a sand pit – яма з піском | 19. shallow end ['ʃæləʊ 'end] –
неглибока частина басейну |
| 8. to stumble ['stʌmbəl] – спотикатися | 20. to curl up small ['kɜːl 'ʌp] –
скручуватися калачиком |
| 9. to climb up ['klaɪm 'ʌp] – взби-
ратися наверх | 21. to bend one's arms down –
нахилятися (bent, bent) |
| 10. the rope ladder ['rəʊp 'lɪdə] –
мотузкова драбина | 22. to balance with one's hands stretch-ed
['bæləns] – зберігати рівновагу руками |
| 11. to skip – стрибати зі скакалкою | 28. to ride a bicycle ['baɪkəl] – кататися
на велосипеді (rode, ridden) |
| 12. to hop – стрибати на одній нозі | 29. to dive [daɪv] – пірнати |
| 23. slides ['slaɪdz] – горки | 30. to dig – копати (dug, dug) |
| 24. see-saw – доски-гойдалки | 31. to rake [reɪk] – чистити скребачкою |
| 25. the log cabin ['lɒɡ kæn] – дерев'яна
домівка | 32. to play hide-and-seek ['haɪd-ænd-'siːk]
– грати в схованки |
| 26. bar [bɑː] – перекладина | |
| 27. round-about – карусель | |

6. *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-seek**. 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 ([ˈCʰtɪq] – вихователь) calmed her down ([ˈkʲɐm'dʲʊn] – заспокоювати). They went to the **log cabin** and **roundabout**. She was happy.
5. Stan is the best gymnast ([ˈGlmɪxst] – гімнаст). He **bent** his **arms down** then he **balanced** with his **arms stretched** on the rope at the previous ([ˈprɪvlqs] – 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.

7. *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?
- Lyuda: Maria Ivanovna, I've forgotten¹ my bathing-suit and a cap.
- M. I.: Never mind², Lyuda. You'll be a judge³. Can you count from 1 to 20?
- Lyuda: 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: Maria Ivanovna! 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. Kolya, continue exercises.

Kolya: OK, Maria Ivanovna. 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.

Kolya: Then, Stacy, curl up small and stand on your fours⁸. You pretend⁹ to be a cat. Say: "miaow"¹⁰.

Kate: Miaow.

M. I.: Thank you Kolya, Vasya bend your arms down. Stand straight. Balance with your arms stretched. You're a bit sleepy. What's up?

Vasya: Maria Ivanovna, there was an interesting movie yesterday night. I enjoyed it very much.

M. I.: I see. Children. Morning exercises are over. Let's go to the slides and see-saws.

Children: Hurra! And to the log cabin!!!

Sveta: Dima, why are you so impudent¹¹? This is me who is swinging on the bar. Go away. Hm. (*she is crying*)

M. I.: Dima you shouldn't behave like this. Take the roundabout. It's vacant¹². Let Sveta swing.

Dima: She has been swinging for an hour already. I want it too.

Sveta: You are mistaken. You're a boy. Go to play football with other boys or ride a bicycle.

Dima: You're a naughty girl. I'll make sandcastles in the sandpit.

Sveta: Dima, I'd like it to. Take me with you, please...

Dima: OK, let's go. But don't spoil the figures¹³ be patient¹⁴, behave yourself¹⁵...

Sveta: I agree.

M. I.: Guys, who can dive?

Children: I, I, I, I ...

M. I.: You can dig and rake. Don't forget to take the spades¹⁶.

Boys: What for?!

M. I.: We are going to plant fruit trees.

Children: What fruit trees?

M. I.: Apple, plum, pear, peach trees.

Children: That's great. In autumn we'll harvest the fruit and eat it.

M. I.: Of course, you will. Let's play.

Children: With pleasure.

M. I.: Scatter¹⁷. We'll play hide-and-seek. It's my turn to look for you.

Children: Count from 1 to 10.

M. I.: 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 [fɔ'gɒtən] – я забула

² never mind – нічого страшного

³ a judge ['dʒʌdʒ] – суддя

⁹ to pretend [prɪ'tend] – прикидатися

¹⁰ miaow [mɪ'əʊ] – мяу

¹¹ impudent ['ɪmpjʊdnt] – нахальний

¹² vacant ['vælkənt] – вільний

⁴ cheer up ['tʃɪrʌp] підбадьорити	¹³ to spoil the figures ['flgɪz] – зіпсувати
⁵ you'd better – ти б краще. .	фігури
⁶ physical jerks ['fɪzɪkl'ʤɜks] –	¹⁴ patient ['peɪlənt] – терплячий
зарядка, розминка	¹⁵ behave yourself – поведь себе добре
⁷ hurt ['hɜt] – боліти, спричиняти	¹⁶ spade [speɪd] – лопата
біль	¹⁷ scatter ['skætə] – розкидатися
⁸ to stand on fours – встати на	
четвереньки	

Questions:

1. What kind of weather are they having? What are they going to do?
2. What has Lyuda forgotten? Maria Ivanovna suggests her being a judge, doesn't she? Does Lyuda agree?
3. Where does Maria Ivanovna 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 Kolya invent for her?
7. How does Maria Ivanovna continue the exercises? Who is a bit sleepy? Why?
8. What is the next item of their program? Why is Sveta irritated (['lɪtəltɪd] – 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 ([kən'dɪʃn] – 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 Maria Ivanovna offer the children to play hopscotch or hide-and-seek? Why is she nervous? What does she promise the kids to do?

8. 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 (['kwɔrəl] – 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.

9. 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 (доріжки).
8. This path ([pʁT] – тропа) is very narrow ([ˈnʁɔV] – 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.

10. 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. **Past Continuous** використовується для вираження дій, що відбувалися в конкретний, точно відомий момент або проміжок часу в минулому. Past Continuous (Past Progressive) утворюється за допомогою допоміжного дієслова **was** або **were** та форми простого дієприкметника теперішнього часу (дієслово з закінченням **-ing**). **Was** та **were** – це форми минулого часу допоміжного дієслова **to be**.

Наприклад: Yesterday at 7 we **were watching TV**.

Вчора о сьомій ми дивилися ТБ.

2. Слова **while** («в той час, як», «поки») та **when** («коли») підкреслюють та використовуються з різними частинами складнопідрядного речення. Як правило, після слова **while** вживається **Past Continuous**, а після **when** вживається Past Simple.

Наприклад: When my mother **came** home I **was doing** my lessons.

Коли моя мати прийшла додому, я робила уроки.

3. **Past Continuous** використовується для вираження в одному реченні декількох дій, що відбувалися одночасно в минулому.

Наприклад: While Nick **was reading** a book, Nancy and Diana **were cooking** cakes.

У той час, поки Нік читав книгу, Ненсі та Дасна готували тістечка.

18.2. Заперечувальні та питальні речення.

1. Заперечення в **Past Continuous** утворюється за допомогою додавання частки **not** після допоміжного дієслова **was** або **were**. Загальний порядок слів

в реченні не змінюється.

Наприклад: Dana, you **weren't skipping** yesterday night.

Дана, вчора ввечері ти не стрибала зі скакалкою.

But I **wasn't listening** to music when the door opened.

Але я не слухала музику коли двері відчинилися.

5. Спеціальне питання в **Past Continuous** утворюється за допомогою питального слова або фрази, що ставиться в самий початок речення. Подальший порядок слів такий самий, як і в загальному питанні з **Past Continuous (was, were + підмет + дієслово з -ing)**.

Наприклад: What **were** you **doing** last Friday at 7? – I **was helping** my mum about the house.

Що ти робив минулої п'ятниці о сьомій? – Я допомагав мамі по дому.

Was Michael **playing** in the sandpit when his sister came? – Yes, he was.
Майкл вчора грав у пісочниці коли його сестра прийшла? – Так.

Were the kids sack **racing** or **climbing** the tree? – They **were sliding** when their tutor asked them to have dinner.

Діти бігали у мішках та взбиралися на дерева? – Вони з'їжджали з горки коли їхня вихователька покликала їх обідати.

Who **was bending** arms down? Mark **was**. He can do it well.

Хто нахилявся? – Марк. Він може робити це дуже добре.

The sun **was shining** brightly in the morning, wasn't it? – No, it wasn't.
It was raining.

Сонце було яскраве зранку, чи не так? – Ні. Йшов дощ.

11. 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.

- I.**
1. Ми писали твір наприкінці уроку.
 2. Неллі лічила від 1 до 100 після обіду.
 3. Джон грав у схованки з друзями вчора з 5 до 7.

- II.**
4. Коли задзвонив телефон, Марта мила підлогу.

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 ([ˈmʌvɪ]).

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.

IV.

10. The students were not retelling the texts when the teacher came in.
11. I wasn't making up situations at the beginning of the lesson.
12. We were not lying in the sun the whole ([ˈhɒl]) morning.

V.

13. How long were you explaining the new theme? – For an hour.
14. Who was smoking in the room? – Pete was.
15. Were they swinging or swimming? – They were playing badminton.
16. Gordon was looking after the baby yesterday from 1 to 3 a. m., wasn't he? – Yes, he was. Stacy was helping him.
17. Were your parents having breakfast when they heard that strange noise? – No, they were dressing.

5. Учні розмовляли дуже голосно коли вчитель зайшов у кабінет.
6. Коли мама подивилася на нас ми обговорювали відомий фільм.

III.

7. Поки вони грали в класики няня готувала їм вечерю.
8. Поки хлопці їздили на велосипедах, дівчата співали популярні пісні.
9. Поки я наглядала за дітьми, Лена робила пісочні замки.

IV.

10. Студенти не переказували тексти коли вчитель зайшов.
11. Я не створювала ситуації на початку уроку.
12. Ми не засмагали цілий ранок.

V.

13. Скільки ви поясняли нову тему? – Протягом години.
14. Хто палив у кімнаті? - Піт.
15. Вони гойдалися чи плавали? – Вони грали у бадмінтон.
16. Гордон наглядав за немовлям вчора з 1 до 3, чи не так? – Так. Стейсі допомагала йому.
17. Твої батьки снідали коли получили дивний шум? – Ні, вони вдягалися.

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-seek). 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. 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.

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 ([ˈstʌmp] – опинилися в глухому куті).
4. While the kids (to build) a doll's house (ляльковий будинок), 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.

Завдання для самостійної роботи:

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 Russian into English.

1. Діма, чого ти плачеш? – Я хотів погойдатися, а Тіна зайняла (occupied) гойдалки. – Нічого страшного, сходи пострибай в класики з Наталею.
2. Поки Катя та Марина гралися у пісочниці, Дмитро взбирався по мотузочній драбині вгору та донизу. Їм це дуже подобалось.
3. Хто тут копав лопатою (with a spade)? Подивіться скільки сміття (garbage)! Тільки, візьми граблі та розрівняй землю (make it flat).
4. Досить гойдатися на турніку, у тебе болітиме голова (to have a headache ['hɛdʒlk]). Йди надягни купальник, панаму та поплавай в басейні на неглибокій ділянці.
5. Гойдалки, карусель і дерев'яна домівка вільна. – Ура! Побігли. – Обережно, не спотикніться. Не нахиляйтесь!
6. Сьогодні ми не будемо пірнати. Ми будуватимемо замки із піску у пісочниці, грати в схованки. Усім на старт!
7. Федір здійняв ногу занадто високо й впав. Він звернувся калачиком і плакав.
8. Вова простягнув руки і тримав рівновагу поки йшов вузькою тропинкою. Друга група бігала у мішках, інша – робила фіз. Зарядку.

Lesson 19

1. Зворотні займенники (**Reflexive Pronouns**).
2. Теперішній доконаний час (**The Present Perfect Tense**).
3. Заперечувальні та питальні речення (**The Present Perfect Tense**).
4. Тексти для читання **"Toyland in the Kindergarden", "Play and games in the kindergarden"**.

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 [mqV'zɛllk]	constructor [kqn'strʌktq]
garage ['gxrRZ]	puzzle ['pʌzl]
farm ['fRm]	dominoes ['dʒmɪnqVz]
modeling ['mɒdqllN]	lotto ['lɒtqV]
material [mq'tlqrɪql]	magnetic [mɔg'nɛtlk]
plastic ['plɔstlk]	kaleidoscope [kq'lQldqskqVp]
plasticine ['plɔstqsɪn]	globe ['glqVb]
binoculars [bl'nɒkjulqz]	mechano [ml'kRnqV]
microscope ['mQlkrqskqVp]	

Think of a situation with these words.

3. Answer the questions using The Past Progressive.

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 Moscow (*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 (кукла), 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 ([fʃɛrɪ'tɛɪl] – сказка).

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 (фортеця), 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) when we (to go) far into the water last summer.
 5. While Dick (to walk) up and down the pier ([ˈpiː] – пірс), we (to dive).
 6. If you (to wish) to bathe, you (can) hire ([ˈhaɪ] – взять на прокат) a tent (палатка) 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 have) 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).**
- 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 [q'sqVSlølt] – спілкуватися

² guide ['gQld] – путівник

³ a way out – вихід

⁴ to agree to – відповідати

⁵ imagination [l'mxGlnølsn] – уява

⁶ top – юла

⁷ rattle [rxltl] – брязкальця

⁸ resemble [rl'zømbli] – нагадувати

⁹ to arrange [q'rølnG] – організовувати

¹⁰ condition [kqn'dlSn] – умова

¹¹ feel at home – почувати себе як вдома

¹² adapted [q'dxptld] – адаптований

¹³ surrounding world [sq'rQundlN wWld]
– оточуюча середина

¹⁴ despite [dl'spQlt] – не дивлячись на

¹⁵ constant ['kDnstqnt] – постійний

¹⁶ lack [lxk] – відсутність

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 ([rl'gRdqv] – відповідальні) 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. 1. Зворотні займенники (*Reflexive Pronouns*).

1. В англійській мові **зворотні займенники** (*Reflexive Pronouns*) використовуються, коли дія спрямована на того, хто її виконує, коли підмет та додаток в реченні є одним і тим же предметом або особою. Українською мовою такі зворотні займенники перекладаються за допомогою зворотних дієслів (дієслова, що закінчуються на **-ся** або **-сь**) або зворотнім займенником **«себе»**:

<i>Однина</i>	<i>Множина</i>
I – myself you – yourself he – himself she – herself it – itself	we – ourselves you – yourselves they – themselves

Наприклад: Children, behave **yourselves**!

Діти, поведіть себе добре!

2. На відміну від української мови, в англійській деякі дієслова не використовуються зі зворотними займенниками. Наприклад, це дієслова, що вказують на дії, які людина зазвичай виконує сама для себе: **wash** (митися), **shave** (голитися), **dress** (одягаться), **feel** (відчувати, почуватись) тощо. Правильне вживання таких дієслів краще перевіряти за словником.

Наприклад: We couldn't relax because, we were too nervous.

Ми не могли розслабитися, ми були занадто знервовані.

10. a) Read the sentences. Translate them into your mother tongue

I.

1. Nastya, 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.

I.

1. Настю, пригощайся тортом! Він смачнющий.
2. Том і Енн стояли перед дзеркалом і дивилися на себе.
3. Ви коли-небудь розмовляєте сам із собою? -Ніколи.
4. Я повитиралась і вийшла із ванної кімнати.
5. Кошеня пооблизувало себе і

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'pʃəʊd] 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.

уснуло.

6. У Джулії було чудове свято. Вона насолоджувалася дуже сильно.

7. Джек заплатив за себе, він не хотів щоб це робив хтось інший за нього.

II.

8. Я не збираюся робити це за тебе. Ти можеш і сам це зробити.

9. Джорж зробив собі стрижку сам.

10. Марта відправила письмо сама.

11. Я сам полагодив машину.

III.

12. Він прокинувся, умився, поголився та вдягнувся.

13. О котрій ми зустрічаємося? – О 12.

14. Як ти себе почуваєш? –Непогано.

15. Розслабся. З цим покінчено.

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 ([fɔlt] – 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 ([bʊn] – підпалювати)

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 ['kwʌɪə] – тихий | 8. sit-and-drive – дитячий автомобіль |
| to keep quiet – вести себе тихо | 9. glue [ɡluː] – клей |
| quietly ['kwʌɪəli] – тихо, спокійно | 10. scissors ['sɪzəz] – ножиці |
| 2. soft – м'який | 11. crayons ['kreɪənz] – кольорові олівці |
| 3. to whisper ['wɪspə] – шепотіти | 12. chalks ['tʃɔːks] – крейда |
| a whisper – шепіт | 13. paint set – набір для малювання |
| 4. to share ['ʃeə] (something with somebody) – ділитися чимось з кимось | 14. colouring book ['kʌlərɪŋ buːk] – книжка-розмальовка |
| 5. a sewing set [ˈsewɪŋ] – набір для шиття | 15. jigsaw ['dʒɪɡsɔː] – головоломка |
| 6. railway ['reɪl 'weɪ] – залізна дорога | jigsaw puzzle ['pʌzəl] – картинка-загадка (пазл) |
| 7. pretend play [prɪ'tend] – ігри для розвитку фантазії | 16. to find out – дізнаватися |
| | 17. play buckets ['beɪkɪts] – іграшкові відерця для пісочних ігор |

14. Read the sentences and translate them into your mother tongue. Make up small situations with the words in bold type.

- 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).
- Kids are fond of **soft** toys, especially girls. But not always they easily **share** their toys, dolls with the others.
- 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 (настінна газета). To solve jigsaw puzzles wasn't that simple, but the picture itself looked beautiful.
- 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.
- Children can **find out** a lot by reading books, studying the globe, looking into the microscope.
- Who does Walter **share** the room **with**? – With, Chris. – Why are you **whispering**? There's nobody here. You may speak louder.
- Where was Jack? – He was **playing buckets** in the sandpit, while Martin was in the “**sit-and-drive**”. He likes it very much.
- 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.

Play and games in the kindergarden

There are plenty of advantages when speaking about kinder gardens. 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, chinks, 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 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 [prɪ'vɛl] – превалювати	⁸ imagination [ɪ'mæʒɪ'nɛʃn] – уява
² approximately [ə'prɒksɪmətli] – приблизно	⁹ to feed [fi:d] – годувати
³ exist [ɪg'zɪst] – існувати	¹⁰ quarrel ['kwɒrəl] – сваритися
⁴ manipulative [mæ'nɪpjʊlətɪv] – для ручної праці	¹¹ felt-tip pens – маркери
⁵ pretend [prɪ'tend] – для розвитку фантазії	¹² astonished [ə'stɒnɪʃt] – здивований
⁶ to aim [tə'aim] – слугувати ціллю	¹³ investigate [ɪn'vestɪɡeɪt] – досліджувати
⁷ repair [rɪ'peɪə] – лагодити	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. **Present Perfect** використовується для передачі важливості результату минулої дії у теперішньому часі без точного зазначення часу виконання дії. Дія була виконана колись у минулому (часто нещодавно), і результат цієї дії можна побачити в теперішньому часі.

already [ɔl'rɛdɪ] – *вже (yet – у нитанні)*

just [ʤʌst] – *тільки що (щойно)*

not yet [nɒt jɛt] – *ще ні*

Граматичний час **Present Perfect** утворюється за допомогою допоміжного дієслова **have** або **has** та форми Past Participle (третьої форми смислового дієслова).

Наприклад: I have just finished my work.

Я щойно закінчила свою роботу.

(Є результат – написаний доклад.)

2. **Present Perfect** використовується для вираження дій, що почалися в

не зовсім відомий момент в минулому (неважливо, коли), але ще можуть бути незавершеними, а результат таких дій можна побачити в теперішньому часі.

since ['sɪns] – з тих пір, з того часу

for – протягом

today, this week (month, year etc.)

never

Наприклад: We have lived in Odessa for 5 years.

Ми живемо в Одесі все 5 років.

Richard hasn't seen Mary since she left school.

Річард не бачився з Марією з того часу, як вона залишила школу.

They have watched 3 thrillers this week.

Вони подивилися 3 трилера цього тижня.

19.3. Заперечувальні та питальні речення.

1. В заперечних реченнях в **Present Perfect** після допоміжного дієслова **have** або **has** додається заперечна частка **not**.

Наприклад: I haven't seen you for ages.

100 років тебе не бачила.

Kate hasn't fulfilled her task yet.

Кейт ще не виконала своє завдання.

2. Загальне питання в **Present Perfect** утворюється шляхом винесення допоміжного дієслова **have** або **has** на початок речення перед підметом. Спеціальне питання в **Present Perfect** утворюється за допомогою питального слова або фрази, що ставиться на самий початок речення перед допоміжним дієсловом. Подальший порядок слів такий самий, як і в загальному питанні з **Present Perfect**.

Наприклад: What have you done? – I didn't mean to.

Що ти накоїв? – Я не збирався цього робити.

Has he come yet? – No, he hasn't.

Він вже прийшов додому? – Ще ні.

Have they studied at this school for 5 or 6 years? – For 7 years already.

Вони навчаються в цій школі 5 чи 6 років? – 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 speak –	to ride –
to open –	to organize –	to leave –
to consult –	to hop –	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 ([ˈrɜːkɒɡnɪʃən] – до невпізнаності).
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 ([hʷt] – боліти) I ... against this big stone.
4. Maria Ivanovna, may I go home? I ... , ..., ... hopscotch.
5. Fedya ... 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 ([ˈdlsɔpɪq] – щезнути).
7. We have just seen the microscope and mechano on the table.
8. The kids have solved the jigsaw puzzle for half an hour.

Завдання для самостійної роботи:

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 ([ˈfɪgʊ] – фігура). (*What kind of? ...*)

24. Translate from Russian into English.

1. Діти спілкуються, граються, дізнаються щось нове в дитячому садочку. А вихователі допомагають їм розвиватися як особистості.
2. Зверну уваги на себе! Ти постійно жалієшся (complain of) через недолік грошей. А що ти зробив корисного?
3. У дитячому садочку все відповідає уяві дитини. Вихователі створюють всі умови, щоб діти почували себе як вдома.
4. Роза сама прибрала зі столу? – Так. А чого вона так тихо сидить? – Вона хоче взяти казку «Золушка» (fairy-tale “Cinderella”), але Борис її ще не дочитав. Тому вона така сумна.
5. Хто у дитячому автомобілі? – Сем. Він щойно зламав залізну дорогу.
6. Де м'які іграшки, крейди, кольорові олівці? – У шафі. Ви не бачите? Я щойно взяла звідти книжку-розмальовку.
7. Я не зможу зібрати (to solve) картинку-загадку. Я краще (I'd better) пограю з іграшковими відерцями.
8. Ну і що ж нового ти дізнався із оповідання? – Я ще його не прочитав.
9. Річард поранився ножицями. Зупиніть кров! (the blood). Де наш бинт та вата? (bandage [ˈbændɪdʒ]; cotton wool [kəʊtn wʊl]) – У столі.
10. Ми кожен день граємо в ігри для розвитку фантазії та клеїмо апплікації (appliqué [əˈplɪkeɪ]). Ми не зможемо обійтися без калейдоскопів, бінокля та глобуса на уроках.

Lesson 20

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).

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 – справлятися) 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.

Завдання для самостійної роботи:

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 ['gɪltɪ] – винен

² dangerous ['dʒɛnʤərəs] – небезпечний

³ valuable ['væljuəblɪ] – цінний

⁴ out of reach – недосяжний

⁵ to relax [rɪ'læks] – розслабитися

⁶ a variety of [və'raɪəti 'qv] – різномаїття

⁷ a wooden spoon ['wudn spʊn] –

дерев'яна ложка

⁸ to become attached [q'tʌʃt] – прив'язатися до ...

⁹ dummy or blanket ['bɪksʌŋklɪ] – соска чи ковдра

¹⁰ to comfort ['kʌmfɔ:t] – заспокоювати

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.

Lesson 21

great deal of heavy staff comprise emphasis	to lay special emphasis on optional enjoy encouragement diverse
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1. Read the new words and word combinations with their translation and write them down into the vocabulary. Pay attention to their spelling

1. comprise (v) [kəmpraɪz] –складатися з, налічувати;
2. diverse (a) [dɪvə:s] –різноманітний;
3. emphasis (n) [ˈemfəsis] –наголос, акцент;
4. encouragement (n) [ɪnˈkʌrɪdʒmənt] –допомога, підтримка;
5. enjoy (v) [ɪnˈdʒɔɪ] – користуватися чим-небудь, отримувати задоволення;
6. heavy (a) [hevi] –величезний, важкий;
7. optional (a) [ˈɒpsɪnəl] –факультативний;
8. staff (n) [stɑːf] – штат;
staff (v) [stɑːf] – укомплектування кадрів;
9. great deal of [greɪt di:l əv] – багато, більше;
10. to lay special emphasis – надавати особливого значення.

2. Read the sentences and translate them.

1. Under the government a great deal of attention has been devoted to the training of efficient specialist for preschool institutions.
2. Heavy demands are made on the teachers and educators in kindergartens.
3. The institutions are staffed with graduates from specialized secondary schools.
4. Teachers institute provides students with a thorough theoretical and practical background in educational methodology.
5. The course comprises the fundamentals of preschool educational theory.

6. The new curriculum also lays more emphasis on special courses.
7. There are different optional courses such as singing and voice training, etc.
8. Students of courses enjoy extra leave from their place of work and other privileges.
9. Education boards give every encouragement to preschool educators.
10. Diverse pedagogical literature is published yearly.

3. Read the following words and word combinations. Cover the left side of exercise and try to translate them.

under the government	за влади
devote to	присвятити
efficient specialist	кваліфікований спеціаліст
theoretical and practical background	теоретична та практична основа
grants	стипендія
social sciences	суспільні науки
hostel accommodations	гуртожитки
extra leave	додаткова відпустка
public education board	відділ народної освіти
regular self-education	постійна самоосвіта

4. Read and translate text. Answer the following questions, be ready to retell it.

TEACHERS AND EDUCATORS

Public preschool education was given little in the beginning of the 20 th century. There were no qualified teachers or educators for this type work. A great deal of attention has been devoted to the training of efficient specialist for preschool institutions. Today heavy demands are made on the teachers and educators in kindergartens and nurseries. These institutions are staffed with graduates from specialized secondary schools or teacher's institutes.

Teacher's institute provide students with a theoretical and practical background in educational theory, psychology and methodology. Special time is given to practical

training and particular attention is devoted to organization. To meet increasing demands in the training of preschool teachers with a higher education a new curriculum has been worked out for teacher's colleges.

The course comprises the fundamentals of preschool educational theory, didactics and methods for teaching students in specialized secondary schools, giving a more purposeful and effective character to the training of specialists.

The new curriculum also lays more emphasis on special courses and seminars. A series of social science lectures take care of the students' ideological and theoretical education and training.

All students in preschool departments learn to play a musical instrument: piano, violin, accordion, or dombra.

There are also different optional courses such as choir singing (conducting), singing and voice training, etc.

Students at specialized secondary schools are provided with text-books, grants and hostel = accommodations. Students of evening and correspondence courses enjoy extra leave from their place of work and other privileges. The graduates of these schools have the right to occupy corresponding posts in kindergartens and to be enrolled in any of the country's higher schools.

Much attention is being given to raising to qualification of preschool teachers and educators. Public education boards give every encouragement to preschool educators to take correspondence course at teachers' training schools and institutes and provide them with all the necessary facilities.

The state helps preschool educators with regular self-education and enable them to make use of the experience of pedagogical experts. The district methodological centers also play an important role in improving the qualifications of preschool educators.

Diverse pedagogical and methodological literature is published yearly, for example, numerous periodicals on educational theory also serve the same purpose. The creative work of preschool educators is greatly promoted by teachers' societies

set up in all the districts. All these measures ensure the well-rounded training of teachers for preschool institutions.

1. devote to – присвятити;
2. efficient specialist – кваліфікований спеціаліст;
3. theoretical and practical background – теоретична та практична основа;
4. grants – стипендія;
5. social sciences – суспільні науки;
6. hostel accommodations – гуртожитки;
7. extra leave – додаткова відпустка;
8. public education board – відділ народної освіти;
9. regular self-education – постійна самоосвіта.

Answer the following questions:

1. What optional courses are used for teachers training college students? Which of them do you prefer?
2. Do preschool teachers get encouragement to raise their qualification? Which are the most effective?
3. What institutions train teachers for kindergartens?

5. Look through the text and give the main idea of it.

6. Speak to each other on the following topics.

What subjects are taught at pedagogical universities?

Завдання для самостійної роботи:

7. Read the tale, translate without a dictionary and retell it.

THE FOX AND THE STORK (RUSSIAN)

Once upon a time a fox went up to a stork and said: “Good morning, stork!” – “Good morning, fox! What news have you today?” “I have been reading many books and I understood that you and I are cousins. We should visit one another and make friends.” “Fine,” said the stork, “you must invite me to dinner.” So the fox invited the stork to dinner. He cooked some porridge and put it on the plate and said to the stork,

“Help yourself, stork! Take as much as you want!” The Stork pecked away at the plate with his long beak, but couldn’t pick up any of the porridge, and so the fox licked it all up himself. The next day the Stork invited the fox to the dinner. He cooked some soup, poured it into a jug with a long narrow neck and said to the fox: “Help yourself, fox! Take as much as you want!” The Fox walked round the jug, poked his nose in, but couldn’t reach a drop of soup.

So the Stork, with his long beak, drank it all.

All that was the end of the friendship between the fox and the stork.

8. Read and discuss the story from the book “Going to the Kindergarten”.

Lesson 22

cope with	demand
flow	threat
seek	accordingly
share	suit
interaction	maturity
invent	mature
tend	fascinate

1. Read the new words and word combinations with their translation and write them down into the vocabulary. Pay attention to their spelling.

1. accordingly (adv) [ək’o:dingh]— відповідно, таким чином;

2. cope with (v) [kəʊp wið] — впоратися з чим-небудь;

3. demand (n) [di’mɑ:nd]— вимога, прохання, виклик;

demand (v) [di’mɑ:nd] —вимагати, мати потребу;

4. fascinate (v) [fæsineit] —зачаровувати;

5. flow (n) [fləʊ]— потік;

flow (v) [fləʊ] —текти, розливатись;

6. interaction (n) [inter’æksən] —взаємодія;

7. invent (n) [in’veɪnt] —винаходити, вигадувати;

8. mature (a) [mə'tʃʊr]— зрілий;
9. maturity (n) [mə'tʃʊriti]— зрілість, довершеність;
10. seek (v) [si:k] —шукати, розшукувати;
11. share (n) [ʃeə] —частина, доля, участь;
 share (v) [ʃeə] —ділити, розподіляти, приймати участь;
12. suit (n) ['sju:t] —костюм;
 suit (v) ['sju:t] —відповідати, личити;
13. tend (v) [tend] —прямувати, схилятися;
14. treat (n) [trit] —задоволення, розвага;
 treat (v) [trit]— звертатись, поводитись, розглядати.

2. Read the sentences and translate them.

1. The child develops early many skills necessary for coping with the complex world about it.
2. If adults take time to talk with him and answer the continuous flow of questions, he acquires vocabulary at a rapid place.
3. The child seeks companionship in carrying on its activities.
4. His ability to share.
5. There's little interaction except for occasional disputes over possessions.
6. A child of this age often invents imaginary ones.
7. The dramatic play of this period tends to reproduce adult activities.
8. He may demand a gun or lasso a mother's hot or high-heeled shoes for “dress up” purposes.
9. Demands to be treated accordingly.
10. Poetry and stories suited to their maturity and interests fascinate them at this age.
11. Their sent lengthen and become more mature.

3. Read the following words and word combinations. Cover the left side of exercise and try to translate them.

gun	пістолет
launder	відмити

toss about	постійно використовувати, вставляти
gleefully	весело, радісно
distortion	спотворення
lively group	весела група
growing use	частіше використання
companionship in carrying on his activity	дружня підтримка його діяльності
rather than	скоріше, ніж
be concerned	бути стурбованим
imaginary	уявний
unusual sounding	незвичне звучання
add new concepts	додавати нові поняття
employ	використовувати
measure of growth	показник росту
only child among adults	єдина дитина у сім'ї
high-heeled shoes	високі підбори

4. Read and translate text. Answer the following questions, be ready to retell it.

THE PRESCHOOL CHILD

The child of two to five years of age may be at home or in the nursery school or kindergarten. He may be only child among adults, or he may be living with a lively group of brothers and sisters. The child develops early many skills necessary for coping with the complex world about him, among them the growing use of voice and speech. If adults take time to talk with him and answer his continuous flow of questions, he acquires vocabulary at a rapid pace and grows in ability to think and to express his thoughts clearly. He seeks companionship in carrying on his activities but often plays alongside others rather than with them. His ability to share and to cooperate extends only to things that interest him and then for short periods of time. As he talks with other children he is likely to be concerned primarily with himself

and his own interests. There is little interaction except for occasional disputes over possessions and privileges. If he has no playmates, a child of this age often invents imaginary ones who fill his need for companionship until he goes to school and finds real companions. He adjusts to organized groups slowly and turns to adults for help and approval fully as often as to his playmates.

The dramatic play of this period tends to reproduce adult activities as the child explores his own world by playing, house, store, deliveryman, or postman and impersonates one after another the characters he meets on radio or television, in picture books, and in stories which are read or told him.

His imagination takes care of most properties, though he may demand a gun or lasso or mother's hat or high-heeled shoes for "dress up" purposes.

Children of four and five are keenly interested in words-especially new and unusual sounding ones – and play with them, toss them about gleefully, and invent all sorts of distortions of them. They like to imitate adult talk and will copy adult behavior and conversation in their play of housekeeper, calling on the neighbors, and serving as teacher or storekeeper. Poetry and stories suited to their maturity and interests fascinate them at this age. They delight especially in books of their own and will carry them around, talk about them, even pretend to read them if an adult will listen.

As the child builds vocabulary and adds new concepts from his experiences, his sentences lengthen and become more mature. Most five-year-olds employ all the types of sentences used by adults. Length and quality of sentences is perhaps the best measure of growth in language power. The ease with which the child uses language for self-expression is a good indication of his mental health.

1. lively group – весела група

2. growing use — частіше використання

3. companionship in carrying on his activity — дружня підтримка його діяльності

4. rather than — скоріше, ніж

5. be concerned — бути стурбованим
6. imaginary — уявний
7. unusual sounding — незвичне звучання
8. add new concepts — додавати нові поняття
9. employ — використовувати
10. measure of growth — показник росту
11. only child among adults — єдина дитина у сім'ї
12. high-heeled shoes — високі підбори

Answer the following questions:

5. Look through the text and give the main idea of it.

6. Speak to each other on the following topics.

Завдання для самостійної роботи:

7. Read the tale, translate without a dictionary and retell it.

ALDAT-KOZE AND HIS MAGIC CLOAK (KAZAKH)

Aldar-Koze was a clever lad. Although he was poor, he never lacked for anything and never got himself into a tight corner. And he was welcome everywhere in Kazakhstan. But one winter's day Aldar-Koze felt sad. A cold wind was flowing and he was riding alone across the steppe. Far and wide there was not a man to be seen. His nag was lame and his cloak had seventy holes and ninety patches in it. Suddenly he saw a rider coming towards him. He had a beautiful horse and a warm fox fur cloak. Surely it must be a rich merchant. Aldar-Koze sat up in his saddle, loosened his cloak and began singing: "Aren't to you cold?" asked the rich man in amazement. "Your cloak is full of holes, how can you still feel like singing?"

"I singing because my cloak is full of holes. The wind blows in one hole and out another. The warmth remains with me. You must be cold in your fox fur." "Yes, I am cold," admitted the rich man. "Suppose you sell me your cloak!" "It's not for sale, for then I, in my turn, would be cold." "I'll give you some money and my cloak as well!" "Very well, agreed Aldar-Koze, after a moment." "Let's exchange cloaks, and let us exchange horses too. And you can keep the money."

So the merchant gave Aldar-Koze his fox fur cloak and his beautiful horse and he took the lame nag and the cloak with seventy holes and ninety patches and was pleased he had made a good bargain. Aldar-Koze put on the fur cloak, jumped on the horse and rode off. In the village that evening he told of his magic cloak with seventy holes and ninety patches. And everybody laughed at the way he had outwitted the rich merchant.

8. Read and discuss the story from the book “Going to the Kindergarten”

Lesson 23

plunder	round-the-clock
increase	manual
creche	agility
strain	agile
attachment	disease

1. Read the new words and word combinations with their translation and write them down into the vocabulary. Pay attention to their spelling.

1. agile (a) [ə'dʒɪl] – рухливий, спритний;
2. agility (n) [ə'dʒɪlɪti] —рухливість, спритність;
3. attachment (n) [ə'tætʃmənt] —прив'язаність;
4. creche (n) [kreɪʃ]— дит'ясла;
5. disease (n) [di'zi:z] —хвороба;
6. increase (n) [ɪn'kri:z] —ріст, збільшення;
increase (v) [ɪn'kri:z] —рости, збільшуватися;
7. manual (n) [mænju:əl] —підручник, посібник;
8. plunder (n) ['plʌndə] —здобич, пограбування;
plunder (v) ['plʌndə] —грабувати, розкрадати;
9. strain (v) [streɪn] —мати вплив, впливати, змінювати;
10. round-the-clock (a) —цілодобовий.

2. Read the sentences and translate them.

3. Read the following words and word combinations. Cover the left side of exercise and try to translate them.

out of which	серед яких
to be a great help	бути чудовою допомогою
kindergartens accommodation	система дитячих садків
to be beneficial	бути корисним
to be left unattended	залишитись без нагляду
all-round physical and intellectual розвиток	всесторонньо фізичний та інтелектуальний
development	
to acquire good habits	набувати корисні звички
does not lessen, but rather deepens	не зменшує, а навіть поглиблює
at least	принаймні
graduate of a teachers' college	випускники педагогічного коледжу
take care of	піклуватися
in general	загалом
place no strain	не обтяжувати
state-run	державний
get to know	пізнавати

4. Read and translate text. Answer the following questions, be ready to retell it.

STAGES OF EDUCATION

Kindergartens. Preschool education is a part of a unified system of education.

In 1914, Ukraine had only few preschool establishments. Then many kindergartens were built. During the Second World War the fascists destroyed and plundered many preschool institutions.

In the post-war period the number of preschool institutions rapidly increased. Damaged buildings were repaired, and new Kindergartens, creches and medical institutions were built.

Kindergartens are great help to the women who account for three quarters of the country's doctors and teachers, nearly half of the rural doctors and teachers nearly half the students and one-third of the engineers and scientists. Kindergartens accommodations place no strain on the family budget, since the state covers all maintenance expenses, the parents paying only part of the cost of child's food in the state kindergartens. State-run preschool educational institutions are beneficial to the children themselves.

Trained teachers and doctors watch over the childrens' health and see to their all-round physical and intellectual development.

The experience shows that children in kindergartens are healthy and acquire many good habits including those of living in collective. Upbringing in the kindergarten does not lessen, but rather deepens the children's love and attachment for their parents. But now many private kindergartens appeared in our country.

All work with children in Kindergartens is conducted in their native language. Most kindergartens operate from 8 a.m. to 6 p.m. There are also round-the-clock kindergartens. The headmistress of kindergarten must be a trained teacher, with at least four-year experience and special medical training. Teachers must be graduates of a teachers college.

The programmes and methods of teaching in kindergartens are determined by a special manual.

Children of kindergartens are usually divided into three groups: "junior-three-five years of age, middle-five-six years and senior-six-seven years."

Their physical training includes health-building and development of physical agility. They are taught hygienic habits.

The requirements of hygiene are, considered when buildings are equipped and furnished. The children's diet and regimen are worked out scientifically, as are measures to prevent and treat disease. The kindergarten child is taught to feed himself unassisted to wash and dress himself, to keep his things clean and orderly, make his bed and take care of his toys. All this is designed to develop in the child good behavior habits.

For three-four every day the children take part in outdoor games, during which the teachers help them develop their abilities and initiative and learn the value of friendship and group activity. During study sessions they learn correct speech, counting, drawing, building with blocks singing and rhythmic moments and in general get to know the world around them.

In the kindergarten a child begins to develop a wish to go to school and learn to do not only what is interesting but also what is necessary.

The adoption of a new curricula by the secondary schools and the reduction of the primary course from four to three years have increased the role of kindergartens in preparing children to school.

Kindergartens operate in close contact with parents. Parents-teachers meetings are held regularly to discuss problems of bringing up children in kindergartens and in the family.

-
1. out of which – серед яких
 2. to be a great help — бути чудовою допомогою
 3. kindergartens accommodation — система дитячих садків
 4. to be beneficial — бути корисним
 5. to be left unattended — залишитись без нагляду
 6. all-round physical and intellectual development — всесторонньо фізичний та інтелектуальний розвиток
 7. to acquire good habits — набувати корисні звички
 8. does not lessen, but rather deepens — не зменшує, а навіть поглиблює
 9. at least — принаймні
 10. graduate of a teachers' college — випускники педагогічного коледжу
 11. take care of - піклуватися
 12. in general — загалом
 13. place no strain — не обтяжувати
 14. state-run - державний

15. see to — слідкувати за
 16. get to know — пізнавати

Answer the following questions:

1. How many children attended preschool establishments before the revolution?
2. When were many preschool institutions destroyed and plundered?
3. What is the main purpose of preschool educational institutions? What is your personal opinion about it?

5. Look through the text and give the main idea of it.

6. Speak to each other on the following topics.

Завдання для самостійної роботи:

7. Read the tale, translate without a dictionary and retell it.

8. Read and discuss the story from the book “Going to the Kindergarten”.

Lesson 24

play	infinite
delight	scope
spontaneity	clumsy
self-expression	awkward
prop	

1. Read the new words and word combinations with their translation and write them down into the vocabulary. Pay attention to their spelling

1. awkward (a) [ækwɔ:d] –невправний, незручний;
2. clumsy (a) [kl^mzi] –незграбний;
3. delight (n) [dilait] – насолода, задоволення;
 delight (v) [dilait] –приносити задоволення, захоплюватись;
4. infinite (a) [in^finit] –безмежний, безкрайї;
5. play (n) [^plei] – гра, дія, рух
 play (v) [^plei] –грати,бавити, розвиватись;
6. prop (n) [prəʊp] –опора;

7. self-expression (n) [self iksp'resən] –самовираження;

8. spontaneity (n) [spətə'neiti] – мимовільність.

2. Read the sentences and translate them.

1. The play of children is never-ending source of interest and delight, spontaneity and unexpectedness.

2. Play means more than the fun of self-expression.

3. Learn in infinite variety of skills.

4. As he gets older he needs more scope for his activities.

5. Preparing food or cleaning the house are often clumsy and awkward.

6. What's an empty box to you may be an important prop in his game of make-believe.

3. Read the following words and word combinations. Cover the left side of exercise and try to translate them.

make-believe	уява, робити вигляд
observant adult	наглядовий дорослий
never-ending source	нескінчене джерело
explore	досліджувати
variety of skills	різноманітність навичок
grow out of experience	виходячи з досвіду
come from	виходити з
catch his fancy	викликати інтерес
watch children playing	наглядати за граючими дітьми

4. Read and translate text. Answer the following questions, be ready to retell it.

HOME AND PLAY EQUIPMENT FOR YOUNG CHILDREN

Play and the family. For the observant adult, the play of children is the source of interest and delight, spontaneity and unexpectedness. But to the child, play means more than the fun of self-expression. In their play babies and young children

experiment, explore and discover. Learn in infinite variety of skills, develop their capacities.

Adults – parents, relatives, neighbors, friends – have an important part in children play. They help to provide the toys, the equipment, the space, the time, the guidance and encouragement in human relationships that children need in order to develop their potentialities for healthy happy play.

At no age do children really play alone. Even the youngest child wants someone around to appreciate what he is doing, to help him get materials together.

Play and Learning. Some adults think of play as something aimless and rather unnecessary.

Any observant parent, however, not only recognizes that in his play the child experiments with his environment and tries out his powers but that he learns much through his play. Play is one of the ways the child has of establishing his relationship to his world and of expressing feelings and emotions that grow out of experience.

As he gets older he needs more scope for his activities. He needs to walk and run, to climb, to ride, to push, to dig, to throw. The development of the large muscles of arms and legs comes from these activities. Having the opportunity to handle and play with many different kinds of materials, the child begins to learn about colour, size, and shape. He begins to develop the smaller muscles of hands and eyes.

Imaginative Play. Much of child's play is an imitation of what he sees and hears. He tries to do what he sees his parents and other brothers and sisters doing. The small child's first attempts to be mother taking care of the baby or preparing food or cleaning house are often clumsy and awkward. But through repetition, he develops skills. Another time the child is the father doing to business or driving the car. The grocery man or the streetcar conductor catches his fancy and his toys help to act many roles.

What is an empty box to you may be an important prop in his game of make-believe. Toy animals and dolls are often real people in his play and he himself, may be "dog, horse, or a lion."

To watch children playing is to see the unfolding of their powers and their imagination. A child at play is inventive and alert and is solving problems. The child's play is also self-expression since through it he acts out his ideas and his feelings and learns about the ideas and feelings of other people.

Playing alone. It is important for a baby to learn to play alone. A baby will amuse himself happily with a few simple toys. He may want to hear his mother's voice now and then or have a change in toys, but it is not necessary to play with the child or pick him up as soon as he wakes up. At times a baby will play by himself more happily if he is in the same room with his mother. When he begins toddling his play may take the form of following his mother as she uses a dust cloth or a sweeper. As far as possible, he should follow his own interests in his own way. His movements will become less awkward as he practices and tries out things by himself.

Playing with other children. Although a child of any age should have some time to himself, he also needs opportunities to play with other children. A 2-or-3-year-old will enjoy playing beside another child if both have their own toys. They seldom play together in the sense of sharing toys and joint play at this age. It is important for an only child to have experience with other children as soon as possible. The young child may be overprotected or exploited by other brothers and sisters and older children. Older children are impeded by having younger ones under foot all the time.

Children learn from each other as well as derive much pleasure from companionship. They learn both to lead and to follow, to share and to give and take.

Some activities should be planned for the family to enjoy doing together. They help build the feeling of family unity and belonging that is so important for the growing child.

-
1. make-believe – уява, робити вигляд
 2. observant adult – наглядовий дорослий
 3. never-ending source – нескінчене джерело
 4. explore – досліджувати

5. variety of skills – різноманітність навичок
6. grow out of experience – виходячи з досвіду
7. come from – виходити з
8. catch his fancy – викликати інтерес
9. watch children playing – наглядати за граючими дітьми

Answer the following questions:

5. Look through the text and give the main idea of it.

6. Speak to each other on the following topics.

Завдання для самостійної роботи:

7. Read the tale, translate without a dictionary and retell it.

THE GOLDEN APPLE (ARMENIA)

There was once a king who had a proclamation made throughout his kingdom that whoever told him the biggest lie would receive an apple of pure gold. All sorts of people came to him and told him lies, but the king always shook his head and said: “That’s very well, but it could be true.”

One day a young man arrived, holding a barrel in his hand. He said to the king: “Oh, mighty monarch, I have come for gold sovereigns.” “What gold sovereigns?” asked the king.

“The barrel of gold sovereigns you borrowed from me last week!”

“I certainly never borrowed a barrel of gold sovereigns from you. That’s a lie!”

“If it is a lie, then give me the golden apple! The ring stopped short:

“Wait a moment, you’re quite right! I’ve just remember!”

“All the better, my liege, then give me the barrel of gold sovereigns!”

The king realized that he had been outwitted, and that was how the young man the golden apple.

8. Read and discuss the story from the book “Going to the Kindergarten”.

Lesson 25

avaricious	petty
cowardly	philistine
crafty	pursue
grief	trouble
mould	virtue

1. Read the new words and word combinations with their translation and write them down into the vocabulary. Pay attention to their spelling.

1. avaricious (a) [ævə'risəs] –скупий, жадібний;
2. cowardly (a) [kauəd] –легкодухий, боягузливий, підлий;
3. crafty (a) [kra:fti] –хитрий, підступний, вправний;
4. grief (n) [gri:f] –лихо, туга, смуток;
5. mould (n) [mould] –формування, склад характеру;
mould (v) [mould] –формувати характер;
6. petty (a) [peti] –дрібний, мізерний;
7. philistine (n) ['filistain] –обиватель, міщанин;
8. pursue (v) [pə:sju] –переслідувати ціль, прямувати;
9. trouble (n) ['tra:bl] –турбота, лихо, бентеження;
trouble (v) ['tra:bl] –турбуватися, хвилюватися;
10. virtue (n) ['və:tju:] - доброчесність, гідність.

2. Read the sentences and translate them.

1. A poor bringing will mean our future grief.
2. To give a child guidance one must know exactly, what educational aims one wants to pursue.
3. To develop into a Philistine, avaricious and cowardly, a petty, crafty dealer.
4. Take the trouble to ponder on this question.
4. Take the trouble to ponder on this question.

5. The moulding of a child's personality begins before he reaches school age, it is then that the principal moral virtues are instilled in him.

3. Read the following words and word combinations. Cover the left side of exercise and try to translate them.

dry	сухий, не цікавий
map out	планувати
precisely	точно
its own way	свій власний образ життя
at least	принаймні

4. Read and translate text. Answer the following questions, be ready to retell it.

THE ESSENTIAL OF GOOD UPBRINGING

“Our children are the future citizens of our country, of the world. They are to make history. Our children are the future fathers and mothers, they will also have to bring up sons and daughters of their own. Our children must grow into fine citizens, good fathers and mothers. But that is not all: our children are our old age. A correct upbringing will mean a happy old age for us, a poor bringing will mean our future grief, our tears, our fault towards other people, towards the whole country,” – said A. Makarenko.

The role of the family is particularly important in the education of children of kindergarten age, for it is precisely between the ages of three and seven that the foundation for their correct all-round development is laid.

The family is the first school where the child acquires his life experience, his moral principles and standards of behavior, and adopts a definite attitude towards life and his environment. The family is the first natural collective body of which the child feels he is a member.

Each family has its own way of living and each child has a personality of his own, all of which has to be taken into accounts when choosing the educational method to adopt in a given case. It is obvious, therefore, that there can be no dried rules and

methods applicable to all families and all children. However, the basic principles of upbringing make it possible to outline the main conditions for a correct home upbringing. To give a child guidance one must know exactly what educational aims one wants to pursue, to develop into a Philistine, avaricious and cowardly, a petty, crafty dealer. Take the trouble to ponder on this question, at least think about it in private, and you will immediately see both the numerous mistakes you have made and the many correct roads for you follow.

One should map out a definite course of the child's all-round physical, mental, moral and aesthetic education while he is still very young.

A good physical education is especially important for a growing child. All parents know it. Yet they make a big mistake, which is often difficult to correct, when they let their concern for the child's health and physical development interfere with the other requirements of his education.

The moulding of a child's personality begins before he reaches school age, it is then that the principal moral virtues are instilled in him: patriotism, collectivism, an industrious and respectful attitude to work, self-discipline, a sense of responsibility to the collective, honesty, truth-fullness, endurance and perseverance in attaining a set goal.

-
1. map out – планувати
 2. precisely – точно
 3. its own way – свій власний образ життя
 4. at least – принаймні

Answer the following questions:

1. What are the main traits you would like child to adopt”?
2. Why is it necessary to map out a definite course of the child's all-round education while he is very young?
3. What are the main reasons of correct upbringing?
4. Who was the first to describe the main aims of good upbringing?

5. What is particularly important in the education of children of preschool age?

5. Look through the text and give the main idea of it.

6. Speak to each other on the following topics.

Завдання для самостійної роботи:

7. Read the tale, translate without a dictionary and retell it.

HOW THE LIZARD STOLE THE JAGUAR'S FIRE

(INDIAN FROM SOUTH AMERICA)

Once upon a time, long, long ago, there lived a jaguar beside the banks of a great river, and this jaguar had a fire. Now at that time one else had a fire, not even man and for that reason everyone ate their meat raw. Only the jaguar was able to roast, boil and fry his food on the fire.

Now man also wanted to have a fire and he begged the jaguar to let him have at least a glowing ember. But the jaguar was mean. He did fire in his tent and wouldn't give many any of it. Man was very angry and sent the lizard to take the jaguar's fire away from him.

It was raining at that time and the jaguar was watching to see that the rain did not drop the tent and put out fire. And as it had been raining for several days, the jaguar was sleepy and bad-tempered. Just then the lizard arrived.

“Go to sleep, jaguar. I'll watch you fire for you.”

Then jaguar was glad, and he lay down and fell asleep. When the lizard saw that the jaguar was really sleep, he took a burning branch from the fire, opened up the tent so that the water would pour in and put out the fire, and then took the branch to man.

8. Read and discuss the story from the book “Going to the Kindergarten”.

Lesson 26

broaden	mental
emulate	orchard
establish	prejudice
grasp	superstition

1. Read the new words and word combinations with their translation and write them down into the vocabulary. Pay attention to their spelling

1. broaden (v) [ˈbrəʊd(ə)n] – розширювати, поширювати;
2. emulate (v) [ˈemjuleit] – змагатися, бути суперником;
3. establish (v) [estˈæblis] – засновувати, встановлювати;
4. grasp (n) [ˈgra:sp] – хватка, володіння, розуміння;
grasp (v) [ˈgra:sp] – схоплювати, усвідомлювати;
5. mental (a) [ˈmentəl] – розумовий, уявний;
6. orchard (n) [ˈo:tsəd] – фруктовий садок;
7. prejudice (n) [ˈpredzudis] – упередження, забобон;
prejudice (v) [ˈpredzudis] – попереджати, наносити збитків;
8. superstition (n) [ˈsjʊpəstisən] – забобон.

2. Read the sentences and translate them.

1. Observe the established rules of behavior in their collective.
2. Moral and mental education is inseparable.
3. “I’m going to school,” says a toddler, collecting his picture books.
4. It is useful for children nearer school age to make nature studies, work in the orchard and kitchen garden, because all this broadens their horizons.
5. It also does away with much things as superstition and prejudices.
6. They grasp things with their senses rather than their minds.
7. Giving him ideals to emulate.

3. Read the following words and word combinations. Cover the left side of exercise and try to translate them.

attentive	уважно
attention	увага
whole course	в цілому
respect elders	поважати старших
outside influence	вплив зовнішнього середовища
steadily guidance	постійний нагляд

4. Read and translate text. Answer the following questions, be ready to retell it.

CHILDREN IN THE KINDERGARTEN

Children of kindergarten age receive their moral education in the process of play, hobby classes, in fact, in the whole course of their everyday life. It is important to teach them to play together nicely, share their toys, to help one another, respect their elders, observe the established rules of behavior in their collective, keep their toys in order, look after plants and pets, and to perform their duties conscientiously.

Teaching the children, methodically and tidiness is food for their health and also makes them efficient, disciplined and self-reliant. Children under seven are very susceptible to outside influence, they like to copy others and are extremely active and responsive to suggestion. These characteristics, which are peculiar to their age, greatly enhance the importance of example, demonstration, instruction and steadily guidance of their activity.

Moral and mental education is inseparable. The material required for mental development is chosen in accordance with the educational aims and pursued. Naturally, we do not make it our aim for children under seven to master anything too difficult, but we do say that it is necessary to broaden their horizons, develop their speech, thinking, memory, imagination, powers of observation and will-power, encourage their thirst for knowledge and cultivate other qualities essential for a good scholar by drawing their attention to the world around them, by guiding them in their occupation and games, and by reading and talking to them. Children often play “school,” copying their elder brothers and sisters. “I’m going to school,” says a toddler, collecting his picture-books. This game must be given every encouragement, so that “going to school” should really become the happy event of which the child dreams and for which he is making ready.

A child’s mental development is greatly helped by direct contact with the world about him. It is useful for children nearer school age to make nature studies, take care of pets and plants, work in the orchard and kitchen garden, and watch adults operating

modern farm machinery, because all this broadens their horizons, strengthens their power of observation and mental acquisitiveness, and also does way with such things as superstition and prejudices, making them aware of Man's power over Nature and creating the basis for a materialist world outlook. Young children are very emotional, they grasp things with their senses rather than their minds. An artistic image, which they can understand, embodied in a picture, in music and song, and their own art activities in which they reflect their observations and impressions, have an enormous influence on their minds. Esthetic education is inseparably bound up with the realization of the aims of mental and moral education; it plays a role of tremendous importance in shaping the child's moral character, in guiding his sympathies in the desired direction, and giving him ideals to emulate.

A study of the way family upbringing is practiced in our country shows that we have many fine parents who devote a great deal of attention to the all-round education of their children from an early age.

-
1. whole course – в цілому
 2. respect elders – поважати старших
 3. outside influence – вплив зовнішнього середовища
 4. steadily guidance – постійний нагляд
 5. thirst for knowledge – жага до знань

Answer the following questions:

1. Why is it to important to teach children to play together, to share toys?
2. Children of kindergarten age receive their moral education in the process of play, don't they?
3. In what way is the material required for mental development chosen?
4. What game to children like to play?
5. What helps a child's mental development?

5. Look through the text and give the main idea of it.

6. Speak to each other on the following topics.

Завдання для самостійної роботи:

7. Read the tale, translate without a dictionary and retell it.

THE WISE HEN (TAJIK)

One day a hen was pecking and acraping beneath a tree outside the village when a jackal ran toward her. He was very hungry and already enjoying the idea of a chicken for a dinner. But the hen quickly flew up into the tree. “Good morning, little hen!” said the jackal. “Have you heard the latest news?” “What news?” asked the hen. “What news! The very latest news – that all the animals have made peace. All animals are now good friends, and no animal will harm any other! So you can fly down from that tree quite safely. I won’t eat you!”

But the hen was wise and knew that the jackal was not to be taken at his word. So she said: “I know you wouldn’t harm me, but there is a better view from here. I can see all the way to our village.” “And is there anything special to see in your village?” asked the jackal. “Nothing special, just a pack of dogs running this way.” The moment the jackal heard this, he sprang up and raced away. “But why are you running away?” the hen called after him. “The dogs won’t hurt you!” “They’re sure not to have heard anything!” cried the jackal and he was gone in a flash.

8. Read and discuss the story from the book “Going to the Kindergarten”.

Lesson 27

enquire	Own
evident	purposeless
excel	purposeful
explore	undemanding
nourishment	warmth

1. Read the new words and word combinations with their translation and write them down into the vocabulary. Pay attention to their spelling

1. enquire (v) [in'kwaɪə] –дізнаватись, опитувати;
2. evident (a) ['evid(ə)nt] –щирий, явний;

3. excel (v) [ik'sel] –перевершувати, виокремлюватись;
4. explore (v) [ik'splo:] –досліджувати, розвідувати;
5. nourishment (n) [ˈnʌrɪsmənt] –харчування, підтримка;
6. own (a) [əʊn] – свій, власний;
own (v) [əʊn] –визнавати, володіти;
7. purposeless (a) [ˈpʊrːpəsliːs] – безцільний;
8. purposeful (a) [ˈpʊrːpəsful] – цілеспрямований;
9. undemanding (a) [ˈʌnduːmaːndɪŋ] – невимогливий;
10. warmth (n) [wɔːmθ] - тепло.

2. Read the sentences and translate them.

1. Morgan hasn't sent any letter to his aunt this month.
2. We haven't read the book yet. Can you take it later?
3. The children haven't made an order in their playroom. The tutor is upset.
4. Have you understood the text? – Not to the full.
5. Where has Richard gone? – Home.
6. Who has left this document on my table? – Linda has.
7. Has he driven a car for 3 or 5 years? – For 2 years.
8. You have answered all the questions, haven't you? – Yes, I have.

3. Read the following words and word combinations. Cover the left side of exercise and try to translate them.

community	спілка
toward self	до себе
in comparison with	порівняно з
easy-going	безпосередній

4. Read and translate text. Answer the following questions, be ready to retell it.

NORMAL CHILDREN IN A NURSERY SCHOOL

In order to reacquaint myself with the normal child and the normal nursery school, and perhaps because it is such a pleasant experience to observe healthy children, I visited one such setting a few weeks ago.

The school presented an overall atmosphere of certainly and security within which there was a flow of quiet, constructive, productive, and purposeful activity. The children were learning, exploring, searching, enquiring and relating to other children. They showed a feeling of pleasure in learning a sense of a developing process. There was a climate of human warmth, human job and human self-expression. The atmosphere of the nursery school which is not a regular characteristic of family life, is rarely evident in community.

We will examine this normal group as follows:

1. Attitude Toward Self and Others. There were two groups of eighteen children, each with one teacher. The children were aware of the teacher and of the other members of the class, they were self-contained and undemanding of attention. They accepted the presence of the other children, and commented on their activities as well as their own.
2. Competition. There was no struggle for possessions, no evidence of a need to excel in comparison with other children.
3. Span of Attention. The children appeared to be involved in their activities in an easy-going manner and able to continue working while talking to others. They maintained chosen activities for long periods of time.
4. Communication. Quiet, controlled, children looked directly into the face of the person spoken to and allowed themselves to be looked at. They communicated openly and trustfully and were able to listen and respond appropriately.
5. Expression of Affect. Affect was happy, outgoing, warm. There was joking and playfulness. There was no anxiety or over-activity, no depressiveness, no excessive impulsive outbursts. These are the children you see in the normal

nursery school. Their dress, physical state and behavior indicate that they have parents who care about their welfare and provide physical and psychological nourishment and stimulation.

1. community – спілька
2. toward self – до себе
3. in comparison with – порівняно з
4. easy-going – безпосередній

Answer the following questions:

1. What did the atmosphere in the nursery school look like?
2. What was the characteristic feature of the children's and teacher's attitude to each other?
3. In what way do children usually express their affect?
4. How do children relate to each other?
5. Why does the atmosphere of the nursery school differ from family one?

5. Look through the text and give the main idea of it.

6. Speak to each other on the following topics.

Завдання для самостійної роботи:

7. Read the tale, translate without a dictionary and retell it.

SUN, MOON AND COCK-A-DOODLE (MALAYAN)

Many, many ages ago three brothers lived in the heavens – Sun, Moon and Cock-a-doodle.

One day Sun went off to work, and Moon and Cock-a-doodle remained at home. Towards evening Moon ordered Cock-a-doodle to bring in the cattle from the fields. Cock-a-doodle was exhausted after a long day's work and refused to go, whereupon lazy Moon got furiously angry, seized his brother by his comb and hurled him from the sky right down to the earth.

In the evening Sun returned, and when he couldn't find Cock-a-doodle he began asking after him. In the end Moon had to tell him what had happened.

“Moon, if you can’t live in peace with anyone else, then I won’t live with you either. From this day, the night will belong to you and the day to me. And brother Cock-a-doodle will never like you any more, because you chased him away. He will never forget me, however. When I rise, he will rise and rejoice; when you rise, he will hide and go to sleep.”

And that is how it has been since then. Hardly does the sun rise in the morning, than Cock-a-doodle is delighted to see his older brother again and calls out:

“Cock-a-doodle-doo, cock-a-doodle-doo!”

Which in children language means:

“Here I am too, here I am too!”

And that’s how Cock-a-doodle crows and calls all the livelong day. But hardly does the Sun depart and the Moon show itself, than Cock-a-doodle runs home and hides so that he won’t have to look at the brother whom he dislikes.

8. Read and discuss the story from the book “Going to the Kindergarten”.

Stories about Children

Going to Kindergarten

Sasha and Alyosha

Sasha and Alyosha were two twin brothers. They lived on the fourth floor of a big house in the city. One day, when they were old enough, their mother said, "It's time for the boys to go to kindergarten."

"Kindergarten! Oh, we're going to kindergarten!" Sasha shouted.

"What's kindergarten?" Alyosha asked.

"You'll soon find out. And then you can tell us all about it," Daddy said.

"You'll have lots of new friends there. You'll play together and go for walks, and learn many interesting things," Mommy said

The First Day at Kindergarten

Mommy took the boys to kindergarten. Alyosha kept pulling on her hand. He was frightened and whined, "I want to go home!"

Sasha wasn't scared at all. He looked at the children. A girl with pigtails came up to them and said, "I'll go for Vera Ivanovna."

Vera Ivanovna, the teacher in the youngest group, greeted them. She said, "Hello, Sasha and Alyosha. Now which of you is Sasha and which is Alyosha? I'll try to guess. You're Alyosha. You're standing in front and aren't shy at all. And this is Sasha, hiding behind his mommy."

Sasha laughed and said, "That's Alyosha hiding behind Mommy!"

"You're playing hide-and-seek, aren't you, Alyosha? Do you know there are toys waiting for you on the rug and big blocks on the shelf? You can build a boat with them."

Vera Ivanovna had a very kind face. She spoke in a gentle voice and then patted Sasha on the head with one hand and Alyosha with the other. "Come on, boys. Take off your hats and coats. This will be your locker, Alyosha, and this will be yours, Sasha. You hang your coat on this hook, put your hat on this shelf and put your boots

down here. That's the way all the children put away their things. We'll paste a picture on the door of each locker so that you'll know which is yours."

Some children ran off and came back with a bottle of paste and two pictures. One was of an airplane, the other of a horse. Vera Ivanovna pasted the picture of the airplane on Sasha's locker and the picture of the horse on Alyosha's.

"We have a nice horse in the playroom," she said.

"It's real big. It's on wheels. Come on, we'll show you!" the children said.

"Run along, both of you," Mommy said. "I'm leaving now. Be good boys. I'll call for you at five o'clock."

That's No Way to Play

Sasha and Alyosha went to their group's playroom. There were so many toys there: teddy bears, rabbits, dolls, doll furniture and dishes, cars, trucks and fire engines. There was even a teddy bear riding a white horse.

Alyosha looked at all the toys and didn't know which one to take. Sasha looked at all the toys and wanted to take them all. He ran to the toy corner, tucked a teddy bear under his arm, stuck a little rabbit into his pocket, picked up a doll bed and some dishes and pulled a toy dog over to the pile he was making. "Don't anybody touch these! I'm going to play with these toys!" he said to the other children.

The children stood around watching him. They were very surprised. What a boy! Was that the way to play?

What a Helper!

It was time for lunch. A girl named Lena sat down at the table next to Sasha. She was a very nice girl, but she was a very poor eater. She would have a spoonful of soup and then sit there, looking at all the other children.

"Eat your soup before it gets cold. It won't be tasty then," Vera Ivanovna said to her.

But Lena just dawdled.

Sasha was a good eater. He was the first to finish his soup. "I'm all done! See, my plate empty," he said. Then he noticed Lena's full plate. He looked at her for a while,

then picked up his spoon and began to eat Lena's soup as quickly as he could.

“Sasha's eating my soup!” Lena wailed.

“I'm not eating her soup, I'm helping her,” he said in a hurt voice.

“You don't have to help me. I can eat by myself.”

Vera Ivanovna gave Lena another plate of soup. Lena picked up her spoon and ate her soup so quickly she surprised everyone.

Playing Dolls

“See what I have for you,” Vera Ivanovna said and took a large box from the cupboard. She set the box on a chair and opened it. Inside it were large and small wooden nesting dolls. “The large dolls are the mothers and the little ones their children,” Vera Ivanovna said. “Take whichever ones you want.”

The children each took a doll and sat down to play. The mother dolls said goodbye to their children and went off to work. The little dolls ran off to play. They skipped around the room, looking at everything. They ran up to the parakeet and scared it. They looked at the other toys and peeped into the bookcase. Sasha's doll went for a ride in a truck all across the room. Olya's doll went for a ride in a doll carriage.

Vera Ivanovna began to sing and clap in time to the song. The dolls began to dance. After they had been out for a walk and had finished playing it was time for them to come home. There the doll mothers were waiting for them. They sat their children round the table and said, “Here's a nice supper for you. Eat everything up.”

The little dolls ate their supper. Now it was time for them to go to bed. Vera Ivanovna gave each of the children a little box. Inside each were a tiny pillow and a blanket.

The big dolls put the little dolls to bed. Then the children put the boxes on the table in a row, just like their own cots in the bedroom at the kindergarten. They set the big dolls in a row on the windowsill.

“When we go out for a walk they can watch us through the window,” Olya said.

The children tiptoed out to the hall to get their hats and coats. They spoke in

whispers so as not to wake the little dolls. They would have their nap while the children went for a walk.

What the Children Saw Outside

When the children went out for a walk they saw:

A big new house. A shiny bus. A trailer truck. A militiaman on a motorcycle. A fire engine with a fire escape. A milk truck. Many cars and a truck with a raised platform.

The Goldfish

There's an aquarium on the little table by the window in the kindergarten. There are goldfish in it. The fish have a good home here. The aquarium is always clean, the water is always fresh, there is yellow sand on the bottom and pebbles, seashells and seaweed in it.

Every morning the children feed the fish. They sprinkle fish food into the water.

One morning Vera Ivanovna brought in a large basin of water. She took the fish out of the aquarium and put them in the basin. Then she began to wash the glass sides. Meanwhile, the children watched the goldfish swimming in the basin.

“My doll wants to see, too,” Lena said.

The children moved aside to make room for her doll. The doll bent over, slipped out of Lena's hands and fell into the basin. There was a big splash. One of the goldfish landed on the floor. It lay there breathing hard.

Everyone began to shout at once. Vera Ivanovna scooped up the fish and dropped it back into the water. No fish can live without water.

Who Am I?

Vera Ivanovna brought a covered basket to kindergarten one day. She said, “Who can guess this riddle?”

Two pointed ears,

Four padded paws,

Whiskers fierce

And tiny claws.

I sleep all day And like to play.

At night I prowl And sometimes yowl.

Who am I?

The children were silent. No one knew the answer.

But there was the answer, peeping out of the basket!

When I Grow Up

The children sat around talking.

“I'm going to be a pilot.”

“I'm going to be an engine driver.”

“I'm going to be a driver.”

“I'm going to be a sailor and go to sea.”

“I'm going to be a doctor and cure everybody.”

“I want to be a teacher,” Lena said.

“I want to build houses, beautiful big houses,” Olya said.

All this time Sasha and Alyosha said nothing.

“What do you want to be when you grow up?” Vera Ivanovna asked.

“We want to work at the plant with our daddy, that's what,” Sasha said.

Building a House

One day Olya's daddy came to visit the children. He was a builder.

“Tell us how you build big houses,” the children said.

“The best way to learn is by doing it yourselves,” he said. “Let's build a house together.” He took a pencil and a piece of paper and drew a picture of a house, “this is the house we'll build. Now we have to find a place for it. We need a clear space to put it up.”

The children picked up their toys from the floor and moved the chairs away. There was room to build the house now. First, they would have to deliver the bricks and beams.

Trucks roared back and forth, just like at a real building site. The children were delivering bricks for the walls and beams for the ceilings. Vera Ivanovna was busy cutting doors and windows from a piece of cardboard.

“There's always a tower crane at a building site,” Olya's daddy said. “It moves

along on special rails and has big steel hooks to pick up iron baskets of bricks and lift them to the tenth floor or even higher. We'll have to do without a crane, though. The main thing is for the bricklayers to be quick about laying the bricks and for the carpenters to set the doors and windows in."

The children were all busy working. They had one floor done and began putting up the second one. Olya's daddy helped them keep the sides straight.

They were working fast. The apartments were all ready on the ground floor. The painters were working on the next floor and the plasterers were busy on the third. Then they put on a roof to keep the rain out. Wooden hammers hammered away on the roof. Meanwhile, the other children were busy cleaning up, planting trees around the house and building a garage. Soon everything was ready.

The house looked just like the one Olya's daddy had drawn for them.

The children liked their house. After all, they had built it themselves.

Why We Hurry to Kindergarten

Because our friends are waiting for us. It's fun to romp and play together.

Because Vera Ivanovna will take us to see a real house being built and maybe we'll build one like it later.

Because just yesterday Lena's daddy who is a seaman, came to tell us all about real big ships. And today someone else's mommy or daddy might come to visit and tell us so many other interesting things.

Because Olya, Sasha, Alyosha, Lena and all of us are always so busy. We water the plants, feed the goldfish and take care of the parakeet. The parakeet hops around in its cage, waiting for us. It knows we will clean its cage, wash its water dish and fill the seed dish with birdseed.

Because the teddy bear on the white horse will come out to meet Alyosha. He'll build a house of blocks for the teddy bear and put the horse in the stable.

Because Vera Ivanovna will tell us a wonderful story. Because she'll bring us new books with bright pictures. Because she'll give us drawing paper and paints and will teach us a funny game.

That's why we hurry to kindergarten in the morning.

1. Вимовлення голосних.

Вимова голосних залежить від:

- 1) типу складу (відкритий чи закритий)
Наприклад: pin – pine [pɪn] – [paɪn]
- 2) наголосу
Наприклад: present – present ['prɛznt] – [pri'zɛnt]
- 3) Від положення серед інших букв
Наприклад: shot, short, shoot, shout.

В англійській мові є «німі» (невимовні) голосні. Це буква “e” в кінці слів: make [mɛk] та буква “u” в середині слова перед a, e, i: build [bɪld], guest [ɡɛst].

Таблиця вимови голосних в закритих та відкритих складах.

Букви	Звуки		Приклади
	Відкритий склад	Закритий склад	
a	[ɜ]		take, lake, Kate
		[ʌ]	cat, pat, bad, lad
e	[ɪ]		Pete, mete, complete
		[ɛ]	bend, bed, led, elm
i/y	[aɪ]		Mike, pine, line, side, like
		[ɪ]	did, ink, pin, bid, tin, lid
o	[ɔu]		mode, note, sole, bone, lone, stone
		[ɒ]	dog, got, not, log, spot, lock
u	[jʊ]		humour, music, super, huge, tune
		[ʌ]	but, much, nut, duck, cut, luck, sum, sun, summer

Сполуки букв	Звуки	Приклади
ai ay	[ɛɪ]	sailor, wait, main, plain, distain day, play, say, may, gay, spray
au aw	[aʊ]	author, autumn, autograph, August saw, law, dawn, awful, claw, pawn
all	[ɔɪ]	all, wall, ball, call, tall, stall
ee	[i:]	three, green, tree, see, meet, need
ea	[i:] [ɛ] [ɛɪ]	speak, teach, sea, east, peace, meat bread, weapon, weather, head, lead great, break, Jean
eu ew	[jʰɪ] [ʰɪ]	neutral, Europe flew, crew, clew, grew, few, new, sew, stew
ie	[i:]	field, piece, believe, niece
oa	[qu]	boat, coat, scap, soak, road, soal
oi oy	[Oɪ]	voice, noise, coin, boil, oil, spoil boy, joy, toy, coy, cloy
oo	[ʰɪ] [u]	spoon, tooth, doom, pool, loom, mood good, foot, book, took, look, cook
ou	[au] [ʰ]	loud, count, South, mouth, sound, found country, young, double, courage, couple
ow	[au] [qu]	now, down, cow, town, brown narrow, window, own, low, yellow
ei ey	[i:] [ɛɪ]	ceiling, receiving, eight, deign, feign they, grey, key, monkey, galley

Голосні з наступними буквами “r”, “re” читаються таким чином:

Букви	Звуки		Приклади
	Голосна +r	Голосна +re	
a	[ʀ]		are, ear, bar, start, cart, tar

		[ʤe]	care, stare, mare, snare, fare
o	[ɒ]		for, tor, pork, door
		[ɔ]	pore, more, before, tore
u	[ʊ]		burn, hurt, curl, spurt, gurgle
		[ju]	pure, cure, lure, mural, mure
e	[ʊ]		her, term, nerve, tern, serve
		[i]	sphere, severe, interfere
i/y	[ʊ]		girl, first, third, skirt, dirty
		[aɪ]	fire, tyre, lyre, satire, tire

Запам'ятайте вимову таких слів:

force, form, more, store, term, germ, here, mere, cure, pure, first, bird, third, fire, wire, care, stere, spare, dare.

Сполучення	Звуки	Приклади
air	[eɪ]	air, pair, fair, chair, lair
ear	[ɪə]	ear, hear, dear, near, clear
ear + приголосна	[ʊə]	earth, heard, learn, early
eer	[ɪə]	cheer, sneer, deer, leer
oor	[uə]	poor, moor
	[ɒ]	door, floor
oar	[aʊə]	oar, board, roar, course
our	[aʊə]	hour, flour, sour, our
	[ɒ]	four, pour, court, course
ure	[jʊə]	cure, pure, lure

plane, date, name, play, plate, say, page, scale

e <	man, sand, hand, flat, map, black, bad, lamp he, she, me, be, we, mete, eko, eve, dene men, ten, bell, tell, twenty, let, test, best, led
i <	time, pipe, nine, mine, like, nice, five, side did, till, sit, still, miss, six, big, wish, which
o <	no, note, nose, stone, home, open, those, phone lot, not, got, long, clock, box, stop, dog, hot
y <	my, type, style, good-bye, why, white, by, dynamo gym, hymn, myth, symphony, system, mystery, nymph
u <	music, use, tune, mute, tube, Cuba, student cut, gun, bus, club, up, us, drum, cup, trumpet

ar	–	car, dark, garden, part, far, start, star, are
are	–	share, hare, pare, bare, fare, care, dare, rare
or	–	or, for, north, forth, short, nor, form, port
oer	–	tore, more, ore, core, bored, before, shore
er	–	germ, her, term, serve, verse, berth
ere	–	here, mere, sphere, severe
ir	–	fir, girl, first, third, dirt, shirt, stir, firm
ire	–	hire, fire, admire, wire, inspire, tired, mire
ur	–	curl, hurl, curtain, burn, burly, burden, turn
ure	–	pure, lure, cure, during, mural, sure, mure

2. Наголос в словах

У двоскладових словах-іменниках наголос, зазвичай, падає на перший склад: student, public, member, talent, pupil.

У двоскладових дієсловах наголос часто падає на другий склад, хоча у відповідних іменниках на перший склад:

- pre'sent (дарувати) – 'present (подарунок)
- con'vert (конвертувати) – 'convert (сконвертований)
- pro'ject (проектувати) – 'project (проєкт)
- com'bine (з'єднувати) – 'combine (комбайн)

У трьох і більше складових слів, наголос падає на третій склад з кінця, причому наголошена голосна вимовляється коротко: activity, majority, polytechnical, conventional, professional, documentary, beautiful.

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Навчальне видання

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З АНГЛІЙСЬКОЇ МОВИ
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ДОШКІЛЬНОЇ ПЕДАГОГІКИ
І ПСИХОЛОГІЇ**