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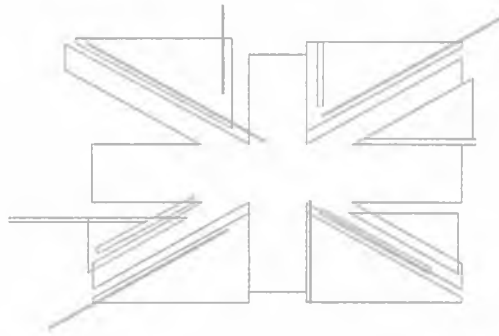
АНГЛІЙСЬКА МОВА

ФОНЕТИКА * ГРАМАТИКА
ЛЕКСИКА * ТЕМАТИЧНІ ТЕКСТИ
ВПРАВИ * ТЕСТИ * КЛЮЧІ



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Medvedeva L., Holden N.

ENGLISH

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**Kyiv
2003**

Л. Медведєва, Н. Холден

АНГЛІЙСЬКА МОВА

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ДНІПРО



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Він тримає в руках універсальний посібник з англійської мови. Він призначений для широкого кола осіб, які вивчають або викладають англійську мову,— вчителів та учнів старших класів шкіл, гімназій, ліцеїв і коледжів, студентів молодших курсів вищих навчальних закладів, слухачів курсів іноземних мов, усіх тих, хто вивчає англійську мову самостійно. Особливо слід відзначити особливу користь цього посібника для тих, хто вступає до вищих навчальних закладів, оскільки в ньому ретельно враховано вимоги на вступних іспитах з англійської мови у провідних університетах та інститутах України.

Посібник складається з розділів, які у стислій формі, але досить повно і системно охоплюють основні аспекти англійської мови, необхідні для практичного оволодіння нею, а саме — найсуттєвіші особливості її фонетичної будови та вживання лексики, правила морфології і синтаксису, які закріплюються через традиційні, перевірені часом вірши, інформативні тематичні тексти та сучасні оригінальні тести з широким використанням перекладу англійського матеріалу українською мовою. Вміщені в посібнику ключі до віршів і тестів роблять самостійне вивчення англійської мови та самотестування особливо ефективними.

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ПЕРЕДМОВА

Preface

Популярність вивчення іноземних мов, зокрема англійської, в Україні останнім часом суттєво зросла. Відбулося це через те, що для багатьох людей в нашому суспільстві знання іноземної мови зі зрозумілих причин перетворилося на життєву необхідність. Але зростання рівня мотивації, ставлячи людину перед необхідністю опанувати іноземну мову, не робить цей процес менш складним.

Усі, хто бажає набути навичок практичного володіння мовою, мають бути добре обізнані як з лексикою мови, так і з її граматикою, фонетикою та орфографією.

Саме з огляду на це і побудовано посібник, який має значною мірою універсальний характер. Він призначений як для осіб, що готуються до складання вступного іспиту з англійської мови, так і для учнів старших класів шкіл, слухачів мовних і підготовчих курсів, студентів молодших курсів вищих навчальних закладів та всіх, хто хоче вдосконалити свої знання англійської мови чи то самостійно, чи то під керівництвом викладача.

Посібник починається з короткого розділу, в якому стисло викладено фонетичні й орфографічні особливості англійської мови. За ним ідуть розділи граматики та короткий лексичний розділ, де пояснюються особливості вживання пар лексичних одиниць, які часто плутають. Після тестів, покликаних перевірити рівень володіння мовним матеріалом, наводяться тематичні тексти для обговорення.

Розділ граматики містить морфологію і синтаксис. В англійській мові, на відміну від української, важливу роль відіграє не лише форма слів, а й порядок слів у реченні. У посібнику вміщено найважливіші правила, що стосуються як форм слів основних частин мови, так і їх комбінування в межах речення, опанувати які необхідно для практичного володіння мовою. Щоб не обтяжувати посібник граматичною термінологією, видо-часові форми називаються простіше — «часові форми».

Наочність матеріалу та його більша доступність для опанування забезпечується вміщеними в посібник численними таблицями, а також перекладом ілюстративних прикладів українською мовою.

Вправи, подані в посібнику, мають як тренувальний, так і напівтворчий характер. Вони містять відповіді на запитання, які передбачають вживання певних граматичних форм, утворення речень способом добору необхідних компонентів, добір граматичних форм слів, членів речення для заповнення пропусків у реченні, переклад з англійської тощо. Більшість вправ мають ключі, тому їх виконання буде одночасно і тестуванням конкретних знань.

Розділ лексики «Не плутай ці слова» охоплює лексичні групи, у вживанні яких на початкових етапах вивчення мови легко зробити помилку через їх зовнішню схожість (*hard — hardly, alone — lonely*). Кожне слово в такій статті має пояснення основних розпізнавальних ознак, за яким іде ілюстративний приклад, що дає можливість осмислити пояснення і зіставити особливості вживання слів у мовленні.

Особливості вживання мовних одиниць пояснюються рідною мовою. Рубрики таблиць та завдання вправ і тестів формулюються англійською мовою, що забезпечує природне заглиблення користувача у мову в процесі роботи з конкретним матеріалом. Слід підкреслити, що систематичне наведення українських відповідників англійських слів і речень є відмітною рисою пропонованого посібника. Переклад дає можливість користувачам краще зрозуміти, «відчути» і швидше збагнути та запам'ятати особливості вживання англійських граматичних форм, синтаксичних структур і окремих слів чи словосполучень та їх відмінності від українських, а також позбавляє необхідності зайвий раз звертатися до словника.

Матеріал посібника укладено таким чином, що його розділи є окремими, але не ізольованими компонентами. Так, деякі приклади, що наводяться в граматичному й лексичному розділах посібника для ілюстрації вживання граматичних форм та лексичних одиниць, а також мовний матеріал вправ і тестів безпосередньо пов'язані з тематикою текстів для обговорення. Знайомлячись, скажімо, з використанням дієслів у формі минулого часу або пасивного стану та виконуючи пропоновані вправи, абітурієнти, учні, студенти одночасно пізнають багато фактів з історії Великої Британії та інших країн, життя видатних людей, розвитку мистецтва тощо. Такий тісний зв'язок розділів посібника непомітно «насичує» користувачів духом мови, де граматичні форми існують не самі по собі, а є органічним елементом мовлення, яке стосується реальних речей, реального навколишнього чи внутрішнього світу.

Удосконалюючи знання граматики, абітурієнти, учні або студенти одночасно накопичують лексику, що використовується у відповідних темах для обговорення, наближуючись тим самим до опанування тематичних текстів. Добір матеріалу посібника забезпечує плавність переходу до опрацювання тематичних текстів, які будуть сприйматися не як щось абсолютно нове, стороннє, не пов'язане з формами мови, а як саме те мовленнєве середовище, де ці форми існують, творячи разом з мовцем, що їх вживає, реальні тексти про реальне «Я», реальну сім'ю, реальних друзів, реальні країни та їхні особливості, реальне життя. Така подача матеріалу розрахована на поглиблене вивчення мови та вироблення мовного відчуття. Для зручності користування посібником у його розділах вміщено численні перехресні посилання.

Опрацювання лексичного та граматичного матеріалу завершується тестами, основні типи яких широко застосовуються в сучасній світовій системі тестування вмінь і навичок володіння іноземною мовою тими, для кого вона не є рідною, і які останнім часом активно використовуються також у вітчизняній системі тестування, в тому числі й на вступних іспитах з іноземної мови. Тести містять завдання на заповнення пропусків (fill (in) the blanks), підстановку, субституцію (substitution), вибір необхідних слів або граматичних форм, добір синонімів (synonyms), антонімів (antonyms) із кількох пропонованих (multiple choice items). Такі тести виконуються на матеріалі не лише речень, а й цілих текстів (напр., тести XV, XVI), що за своєю структурою відповідають вимогам до так званих тестів на здібність в опануванні знань (SAT — Scholastic Aptitude Test). Наступне завдання — переклад — перевіряє словниковий запас, орфографію, граматику, вміння застосовувати правила в писемній мові.

У кінці посібника вміщено ключі до тестів, що дає змогу користувачам перевіряти свої відповіді. Самотестування допоможе виявити слабкі місця і сконцентруватися на опрацюванні необхідного матеріалу. Особливо корисним для тих, хто вступає до вузів, буде знайомство з пропонуваними типами тестів, їх побудовою та формулюваннями завдань.

Для абітурієнтів слід також наголосити, що перевірка розмовних навичок на вступних іспитах здійснюється через бесіду на одну з пропонованих тем у межах шкільної програми. Окремі теми, як правило, об'єднуються загальною тематикою у своєрідний блок, де йдеться безпосередньо про:

- мовця, його чи її найближче оточення (Моя сім'я і я; Моє помешкання; Мій навчальний заклад; Мій робочий день та день відпочинку; Мої друзі; Моя майбутня професія);
- соціально-культурне оточення мовця (Мої улюблені книги, телепередачі, фільми, спектаклі, газети, журнали, музика, подорожі, види спорту, канікули, магазини);
- країну, в якій живе мовець (Все про Україну: географічне положення, державний устрій, хронологія основних подій, свята, звичаї і традиції, столиця України та її видатні люди);
- країну (або країни), чия мова вивчається, і саму мову (Велика Британія та Сполучені Штати: географічне положення, державний устрій, хронологія основних подій, свята, звичаї і традиції, столиці країн та видатні люди; інші англomовні країни; чому я вивчаю англійську мову).

Тематичні тексти, що увійшли до посібника, підготовлено з урахуванням чинника цікавості та широти охопленої проблематики. Запитання, подані після тексту, передбачені як основа для тематичної бесіди. Самі ж теми в подальшому ймовірно уточнюватимуться і відповідну інформацію можна буде отримати безпосередньо у навчальному закладі.

На закінчення наведемо слова Вільяма Кобетта, який на початку XIX століття виклав основи англійської граматики в серії листів до сина і, зокрема, так оцінював її значення: «...a sound mind in a sound body is the greatest blessing that God can give to a man. ...mere soundness of mind, without any mental requirements, is possessed by millions; it is an ordinary possession. The prize beyond measure is knowledge. In the immense field of this kind of knowledge, innumerable are the paths, and Grammar is the gate of entrance to them all». Якщо зараз вам, майбутні знавці англійської мови, не всі нюанси цієї настанови зрозумілі, то, сумлінно опрацювавши наш посібник і діставшись його останньої сторінки, ви опинитесь саме біля тих воріт, які відчиняються добрим знанням мови. Good luck!

СПИСОК СКОРОЧЕНЬ

Abbreviations

АНГЛІЙСЬКИ—ENGLISH

AmE	<i>American English</i> американський варіант англійської мови
BrE	<i>British English</i> британський варіант англійської мови
BST	<i>British Summer Time</i> британський літній час
C	<i>Celsius (Centigrade) scale</i> (стоградусна) шкала термометра Цельсія (про температуру)
c.	лат. <i>circa</i> приблизно, близько
CD	<i>compact disc</i> компактний диск
CIS	<i>Commonwealth of Independent States</i> Співдружність Незалежних Держав (СНД)
Dr.	<i>Doctor</i> доктор (учений ступінь)
e.g.	лат. <i>exempli gratia</i> (= for example) наприклад
esp.	<i>especially</i> особливо; головним чином
expr.	<i>express(ed)</i> виражати (виражений)
etc.	<i>et cetera (and so on/forth)</i> тощо
EU	<i>European Union</i> Європейський Союз
ex.	<i>exercise</i> вправа
GCSE	<i>General Certificate of Secondary Education</i> сертифікат про середню освіту
GMT	<i>Greenwich Mean Time</i> середній час за Гринвіцьким меридіаном
gym	<i>gymnasium</i> спортивний зал
inf.	<i>infinitive</i> інфінітив
Jr.	<i>Junior</i> молодший
km	<i>kilometre</i> кілометр
m	<i>million; metre</i> мільйон; метр
mi.	<i>mile</i> миля
mm	<i>millimetre</i> міліметр
n	<i>noun</i> іменник
NATO	<i>North Atlantic Treaty Organization</i> Північноатлантичний союз
OAS	<i>Organization of American States</i> Організація американських держав (ОАД)
OECD	<i>Organization for Economic Cooperation and Development</i> Організація економічного співробітництва і розвитку (ОЕСР)
OSCE	<i>Organisation for Security and Co-operation in Europe</i> Організація з безпеки і співробітництва в Європі (ОБСЄ)
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PE	<i>physical education</i> /PT <i>physical training</i> фізичне виховання
Rev.	<i>Reverend</i> преподобний
sth	<i>something</i> щось
sq.	<i>square</i> квадратний
subclause	<i>subordinate clause</i> підрядне речення
UN	<i>United Nations (Organization)</i> Організація Об'єднаних Націй (ООН)
US/U.S.;	<i>the United States, the United States of America</i> Сполучені Штати;
USA/U.S.A.	Сполучені Штати Америки
USSR	<i>Union of Soviet Socialist Republics</i> Союз Радянських Соціалістичних Республік (СРСР)
v	<i>verb</i> дієслово
VCR	<i>video cassette recorder</i> відеомагнітофон

УКРАЇНСЬКІ—UKRAINIAN

АМА	<i>американський варіант англійської мови</i>
арт.	<i>артикль</i>
астр.	<i>астрономічний термін</i>
БрА	<i>британський варіант англійської мови</i>
вжив.	<i>вживається, вживання</i>
голос.	<i>голосний</i>
грец.	<i>давньогрецька мова</i>
див.	<i>дивись/дивіться</i>
займ.	<i>займенник</i>
інф.	<i>інфінітив</i>
лат.	<i>латинська мова</i>
напр.	<i>наприклад</i>
(не)офіц.	<i>(не)офіційне (мовлення)</i>
орн.	<i>орнітологічний термін</i>
перев.	<i>переважно</i>
пис.	<i>писемне мовлення</i>
пит.	<i>питальний, питання</i>
пор.	<i>порівняй(те)</i>
прийм.	<i>прийменник</i>
присл.	<i>прислівник</i>
реч.	<i>речення</i>
рідк.	<i>рідковживане слово</i>
розм.	<i>розмовна мова</i>
скор.	<i>скорочення</i>
спол.	<i>сполучник</i>
стор.	<i>сторінка</i>
укр.	<i>українська мова</i>
усн.	<i>усне мовлення, усна мова</i>

ФОНЕТИКА

Phonetics

Значення фонетики — науки про звукову будову мови — у вивченні англійської зумовлюється можливістю використання її даних в опануванні правильної мови, особливостей наголосу в словах та інтонації речення.

Зважаючи на те, що користувачі цього посібника не належать до початківців, а вже мають певне уявлення про своєрідність артикуляції англійських голосних і приголосних звуків, залишимо поза увагою специфіку артикуляційної бази англійської мови. Нагадаємо лише деякі загальні особливості її фонетичної будови та відмінності від фонетики української.

Англійські голосні можуть бути довгими й короткими, а приголосні, на відміну від українських, ніколи не пом'якшуються і не оглушуються в кінці слів. Заміна, нехай і випадкова, довгого звука коротким або дзвінкого глухим може призвести до непорозуміння через

те, що слова зі згаданими відмінностями звуків мають різне значення, і це добре видно з прикладів, наведених праворуч:

[i:]	[ɪ]	[d]	[t]
sheep <i>вівця</i> ;	ship <i>пароплав</i>	had <i>мав</i> ;	hat <i>капелюх</i>
deed <i>дія, вчинок</i> ;	did <i>зробив</i>	sad <i>сумний</i> ;	sat <i>сидів</i>
wheel <i>колесо</i> ;	will <i>бажання</i>	hit <i>ударив</i> ;	hid <i>сховав</i>
feast <i>свято</i> ;	fist <i>кулак</i>	lid <i>кришка</i> ;	lit <i>запалив</i>

Англійський алфавіт налічує 26 літер (з них 6 передають голосні), але літер значно менше, ніж звуків. Одна й та сама літера може, залежно від місця у слові, комбінації з іншими літерами, передавати різні звуки. Звідси — невідповідність у тому, як слово звучить, як воно вимовляється і як пишеться. Наприклад, у закритому складі (такий склад закінчується на приголосний у кінці слова або мінімум на два приголосних у середині слова) голосний читається коротко. У відкритому складі (такий склад закінчується на голосний або приголосний + німе *e*, тобто *e*, що не вимовляється) голосний читається так, як в алфавіті.

Розбіжності у вимові слів та їх написанні, які формувалися протягом століть, становлять одну з труднощів під час вивчення англійської мови. Покажемо з цього погляду є наступний вірш невідомого автора:

Our Queer Language

I think you already know
Of **tough** and **bough** and **cough** and **dough**.
Others may stumble, but not you
On **hiccough**, **thorough**, **tough** and **through**.
Well done! And now you wish, perhaps,
To learn of less familiar traps?
Beware of **heard**, a dreadful word
That looks like **beard** and sounds like **bird**.
And **dead**; it's said like **bed**, not **bead** —
For goodness' sake don't call it **deed**!
Watch out for **meat** and **great** and **threat** —
They rhyme with **suite** and **straight** and **debt**.

A **moth** is not a **moth** in **mother**
Nor **both** in **bother** or in **brother** .
And **here** is not a match for **there**.
Nor **dear** and **fear** for **bear** and **pear**.
And there's **dose** and **rose** and **lose** —
Just look them up — and **goose** and **choose**,
And **cork** and **work** and **card** and **word**,
And **do** and **go** and **thwart** and **cart** —
Come, come, I've hardly made a start!
A dreadful language? Man alive,
I'd mastered it when I was five!

(*Author unknown*)

Щоб краще опанувати правила читання, слід звертатися до фонетичної транскрипції, яка передає вимову слова за допомогою спеціальних символів, що відповідають звукам слова. Транскрипція звичайно подається у квадратних дужках.

В англійській мові є складні голосні — дифтонги і трифтонги — звуки, що утворюються з двох або трьох елементів відповідно. Але вимовляються вони як один склад, причому останній звук — менш чітко, він начебто супроводжує перший (чіткий) компонент. Вони можуть представляти як склад слова, так і окреме слово, наприклад: I [aɪ] я, our [aʊə] наш. Перед трифтонгами, дифтонгами та довгими голосними англійські приголосні [k], [p], [t] вимовляються з придихом. Крім [t], в англійській мові існують інші альвеолярні звуки: [d], [l], [s], [z], [ʃ], [tʃ], [n].

Англійські щілинні звуки [θ] і [ð], сонорний звук [ŋ] та двогубний приголосний [w] не мають відповідників в українській мові. Англійські подвоєні приголосні, на відміну від українських, вимовляються як прості (неподвоєні) приголосні.

Основні правила читання окремих літер (приголосних і, переважно, наголошених голосних) та їх сполучень наводяться в наступних таблицях (про особливості вимови означеного артикля (the) див. стор. 167).

<i>Англійський алфавіт та вимова окремих літер</i>				
<i>Літери, їх вимова в алфавіті/їх вимова в словах, як в алфавіті</i>	<i>Читання приголосних і голосних у наголошених складах (літери, які впливають на вимову голосних, подано жирним шрифтом)</i>			<i>Винятки</i>
A a [eɪ] cake, make, name, table; paste, haste, taste	[æ] ample, apple; cat, lamp, plan; habit	[ɑ:] answer, chance; class, fast, task; path; craft, raft	[eə] у відкритому складі: parent, vary, care	[æ] have; carry, gather; [ə] any, many
B b [bi:]	[b] boy, big, club	<i>b не вимовляється у кінці слів після m: climb, див. mb</i>		
C c [si:]	[k] cat, cut, come, topic	[s] <i>перед e, i, y: centre, rice, face, since, city, pencil, cycle</i>	[ʃ] у суфіксах та перед ними: social, facial, crucial; musician, suspicion; ancient	
D d [di:]	[d] day, do, good	[t] у закінченні дієслів <i>-ed</i> після глухих: helped, cooked		
E e [i:] be, we; eve; recent	[e] egg, end, leg, bed, set, very	[ɪ] England; [eə] there, where		
F f [ef]	[f] fill, file, life, if, often	[v] of		
G g [dʒi:]	[dʒ] <i>перед e, i, y: page, gin, gym</i>	[g] gain, ghost, green, glad, go, guy, tag	[g] geese, get, target, begin, giddy, girl, give	

H h [eɪf]	[h] he, hit, house			
I i [aɪ] five, mile; find, child, mild	[ɪ] is, it, bit, city, fit, king, tip; civil, limit, hint	[aɪə] fire, hire, tired	[i:] machine, police, unique	[aɪ] climb, isle, ninth, pint, sign; [ɪ] children, kindle, wind <i>n</i>
J j [dʒeɪ]	[dʒ] jam, job, just, cajole			
K k [keɪ]	[k] kind, kite, take			
L l [el]	[l] gulf, lamp, let, love, value	<i>l не вимовляється:</i> could, should, would; half, calf		
M m [em]	[m] meet, home, name, plum, some			
N n [en]	[n] nine, nun, run	[ŋ] <i>перед g:</i> finger, England, angle		
O o [əu/ou] go, no; home, focus, whole, spoke; poll, roll, old, cold; revolt; post	[ɔ] clock, not, pot, top, fog; revolver, dissolve, involve, solve; borrow, tomorrow	[ʌ] <i>перед m, n, v, w, th:</i> brother, mother, month, honey, money, come, son, love, some, done, company	[u:] do, to, lose move, prove, womb	[ɒ] frost, lost, cost, doll, collar, holly; [u:] who, whom, whose
P p [pi:]	[p] person, pie, pot, top, slippers, slippery			
Q q [kju:]	[kw] quite, quick, question, queen, quality			
R r [ɑ:]	[r] red, rose, hurry, bread, dairy, drag			
S s [es]	[s] post, see; us, <i>в кінці слів після глухих:</i> asks, sets, books, desks	[z] <i>між голосними:</i> user, please, reason; <i>в кінці службових слів після голосних:</i> as, is, was; <i>в кінці слів після дзвінких, голосних:</i> reads, photos, bags, chairs	[ʒ] <i>перед суфіксами:</i> vision, decision; measure, pleasure, leisure; casual, visual	[s] base, basis, basin, case, house, geese; [ʃ] sugar, sure; [ʒ] closure, leisure; [ʒ], [ʒ] Asia(n), Indonesian, Persian; aversion, immersion
T t [ti:]	[t] task, top, ticket, pet, hot, table	[ʃ] <i>у суфіксах і перед ними:</i> partial, potential; patient; reputation, radiation, equation; [tʃ] punctual, mutual; lecture, mixture, moisture, structure, future		[tʃ] fortune

U u [ju:] pupil, student, tune, use	[u:] include, rule, flute	[u] push, put, full	[ʌ] under, untie; bus, but, cup, much, fussy, such; <i>не вимовляється після g перед наголошеним голосним:</i> guess, guilt	[u] pussy
V v [vi:]	[v] vest, involve, develop, five, live			
W w [ˈdʌbl̩ˈju:]	[w] water, we, win, well	<i>w не вимовляється:</i> answer		
X x [eks]	[ks] export, mix, syntax	[gz] exam, exit, exhibit	[z] Xerox	[kʃ] anxious, luxury
Y y [waɪ]	[aɪ] by, fly, my, rely, why; nylon; byte, style, type, rye	[ɪ] hymn, myth, lyrical, mystery, symbol, system, typical	[aɪə] tyro, tyrant	[j] <i>перед наголошеним голосним:</i> yes, you, yelp, yet, yield, beyond
Z z [zed BrE; zi: AmE]	[z] zone, zero	[s] quartz, waltz	[ʒ] seizure	

Вимова сполучень наголошених і ненаголошених голосних, приголосних, голосних і приголосних, приголосних і голосних

ai, ay	[eɪ] aid, aim, may, day, daily, daisy, main, maize			[e] said, says; [e]/[eɪ] again
air	[eə] air, chair, despair, fair, hair, pair, repair, stair, dairy			
ai	[ɔ:] all, ball, call, also, alter, halt, salt, talk, false, balky, hall, mall			[æ] ballot, ally, shall, rally
al	[ɑ:] <i>перед f, m, v</i> calf, half, calm, palm, calves			[æ] salve, valve
ange	[eɪndʒ] angel, arrange, change, range, strange			
ar	[ɑ:] у закритому складі: art, car, park, dark	[eə] у відкритому складі: careful, dare, mare, pare, spare, stare	[ɔ:] після qu, w: quarrel, quarter, warn, warm, war, warranty	[ɑ:] are, example
au, aw; augh, ough (<i>перед t</i>)	[ɔ:] August, cause, pause, caught, faught, taught; claw, draw, jaw, law, saw, straw; bought, fought, ought, sought, thought			[ɑ:] aunt, draught
bb, bt	[b] pebble	[t] у кінці слів doubt, debt		
cc	[ks] <i>перед e, i, y:</i> accept, succeed, success; [k] <i>перед іншими голосними:</i> accord, occur, succumb			
(t)ch	[tʃ] chalk, charge, cheat, fetch, match, scratch			[k] epoch

ck	[k] attack, black, brick, chalk, check, clock, deck, kick, lock, pack, pick, rack, sack, stick, ticket, trick		
dg	[dʒ] badge, bridge, edge, grudge, judge, knowledge, lodge, pledge, porridge, ridge, sledges		
ea	[e] <i>перед d, (l)th тощо</i> : bread, head, read <i>прочитав</i> , lead, ready, breakfast, breath, health, threat, wealth	[i:] beneath, breathe, sea, peace, steal	[i:] lead <i>вести</i> , read <i>читати</i> ; [eɪ] break, great, steak; [iə] idea, ideal, real, theatre
ear	[iə] <i>у кінці слів</i> : ear, clear, dear, fear, hear, near, rear, smear	[iə] year; [eə] bear, pear, wear, swear; [ɑ:] heart; [iə] beard	
ear, er, ir, ur, yr	[ɜ:] <i>у закритому складі</i> : earth, early, heard, serve; bird, dirty, firm, first, hurt, turn; Byrd	[ɑ:] clerk	
ee	[i:] see, screen, need, sleep, speed		
eer	[iə] <i>у кінці слів</i> : deer, engineer, profiteer, marketeer		
ed	<i>у кінці дієслів</i> : [d] <i>після голосних/дзвінких приголосних</i> (за винятком d): stirred, opened; [t] <i>після глухих</i> (за винятком t): asked; [ɪd] <i>після d, t</i> : heated, folded, scolded, studded		
eigh	[eɪ] eight, neigh, neighbour, weigh, weight	[aɪ] height	
eir	[eə] heir, their		
er	[ɪə(r)] <i>перед голосними</i> : era, here, hero, mere, period, zero	[ɜ:] <i>у закритому складі</i> : mercy, serve, verge	[ɜ:] were; [eə] there, where
es	[ɪz] <i>у кінці слів після (s)s, x, sh, (t)ch</i> : glasses, boxes, foxes, brushes, bushes, teaches, matches, stitches		
ew/iew	[ju:] few, news, view, stew	[u:] <i>після r, ch, j, l</i> : screw, crew, threw, chew, jewel	[əu/ou] sew
ff	[f] bluff, cliff, cuff, off, rebuff, snuff, staff, stuff		
gg	[dʒ] <i>перед e, i, y, що не є складовими суфіксами</i> : suggest, exaggerate; [g] <i>в інших випадках</i> : faggot; maggot; goggle; haggis, egg, struggle, baggy, fagged; foggy, nagging, piggish, soggy, jigger, luggage		
gh	[f] <i>після ai, oi</i> : laugh, cough, enough, tough	<i>не вимовляється</i> : through, though, plough, high, bough	
gn	[n] <i>на початку/в кінці слів</i> : gnat, gnome, campaign, foreign, design, sign		
ie, ye	[i:] <i>перед приголосним</i> : brief, field, believe, yield; [aɪ] <i>у кінці слів</i> : lie, pie, tie; bye, dye, rye	[aɪ]	[e] friend
ier	[iə] pier, tier, fierce, pierce		
igh, ig(n)	[aɪ] high, sigh, fight, light, night, right, tight; <i>перед n</i> : align, design, feign, sign		
ire	[aɪə] <i>у відкритих складах</i> : desire, empire, entire, fire, inquire, inspire, tired, require, wire		
kn	[n] knee, kneel, knife, knock, knot, know		

lf, lm, lk, ll	[f] calf, half; [k] chalk, folk; [m] calm, palm; [k] talk, walk; [l] bell, sell, spell				
mm; mb, mn	[m] hammer, summer, stammer; у кінці слів: bomb, climb, comb, dumb, succumb, crumb, thumb; autumn, column, hymn, solemn				
ng	[ŋg] перед l, r, w; голосними (крім -ing): England, angry, finger, hungry		[ŋ] в інших випадках: gang, long, reading, thing, young		
nk	[ŋk] bank, drink, ink, pink, rank, shrunk, tank, thank, think, trunk, wink				
nn	[n] dinner, inner, innocent, nanny, sanny, banner, tanner				
oar	[ɔ:] board, coarse, roar, hoarse				
oo	[u] перед k: hook, book, cook, look		[u:] в інших випадках: too, food, boo, moon, spoon, tool, balloon, noon		[u] good, wood, foot
oor	[uə] poor, moor				[ɔ:] door, floor
or, ore	[ɔ:] born, form, orbit, port, storm; more, before, pore, story		[ɜ:] після w: word, work, world, worth		[ɔ:] worn
ou	[au] about, out, count, discount, bout, house, mount, scout, mouth, south, plough	[ʌ] country, couple, flourish, southern; перед gh [f]: enough, rough, tough	[u:] group, route, soup	[əu/ou] перед t: poultry, shoulder, soul	[u:] through, youth; [ʌ] young; [əu/ou] though
our, ower	[auə] flour, hour, our; flower, power, shower, tower		[uə] bourgeois, tour; [ɔ:] four, pour, your		
ow	[au] у закритих складах: brown, clown, crown, down, gown, town; [əu/ou] у відкритих складах: blow, grow, show, throw			[əu/ou] owe, own; [au] bow, allow, cow, how, now	
oy	[ɔɪ] annoy, boy, destroy, employ, joy, toy				
pp	[p] copper, floppy, pepper, upper, worshipper				
ph	[f] у словах грецького походження: pharmacist, phase, phone, phonetics, photo, phrase, physics				
ps	[s] на початку слів: psalm, pseudonym, psychiatrist, psychology				
qu	[k] у кінці слів французького походження перед німим e: antique, boutique, cheque, picturesque		[kw] liquid, quick, quite, queue, question, quiet, sequence		
rr; wr	[r] berry, herring; write, wrist, wrap, wrestle, wrong				
ss	[s] assist, lesson, miss, stress	[s]/[ʃ] issue, tissue	[ʃ] перед ненаголошеними ion, ia(n): aggression, expression, impression, mission, omission, profession, Russia(n)		
sh	[ʃ] shake, she, shell, ship, show, dish, establish, fish, flash, garnish, wash				
sten	[sn] fasten, glisten, hasten, listen, moisten			[stʃən/tʃən] Christian	
stle	[sl] bustle, castle, nestle, pestle, thistle, whistle, wrestle				

th	[θ] на початку/в кінці слів: thirst, three, thin, myth, bath, worth	[ð] у займ., спол., прийм., арт.; інших словах між голосними: that, this, though, with, the; mother, brother, leather, weather, worthy	[θ] author, method; [ð] smooth; [t] Thames, Anthony, Thompson
tt	[t] better, bitter, butter, chatter, flatter, latter, letter, matter, setter, utter		
ue	[ju:] у кінцевих складах: argue, due, continue, issue, value, venue	[u:] після l, r: blue, glue, true	
ui	[ɪ] у закритих складах: build, guilty	[ju:/u:] suit, nuisance	[u:] після j, l, r: juice, cruise, fruit, sluice [aɪ] disguise, guide; [u:ɪ/ju:ɪ] ruin, continuity, fortuitous; [wi:] suite
ur	[juə] у відкритому складі: cure, fury; pure, purity; [uə] після [ʃ]: sure, [dʒ] jury		[e] bury
wh	[h] перед o: who, whole, whom, whose	[w] перед іншими голосними: whale, wheel, when, where, while, white, why	
wr	[r] wrap, wreath, wrestle, wring, wrinkle, wrist, write, wrote, writer		
yr	[aɪə] у відкритих складах: lyre, tyre		
zz	[z] buzz, jazz		

Окремі слова, що мають два чи більше складів, вимовляються з певним наголосом, тобто силовим виділенням одного зі складів. Двоскладові англійські слова, за невеликим винятком, наголошуються на першому складі. Від місця наголосу може залежати значення слова або віднесеність його до певної частини мови, напр., дієслова чи іменника (див. стор. 132). Слова з трьома або більше складами переважно мають головний і вторинний наголос, напр.: destination [ˌdestɪˈneɪʃən].

При поєднанні слів у висловлювання в процесі мовлення важливу роль відіграє фразовий наголос, яким виділяються лише певні (повнозначні) слова: іменники, прикметники, дієслова, прислівники, питальні та вказівні займенники. На відміну від української мови, в англійській особові та присвійні займенники, як правило, не мають фразового наголосу. Крім того, спеціальний (логічний) наголос може вживатися мовцем для виділення у мовленні слова чи слів, важливих зі смислової точки зору, наприклад:

Did James take the children to the 'circus? *Джеймс водив дітей у 'цирк* (= чи в якесь інше місце)?

Did 'James take the children to the circus? *'Джеймс* (= чи хтось інший) водив дітей у цирк?

Інтонія англійського речення-висловлювання, на відміну від українського, характеризується наявністю чітких ритмічних груп (наголошений склад — ненаголошений склад або ненаголошені склади, що відповідно позначаються тире / — / та крапкою /./), які вимовляються через приблизно однакові проміжки часу. З цього випливає, що коли ненаголошених складів багато або мало, їх відповідно треба вимовляти швидше або повільніше.

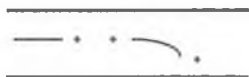
Інтонація речення-висловлювання має відповідати комунікативному наміру мовця, який це речення виражає. Основними змісторозрізнявальними мелодіями є низхідний і висхідний тони, що наявні в обох мовах.

Низхідний тон (пониження голосу в процесі мовлення) звичайно вказує на закінченість думки і в основному збігається в обох мовах.

Висхідний тон (підвищення голосу в процесі мовлення) вказує на незакінченість думки, відсутність визначеності чи певності.

В англійській мові підвищення тону голосу, як правило, відбувається поступово, не так стрімко, як в українській. Крім того, висловлювання, що збігаються за комунікативним типом в обох мовах, можуть відрізнятися інтонацією, зокрема вживанням згаданих тонів, як це має місце, наприклад, у загальних питаннях (див. також стор. 39). Порівняємо:

This is my brother.



Це мій брат.



Does he go to school?



Він ходить до школи?



ГРАМАТИКА

Grammar

Знати **граматику** — означає опанувати будову мови, її **морфологію** (*грец.*— *морфо* «форма» та *логос* «слово, вчення»), тобто знати, які **форми** є в розпорядженні певних груп слів або частин мови (дієслів, іменників, прикметників, займенників тощо) і яку форму й коли має набути те чи те слово, утворюючи разом з іншими словами речення. Крім того, добре знання граматики неможливе без знання **синтаксису** — особливостей сполучуваності слів у словосполучення, речення і, ширше, текст, особливостей порядку слів у реченнях, які виражають різні думки, волю й емоції мовця, його комунікативний намір.

МОРФОЛОГІЯ

Morphology

ДІЄСЛОВО

The Verb

Основні групи дієслів

Main groups of verbs

Дієслова — це повнозначні слова, які називають дію або стан. За будовою англійські дієслова поділяються на *прості* (simple), *похідні* (derived), *складні* (compound) та *фразові* (phrasal).

<i>Morphological groups of verbs</i>	
<i>Simple verbs</i>	eat, read, sleep, come, go, take, ask, build, walk, love, sit
<i>Derived verbs</i> (суфікси та префікси, за допомогою яких утворюються дієслова, подано червоним)	activate, cultivate, enumerate; broaden, strengthen; clarify, classify, glorify, justify; normalise/normalize, symbolise, memorise; disapprove, misunderstand, mispronounce, rebuild, rewrite, befriend, belittle, overestimate, undo, unpack
<i>Compound verbs</i>	fine-tune, free-dry, whitewash, daydream, proof-read, headhunt, double-book, overact
<i>Phrasal verbs</i>	bring about, bring up, go on, get along, put on, take off; give a smile, take a stroll, come over, drop in, hang up, show off, show up

Залежно від значення та вживання в реченні як присудка або частини присудка дієслова можуть бути *головними* (notional/full/main), *допоміжними* (auxiliary), *модальними* (modal) та *дієсловами-зв'язками* (link/linking verbs).

<i>Lexico-syntactic groups of verbs</i>	
Notional/Full/Main verbs означають дію або стан; вживаються як простий дієслівний присудок.	walk, run, do, make, write, listen, carry, give, receive, cut, bring, know, understand, think, love, believe, prefer, worry, have тощо
Auxiliary verbs «допомагають» головним дієсловам утворювати форми часу, виду, стану; питальну та заперечну форми.	be, do, have, shall, will
Modal verbs утворюють разом з головним дієсловом складний дієслівний модальний присудок.	can, may, must, be (to), have (to), shall, will, should, would, ought, need, dare
Linking verbs утворюють разом з предикативом, вираженням іменником, прикметником тощо, іменний складений присудок.	be, become, come, get, grow, seem, appear, happen, look, turn out, prove, remain, feel, smell, sound, taste тощо

Деякі дієслова, наприклад, *be, do, have* (див. таблиці нижче), можуть вживатися як головні й допоміжні та як дієслова-зв'язки. Дієслова *smell, sound, taste* тощо є зв'язками, коли замість них можна вжити *be* (у відповідній часовій формі). Порівняємо (див. також стор. 32—33):

<i>Linking verbs</i>	<i>Notional/Full/Main verbs</i>
The silk feels /is soft. Шовк м'який (на дотик). Does the silk feel soft? (пор. Is the silk soft?)	He felt her pulse. Він перевірів її пульс. Did he feel her pulse?
Lemons taste /are sour. Лимони кислі (на смак). (пор. Lemons are sour.)	I have never tasted nettles. Я ніколи не куштував кропиви. Have you ever tasted nettles?
He has come of age. Він досяг дорослості.	He has come home. Він прийшов додому.

Основні форми дієслова

The principal parts/basic forms of the verb

Дієслова вживаються в реченні у певних формах (напр., часу, стану), які утворюються з їхніх основних форм. Основними формами дієслова є наступні:

1. Початкова форма (the **base**), або інфінітив без частки *to* (the **infinitive** without the particle *to*). Дієслово в цій формі, що не має спеціальних закінчень, зазвичай подається у словниках.
2. Простий минулий час (The **simple past tense**).
3. Дієприкметник минулого часу (The **past participle** — PII).
4. Дієприкметник теперішнього часу (The **present participle** — PI).
5. Форма *-s* — 3-тя особа однини теперішнього часу (The **-s form** — 3rd person singular simple present tense).

Правильні та неправильні дієслова *Regular and irregular verbs*

Усі дієслова поділяються на *правильні* (regular) та *неправильні* (irregular) залежно від того, як вони утворюють свої форми минулого часу та дієприкметника минулого часу. Терміни «*правильний*» і «*неправильний*» не треба розуміти буквально, вони вживаються за традицією.

Більшість англійських дієслів є правильними, або *стандартними* (standard): вони утворюють форми минулого часу та дієприкметника минулого часу за певним зразком, або стандартом, а саме — через додавання закінчення *-ed* до початкової форми (інфінітива) дієслова.

Regular verbs: simple past tense and past participle forms

	Base	Spelling rules	Past simple tense	Past participle
1	play enjoy ask discuss appear	До дієслів у формі простого минулого часу та дієприкметника минулого часу приєднується закінчення -ed	played enjoyed asked discussed appeared	played enjoyed asked discussed appeared
2	plan stop submit	Кінцевий приголосний дієслова, якому передє короткий наголошений голосний, подвоюється за приєднання закінчення -ed	planned stopped submitted	planned stopped submitted
3	occur prefer	Кінцевий -r , якому передє наголошений голосний, подвоюється перед -ed	occurred preferred	occurred preferred
4	carry try	Кінцевий -y , якому передє приголосний, змінюється на -i перед закінченням -ed	carried tried	carried tried
5	love invite	До дієслів, що закінчуються на німе -e , додається лише -d	loved invited	loved invited
6	cancel quarrel travel	Кінцевий -l перед закінченням -ed подвоюється (в АМА -l не подвоюється: cancel <u>l</u> ed, quarrel <u>l</u> ed)	cancelled quarrelled travelled	cancelled quarrelled travelled

Неправильні дієслова утворюють форми простого минулого часу та дієприкметника минулого часу нерегулярним, особливим, *нестандартним* способом, тому їх також інколи називають *нестандартними (non-standard)*. Ці форми збігаються лише в окремих групах дієслів, що наводяться нижче. Їх треба завчити.

**Groups of irregular verbs: simple past tense
and past participle forms**

<i>Infinitive/ Base</i>	<i>Past tense</i>	<i>Past participle</i>	<i>Ukrainian equivalents</i>
<i>I</i>			
bend	bent	bent	згинати(ся); зігнути(ся)
build	built	built	будувати, споруджувати
lend	lent	lent	позичати (комусь)
misspend	misspent	misspent	нерозумно/марно тратити/витрачати; тринькати, розтринькувати
rebuild	rebuilt	rebuilt	відбудовувати; перебудовувати
send	sent	sent	посилати
spend	spent	spent	проводити; витрачати
burn	burnt/ burned	burnt/burned *	горіти; палити, спалювати
dwell	dwelt/dwelled	dwelt/dwelled	жити, мешкати, перебувати
learn	learnt/learned	learnt/learned	вчити(ся), вивчати
misspell	misspelt/ misspelled	misspelt/ misspelled	неправильно написати, (з)робити орфографічну помилку
smell	smelt/smelled	smelt/smelled	пахнути; нюхати; відчувати запах
spell	spelt/spelled	spelt/spelled	вимовляти слово по літерах
spill	spilt/spilled	spilt/spilled	розливати(ся), розсипати(ся)
spoil	spoil/spoiled	spoil/spoiled	псувати(ся)
have	had	had	мати
make	made	made	робити; виробляти
remake	remade	remade	переробити, переробляти; робити заново

* Правильні форми із закінченням *-ed* вживаються переважно в *АмА*.

<i>Infinitive/ Base</i>	<i>Past tense</i>	<i>Past participle</i>	<i>Ukrainian equivalents</i>
2			
bring	brought	brought	приносити; приводити
buy	bought	bought	купувати
catch	caught	caught	ловити
fight	fought	fought	битися; боротися
seek	sought	sought	шукати; розшукувати
teach	taught	taught	учити; навчати
think	thought	thought	думати; обмірковувати
creep	crept	crept	повзти, повзати; крастися, підкрадатися
deal	dealt	dealt	йтися (про щось); мати справу; займатися
dream	dreamt/dreamed	dreamt/dreamed	мріяти; бачити сон
feel	felt	felt	відчувати; почувати
keep	kept	kept	тримати; зберігати
kneel	knelt	knelt	стояти/ста(ви)ти навколішки
lean	lean/leaned	lean/leaned	нахиляти(ся)
leap	leapt/leaped	leapt/leaped	стрибати
leave	left	left	піти; (по)їхати; від'їжджати
mean	meant	meant	означати
sleep	slept	slept	спати
sweep	swept	swept	мести, підмітати; зносити; нести-ся
weep	wept	wept	плакати
foretell	foretold	foretold	пророкувати; передрікати
retell	retold	retold	переказувати

<i>Infinitive/ Base</i>	<i>Past tense</i>	<i>Past participle</i>	<i>Ukrainian equivalents</i>
sell	sold	sold	продавати; торгувати
tell	told	told	казати; говорити; розповідати
hear	heard	heard	чути; слухати
mishear	misheard	misheard	недочути; погано почути; не те почути
overhear	overheard	overheard	підслух(овув)ати
lay	laid	laid	класти
pay	paid	paid	платити
say	said	said	(с)казати; говорити
lose	lost	lost	втрачати; програвати
3			
arise	arose	arisen	виникати; з'являтися
drive	drove	driven	водити
ride	rode	ridden	їхати (верхи)
rise	rose	risen	сходити; вставати; збільшуватися
strive	strove	striven	старатися, намагатися
write	wrote	written	писати
awake	awoke	awoken	будити, пробуджувати(ся); прокидатися
break	broke	broken	ламати(ся); розбивати(ся)
choose	chose	chosen	вибирати
freeze	froze	frozen	морозити; заморожувати
speak	spoke	spoken	розмовляти; говорити
steal	stole	stolen	красти
wake	woke	woken	прокидатися; будити

<i>Infinitive/ Base</i>	<i>Past tense</i>	<i>Past participle</i>	<i>Ukrainian equivalents</i>
weave	wove	woven	ткати
bear	bore	borne	носити
swear	swore	sworn	клястися; лаятися
tear	tore	torn	рвати(ся), відривати(ся)
wear	wore	worn	носити (<i>про одяг</i>); зношуватися тощо
beat	beat	beaten	бити
bite	bit	bitten	кусати(ся)
hide	hid	hidden	ховати(ся)
blow	blew	blown	дути
fly	flew	flown	лігати
grow	grew	grown	рости; вирощувати; збільшувати(ся)
know	knew	known	знати
throw	threw	thrown	кидати
do	did	done	робити, виконувати
overdo	overdid	overdone	перестаратися
redo	redid	redone	робити знову/заново
undo	undid	undone	розв'яз(ув)ати, розстібати; знищувати, анулювати зроблене
draw	drew	drawn	тягти; малювати; креслити
withdraw	withdrew	withdrawn	відкликати; виводити
eat	ate	eaten	їсти

<i>Infinitive/ Base</i>	<i>Past tense</i>	<i>Past participle</i>	<i>Ukrainian equivalents</i>
overeat	overate	overeaten	переїдати, переїсти, об'їдатися
fall	fell	fallen	падати
forbid	forbade	forbidden	забороняти
forgive	forgave	forgiven	прощати
give	gave	given	давати
foresee	foresaw	foreseen	передбачати
see	saw	seen	бачити
oversee	oversaw	overseen	наглядати, спостерігати
forget	forgot	forgotten	забу(ва)ти
tread	trod	trodden	ступати, крокувати
overtake	overtook	overtaken	доганяти, надолужувати
shake	shook	shaken	трусити; трясти(ся); струшувати
take	took	taken	брати; взяти
undertake	undertook	undertaken	братися; починати
lie	lay	lain	лежати
4			
hew	hewed	hewn/hewed	(про)рубати; розрубати
mow	mowed	mown/mowed	косити; жати
saw	sawed	sawn/sawed	пиляти; розпилювати
sew	sewed	sewn/sewed	шити
show	showed	shown/showed	показувати; демонструвати
sow	sowed	sown/sowed	сіяти, засівати
strew	strewed	strewn/strewed	розкидати

<i>Infinitive/ Base</i>	<i>Past tense</i>	<i>Past participle</i>	<i>Ukrainian equivalents</i>
swell	swelled	swollen/swelled	надувати, роздувати; набухати; опухати
5			
bet	bet/betted	bet/betted	битися об заклад
bid	bid	bid	наказувати, просити
bid	bad(e)/bid	bade/bid/bidden	пропонувати ціну
broadcast	broadcast	broadcast	передавати по радіо; транслювати по телебаченню
burst	burst	burst	розриватися, вибухати; лопатися
cast	cast	cast	кидати, метати
cost	cost	cost	коштувати
cut	cut	cut	різати, стригти; рубати; косити
forecast	forecast	forecast	передбачати, завбачати
fit	fit/fitted <i>AmE</i>	fit	відповідати (чомусь), годитися; бути доречним; пристос(ов)увати
hit	hit	hit	ударяти
hurt	hurt	hurt	завда(ва)ти болю; ушкодити; поранити; уразити; боліти
knit	knitted/knit	knitted/knit	в'язати, плести
let	let	let	дозволяти, пускати; здавати в найм
put	put	put	класти; ставити
quit	quit/quitted	quit/quitted	залишати; кидати, кинути; припиняти
rid	rid/ridded	rid/ridded	звільняти; позбавляти(ся)
set	set	set	ставити; класти; поміщати
shed	shed	shed	проливати (<i>світло, кров тощо</i>); випромінювати; скидати
shut	shut	shut	закривати; зачиняти; замикати

<i>Infinitive/ Base</i>	<i>Past tense</i>	<i>Past participle</i>	<i>Ukrainian equivalents</i>
split	split	split	розколювати(ся); розрубати; роздирати
spread	spread	spread	поширювати(ся); простягатися
sweat	sweat/sweated	sweat/sweated	пітніти, запітнівати
thrust	thrust	thrust	штовхати(ся); пробивати(ся); колоти; встромлювати
upset	upset	upset	засмучувати; схвилювати
wet	wet	wet	мочити, змочувати; зволожувати, зволожити
6			
abide	abode/abided	abode/abided	мешкати, жити; залишатися незмінним; зносити, терпіти
bind	bound	bound	зв'язувати, в'язати; опрацювати
find	found	found	знаходити; виявляти
grind	ground	ground	(пере)молоти, перемелювати; товкти
wind	wound	wound	крутити(ся); витися; обмотувати(ся)
bleed	bled	bled	кровоточити
breed	bred	bred	розводити; виводити; породжувати
feed	fed	fed	годувати; харчуватися
hold	held	held	тримати; держати; містити
lead	led	led	(при)вести; керувати, управляти
meet	met	met	зустрічати(ся); знайомитися
read	read	read	читати
speed	sped/speeded	sped/speeded	поспішати; прискорювати

<i>Infinitive/ Base</i>	<i>Past tense</i>	<i>Past participle</i>	<i>Ukrainian equivalents</i>
cling	clung	clung	прилипати; чіплятися
dig	dug	dug	копати; рити
fling	flung	flung	кидати
hang	hung	hung	вішати (страчувати)
sling	slung	slung	метати; кидати; шпурляти, жбурнути
slink	slunk	slunk	крастися
spin	spun/span	spun	прясти; сукати; вертітися
stick	stuck	stuck	триматися; додержуватися
sting	stung	stung	жалити; кусати
strike	struck	struck	бити; вдаряти; попасти
string	strung	strung	зав'язувати; натягувати
swing	swung	swung	коливати(ся); хитати(ся); гойдатися
wring	wrung	wrung	скручувати; вичавлювати; вимагати (силоміць)
get	got	got/gotten <i>AmE</i>	діставати(ся); одержувати
shine	shone	shone	сяяти; блищати
shoot	shot	shot	стріляти; полювати; поранити
win	won	won	вигра(ва)ти; перемагати
heave	heaved/hove	heaved/hove	піднімати (із зусиллям)
light	lit/lighted	lit/lighted	запалювати; освітлювати; світити
slide	slid	slid	ковзати(ся); посковзнутися; вислизнути
misunderstand	misunderstood	misunderstood	неправильно (з)розуміти

<i>Infinitive/ Base</i>	<i>Past tense</i>	<i>Past participle</i>	<i>Ukrainian equivalents</i>
stand	stood	stood	стояти
under- stand	understood	understood	розуміти
withstand	withstood	withstood	встояти, вистояти, витримати; протистояти
sit	sat	sat	сидіти
spit	spat	spat	плювати, плюнути
7			
become	became	become	ставати; (з)робитися
come	came	come	приходити; приїжджати
outrun	outran	outran	випередити; обігнати; тікати, втекти
overcome	overcame	overcome	перемогти; подолати
overrun	overran	overrun	переливати через край; виходити за межі; швидко поширюватися
run	ran	run	бігти, бігати; тікати; текти
begin	began	begun	починати(ся)
drink	drank	drunk	пити
ring	rang	rung	дзвонити; дзвеніти
shrink	shrank	shrunken	підсакувати, збігатися (про тка- нину), зсідатися; скорочуватися, зморщуватися
sing	sang	sung	співати
sink	sank	sunk	тонути; провалитися, провалюва- тися
spring	sprang	sprung	витікати; бризкати; стрибати, пружинити
swim	swam	swum	плавати

<i>Infinitive/ Base</i>	<i>Past tense</i>	<i>Past participle</i>	<i>Ukrainian equivalents</i>
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8

be	was, were	been	бу(ва)ти
go	went	gone	іти; їхати

Дієприкметник теперішнього часу
Present participle

<i>Base</i>		<i>Spelling rules</i>	<i>Present participle</i>
1	carry	Написання більшості дієслів залишається без змін перед закінченням -ing	carrying
	deny		denying
	ask		asking
	play		playing
	discuss		discussing
2	admit	Кінцевий приголосний, якому передує короткий голосний, перед закінченням -ing подвоюється	admitting
	drag		dragging
	stop		stopping
3	occur	Кінцева літера -r перед закінченням -ing подвоюється, якщо їй передує наголошений голосний	occurring
	prefer		preferring
4	love	Кінцеве -e перед -ing опускається	loving
	invite		inviting
5	travel	Кінцевий -l перед закінченням -ing подвоюється, якщо йому передує короткий ненаголошений голосний (-l не подвоюється в АМА: travel <u>l</u> ing, quarrel <u>l</u> ing)	travelling
	quarrel		quarrelling
6	die	Кінцеві -ie змінюються на -y перед закінченням -ing (не плутати dyeing і dying, що є формами дієслів dye і die)	dying
	lie		lying
	tie		tying

Форма *-s* — 3-тя особа однини теперішнього часу*S-form* — 3rd person singular simple present tense

Base		Spelling rules	<i>s-form/3rd person singular simple present tense</i>
1	work, read, enjoy, believe	У 3-й особі однини теперішнього часу до дієслів приєднується закінчення <i>-s</i>	works, reads, enjoys, believes
2	discuss, push, reach, watch, mix, buzz	До дієслів, що закінчуються на <i>-(s)s, -sh, -ch, -tch, -x, -z</i> , приєднується <i>-es</i>	discusses, pushes, reaches, watches, mixes, buzzes
3	do, go	До дієслів, що закінчуються на <i>-o</i> , приєднується <i>-es</i>	does, goes
4	try, carry, study	У дієсловах, що закінчуються на літеру <i>-y</i> , якій передує приголосний, <i>-y</i> змінюється на <i>-i</i> , після чого приєднується <i>-es</i>	tries, carries, studies

Дієслово *be*The verb *be*

Principal parts of the verb <i>be</i>		The verb <i>be</i> used as a(n)			
		linking verb	main verb	auxiliary verb	modal verb
1	Base <i>be</i>	She will <i>be</i> free.	He will <i>be</i> back soon.	He'll <i>be</i> asked. I'll <i>be</i> jogging.	—
2	The simple past tense <i>was</i> (singular); <i>were</i> (plural)	I/He/She <i>was</i> free. <i>Was</i> I free? We/You/They <i>were</i> free. <i>Were</i> they free?	I/He/She <i>was</i> there. <i>Was</i> he there? We/You/They <i>were</i> there.	I/He/She <i>was</i> asked. We/You/They <i>were</i> asked.	I/He/She <i>was</i> to win. We/You/They <i>were</i> to win.

3	The past participle been	He said he had been happy.	I've never been there.	He/She has been asked. I've been jogging.	—
4	The present participle being	He/She is being silly.	Being inside, I didn't see who arrived.	The room is being decorated.	—
5	The simple present tense am (1st person singular); is (3rd person singular); are (1st, 2nd, 3rd person plural)	I am free. Am I free? He/She is free. We/You/They are free.	I am here. He/She is here. Is he there? We/You/They are here. Are they there?	I am praised. He/She is praised. We/You/They are praised.	I am to do it now. He/She is to do it. You are to do it now.

Дієслово have
The verb have

<i>Principal parts of the verb have</i>		The verb have used as a(n)		
		<i>main verb</i>	<i>auxiliary verb</i>	<i>modal verb</i>
1	1 Base have	I'll have more free time. We have a lot of friends.	I have never been there. We have been jogging.	I have to go. You'll have to stay.
2	2 The simple past tense had	You had a lot of friends.	He had (been) asked. He had written the letter by that time.	I had to go there.
3	3 The past participle had	I told her I had had more free time.	—	I have had to comply with the rules.
4	4 The present participle having	They are having lunch.	Having done my homework, I went to bed.	I'm having to do my lessons carefully.
5	5 The simple present tense has	She has a degree in English.	He has done his homework. She has been praised.	He/She has to go there.

Дієслово do
The verb do

<i>Principal parts of the verb do</i>		<i>The verb do used as a(n)</i>	
		<i>main verb</i>	<i>auxiliary verb</i>
1	Base <i>do</i>	I'll <i>do</i> my home-work tomorrow.	Where <i>do</i> you live?
2	The simple past tense <i>did</i>	I <i>did</i> my home-work in class.	When <i>did</i> you see him? What <i>did</i> he say?
3	The past participle <i>done</i>	He has <i>done</i> his homework.	—
4	The present participle <i>doing</i>	He is <i>doing</i> his homework.	—
5	The simple present tense <i>does</i>	He <i>does</i> his home-work every day.	She <i>does</i> not eat sweets. Where <i>does</i> he live?

Особові та неособові форми дієслова

Finite and non-finite forms of the verb

Залежно від функцій, які дієслова виконують у реченні, виокремлюються дві основні групи форм дієслів: **особові** та **неособові** форми (**finite** та **non-finite forms**).

Дієслова в **особових формах** здатні вживатися в реченні як простий присудок. Вони можуть виражати значення особи (Person), числа (Number), часу (Tense), виду (Aspect), способу дії (Mood), вживатися у формах активного та пасивного стану (Active і Passive Voice).

Дієслова в **неособових формах** не здатні виражати значення особи, числа, способу дії і не вживаються в реченні як простий присудок: вони можуть бути лише частиною присудка, а також виконувати інші функції в реченні.

Термін *особа* є граматичним і може вживатися стосовно слів, які означають живі та неживі предмети. Важливо знати, якою є особа слова, що виконує в реченні функцію підмета, бо саме від особи слова-підмета може залежати форма дієслова-присудка в реченні. Отже:

Перша особа однини		I	вжив. мовцем (тим/тією, хто говорить/пише) стосовно самого/самої себе: I am a student. I understand .
Перша особа множини		we	вжив. мовцем стосовно самого/самої себе та групи людей, до якої мовець належить: We are students. We understand .
Друга особа однини		you	вжив. стосовно того/тієї, хто слухає/читає: You are a student. You understand .
Друга особа множини		you	вжив. стосовно тих, хто слухають/читають: You are students/a student. You understand .
Третя особа однини	чоловічий рід	he/boy	вжив. стосовно особи чоловічої статі, про яку говорять: He/The boy is a student. He/The boy/man understands .
	жіночий рід	she/girl	вжив. стосовно особи жіночої статі, про яку говорять: She/The girl is a student. She/The girl/woman understands .
	середній рід	it/cat/book	вжив. стосовно неживих предметів, тварин, про які йдеться: It/The book is interesting. It/The cat likes fish.
Третя особа множини		they/boys/girls/cats/books	вжив. стосовно людей, тварин, речей, про які говорять: They/The boys/girls are students. They/The boys/girls/(wo)men understand . They/Cats like fish. They/The books are interesting.

Англійські дієслова вживаються в різних формах для позначення часу події, яку вони описують. Такі форми дієслова називаються його *часовими формами* (tense forms). Разом зі значенням часу дієслівні форми виражають значення виду (а також особи, стану тощо). Форми *continuous* та *perfect continuous*, на відміну від форм *simple* та *perfect*, виражають дію в її розвитку, її конкретному звершенні.

Форми часу мають як особові, так і неособові форми дієслова. На відміну від особових форм, неособові форми виражають не абсолютний, а відносний час, тобто значення їхніх часових форм можна встановити, зіставляючи їх з часовою формою дієслова-присудка (див. **Інфінітив, Герундій, Дієприкметник**).

За своєю структурою (будовою) як особові, так і неособові форми дієслова можуть бути синтетичними, простими, тобто складатися з одного (головного) дієслова, та аналітичними, складними, тобто мати у своєму складі мінімум два

дієслова (допоміжне + головне), що вживаються в одній з основних форм і становлять єдність.

Так, значення **simple present** та **past** особових форм виражається в межах одного дієслова. У питальних реченнях з такими дієсловами вживається допоміжне дієслово *do* у відповідній часовій формі (див. **Питальні речення та Simple tenses**).

Форми, що утворюють **present, past і future (perfect) continuous tense** та **passive voice**, складаються з двох чи більше дієслів. У ланцюжку дієслів цих форм останнім є завжди головне (повнозначне) дієслово, яке в кожній з цих груп має постійну, незмінну форму. Йому передує допоміжне дієслово, що змінюється відповідно до конкретного значення часу (**present, past, future** — для особових форм).

Наприклад, дієслово *read* у всіх продовжених часах має форму **participle I**: **reading**

Допоміжне дієслово *be* вживається у відповідній часовій формі, виражаючи значення конкретного часу (**present, past, future**):

present continuous:

past continuous:

future continuous:

be (у формі **simple**) + **reading**

am/is/are **reading**

was/were **reading**

will be **reading**

Аналогічним чином можна подати часи групи **perfect continuous**: останній компонент у ланцюжку дієслів цих форм — головне дієслово у формі **participle I** — вказує на те, що ця часова форма дієслова належить до групи **continuous**: **reading**

Оскільки це **perfect continuous**, допоміжне дієслово *be* має форму **perfect**, що утворюється з **participle II** дієслова *be* (*been*), якому передує допоміжне дієслово *have*. На значення конкретного часу (**present, past, future**) вказує перше допоміжне дієслово часів групи **perfect** (*have*).

Отже, **present perfect continuous:**

past perfect continuous:

future perfect continuous:

be (у формі **perfect**) + **reading**

have been + **reading**

have/has been **reading**

had been **reading**

will have been **reading**

У групі часів **perfect** головне дієслово — незмінюваний компонент — має форму другого дієприкметника (**participle II**), а допоміжне дієслово *have*, що передує йому, вживається в різних формах часу (**present, past, future**), який воно виражає. Отже, для *read* ці форми є такими: **have/has read; had read; will have read**.

У будь-якій часовій формі дієслова в пасивному стані останній компонент — головне дієслово — має форму **participle II**, або **passive participle**; на загальний характер видо-часової групи (**simple, continuous, perfect, perfect continuous**) та на конкретний час (**present, past, future**) вказує відповідна форма допоміжного дієслова *be*.

У будь-якій (синтетичній чи аналітичній) формі **особового** дієслова єдина або лише перша дієслівна форма є особовою, а решта — неособовими (у при-

кладах дієслівні форми подано курсивом, а власне особові форми, які вказують тут на теперішній та минулий час,— жирним курсивом):

She always *invites* me to her parties. *Вона завжди запрошує мене на свої вечірки.*
 She *invited* her friends to the party. *Вона запросила друзів на вечірку.*
 He *wasn't invited* to the party. *Його не запросили на вечірку.*
 He *has been invited* to speak at the meeting. *Його запросили виступити на зборах.*

Будь-яке неособове дієслово (infinitive, gerund або participle) має лише неособові форми і не має жодної особової форми:

Inviting me to the party, she asked me to bring my friends with me. *Запрошуючи мене на вечірку, вона попросила привести з собою друзів.*

Invited to speak at the meeting, he cancelled his trip abroad. *Він відмінив поїздку за кордон, бо його запросили виступити на зборах.*

Having been invited to speak at the meeting, he had to write up his report. *Він змушений був написати доповідь, оскільки його запросили виступити на зборах.*

Отже, ми з'ясували механізм утворення дієслівних форм часу і стану та характер співвідношення компонентів форм з самою їх суттю, яка відбивається в їхніх назвах.

Форми часу та стану особових і неособових дієслів наочно можна подати як систему, що містить змінювані форми допоміжних дієслів та незмінювані (в межах певної часової групи) форми головного дієслова:

Verb tense forms					
Voice	Active voice			Passive voice	
Tense	Auxiliary	+	Main verb	Aux be (у відповідній часовій формі)	+ Main verb (PII)
Simple	do (у пит. і зап. реч.); will/shall (future)		V (у відповідній формі)	be (у формі simple present/past/future)	+ PII
Finite forms	Present:	—	ask(s)	am/is/are	} asked
	Past:	—	asked	was/were	
	Future:	will	ask	will be	
Non-finite forms	Infinitive:	—	(to) ask	(to) be	} asked
	Gerund:	—	asking	being	
	Participle I:	—	asking	being	

Continuous: be (у формі simple present, past, future) + PI		be (у формі continuous present/past/future) + PII
Finite forms	Present: am/is/are Past: was/were Future: will/shall be	am/is/are being was/were being —
Non-finite forms	Infinitive: (to) be Gerund: — Participle I: —	asking } asked } —
Perfect: have (у формі simple present/past/future) + PII		be (у формі perfect present/past/future) + PII
Finite forms	Present: have/has Past: had Future: will/shall have	have/has been had been will have been
Non-finite forms	Infinitive: (to) have Gerund: having Participle I: having	asking } asked } asking } asked }
Perfect continuous: be (у формі perfect present/past/future) + PI		
Finite forms	Present: have/has been Past: had been Future: will have been	— — —
Non-finite forms	Infinitive: (to) have been Gerund: — Participle I: —	asking } — } — }

Час дієслова: особові форми

The tense of the verb: finite forms

Часові форми можуть бути повними та скороченими. Скорочені форми вживаються в неофіційному усному та писемному мовленні (див. табл. різних часових форм). Наступна таблиця подає приклади вживання особових дієслів у різних часових формах (форми виділено червоним) в розповідних реченнях (declarative sentences):

Tense Time	Finite verb tense forms			
	Simple	Continuous	Perfect	Perfect continuous
Present	He reads a lot. Він багато читає.	He is studying for his exam. Він готується до іспиту.	He has passed his exam. Він склав іспит.	He has been writing letters for an hour. Він пише листи вже годину.
Past	I typed the letter. Я (на)друкував листа	He was writing a letter at 7 p.m. О сьомій вечора він писав листа.	I had passed my exam by Friday. Я склав іспит до п'ятниці.	I took the letter he had been writing . Я взяв листа, якого він писав.
Future	I will write a letter. Я напишу листа.	He will be writing letters after lunch. Я буду писати листи після обіду.	I will have passed my exam by then. До того часу я вже складу іспит.	I will/I'll have been writing letters for an hour when he arrives. Коли він приїде, я вже годину писатиму листи.

Питальні речення з різними часовими формами
Interrogative sentences with different verb forms

Вище наведено приклади вживання дієслів у різних часових формах в розповідних реченнях (declarative sentences). У питальних реченнях (interrogative sentences), як правило, відповідне допоміжне дієслово (перше допоміжне дієслово, якщо їх кілька) ставиться перед підметом. Питальні речення виражають загальні питання, спеціальні питання, альтернативні питання та розділювальні питання (див. також стор. 179—180; 222—224).

Загальні питання (general questions) стосуються загального змісту речення, за їхньою допомогою мовець може дізнатися: відбувається, відбу(ва)лася чи відбудеться дія, яку виражає дієслово-присудок речення. Загальні питання, побудову яких наведено в наступній таблиці, а також у таблицях відповідних часових форм, вимовляються з інтонацією, що підвищується, і вимагають загальної — позитивної або негативної — відповіді.

General questions				Answers					
				Positive			Negative		
Auxiliary verb	Subject	Main verb	Other members of the sentence	Yes	Pro-noun-subject	Auxiliary verb	No	Pro-noun-subject	Auxiliary verb + subject not
Does	John	read	much?	Yes,	he	does.	No,	he	doesn't.
Did	you	type	the letter?	Yes,	I	did.	No,	I	didn't.
Has	Jane	met	them?	Yes,	she	has.	No,	she	hasn't.

Спеціальні питання (special questions) стосуються певних деталей повідомлення, тобто окремих членів речення. За їхньою допомогою можна отримати «спеціальну» інформацію, наприклад, дізнатися, хто виконував/виконує/виконуватиме дію або коли, де, як, за яких обставин відбувається/відбувалася/відбудеться дія. Спеціальне питання починається зі спеціального питального слова (*who, what, which, whose, when, where, how, why* тощо), яке показує, що саме цікавить мовця. У питаннях до різних членів речення (за винятком підмета) за питальним словом іде допоміжне дієслово, потім — підмет, головне дієслово та інші члени речення.

<i>Special questions</i>					<i>Answers</i>
Question word	Auxiliary verb	Subject	Main verb	Other members of the sentence	
Who (<i>питання до підмета</i>)			reads	much?	John does.
What	did	you	type?		I typed the letter.
Who(m)	did	Sue	meet?		Sue met the guests.
When	was	he	writing	a letter?	He was writing a letter at 7 p.m.
How long	has	he	been writing	letters?	He has been writing letters for an hour.

В **альтернативних питаннях** (alternative questions) ідеться про **альтернативу**, тобто **вибір** між двома/кількома можливостями. Альтернативні питання містять сполучник *or*, котрий з'єднує дві частини питання, кожна з яких є загальним питанням; друга частина може бути подана в скороченому вигляді:

<i>Alternative questions</i>			<i>Answers</i>
General question	or	General question	
Has Sue met the guests	or	(has she met) her parents?	Sue has met the guests.
Was he writing a letter at 7 p.m.	or	(was he writing it) at 5 p.m.?	He was writing a letter at 7 p.m.
Did you type the letter	or	(did you type) the article?	I typed the letter.

Розділювальні питання (Disjunctive/Tag questions): *див.* Питальні речення.

Прості часи

The simple tenses

Прості часи вживаються, коли йдеться про дії, що зазвичай відбуваються зараз, відбувалися в минулому, відбуватимуться в майбутньому.

В реченнях з дієсловами у формах простих часів можуть вживатися прислівники неозначеного часу та частоти *always, often, frequently, seldom, rarely, usually, sometimes, occasionally, ever, never* тощо.

Ці прислівники здебільшого вживаються перед головним дієсловом (після допоміжного, якщо таке є), але після дієслова *be*:

I **am** never late. Я ніколи не запізнююсь. He always **works** hard. Він завжди багато працює. (*simple present*);

It **was** always cold there in winter. Взимку там завжди було холодно. (*simple past*);

It **will** never snow here in summer. Влітку тут ніколи не йтиме сніг. (*simple future*).

Sometimes та *usually* можуть також вживатися на початку та в кінці речення:

Usually I eat raw carrot, **sometimes** I cook it in steam. Зазвичай я їм сиру моркву, іноколи я готую її на пару.

Простий теперішній час

The simple present tense

Форма простого теперішнього часу

Form of the simple present tense

1. Форма дієслів у теперішньому простому часі (за винятком дієслова *be*) збігається з їх початковою формою. У 3-й особі однини дієслова мають форму *-(e)s* (див. стор. 32).
2. У питальних реченнях (за винятком речень з дієсловом *be*) допоміжне дієслово **do (does)** ставиться перед підметом, за яким іде початкова форма головного дієслова.
3. У заперечних реченнях після допоміжного дієслова ставиться **not**, за яким іде початкова форма головного дієслова.

Forms of the simple present tense

Affirmative (statements)	Interrogative (questions)	Negative (statements)		Negative-interrogative forms
		Full forms	Contracted forms	Full forms
I work.	Do I work?	I do not work.	I don't work.	Do I/we/you/they not work?
He works.	Does he work?	He does not work.	He doesn't work.	Does he/she/it not work?
She works.	Does she work?	She does not work.	She doesn't work.	
It works.	Does it work?	It does not work.	It doesn't work.	
We work.	Do we work?	We do not work.	We don't work.	Contracted form
You work.	Do you work?	You do not work.	You don't work.	Don't I/we/you/they work?
They work.	Do they work?	They do not work.	They don't work.	Doesn't he/she/it work?

Exercise 1. Answer the following questions, using the simple present tense.

1. What are the days of the week?
2. Do you study late in the evening?
3. Do you go to school on the weekends?
4. How often do you go to the cinema?
5. Is your family large or small?
6. When do you usually shop?
7. What musical instrument do you play?
8. What do your parents do?
9. What languages do you speak?
10. How long does it take you to get to school/university?

Exercise 2. Choose the correct present tense form to fill each space in the following short text.

When a King of England ___ (*die, dies*) the next in succession to the Throne ___ (*becomes, become*) at once the reigning Sovereign. This ___ (*is, are*) what the British (*means, mean*) when they ___ (*say, says*), «The King ___ (*am, is*) dead: long live the King!».

Вживання простого теперішнього часу

Uses of the simple present/present indefinite tense

Теперішній простий (неозначений) час вживається, коли мова йде про звички, дії, стан чи ситуації, які:

1. відбуваються або мають місце постійно, звичайно, регулярно. В реченнях з дієсловами у формі *simple present* можуть вживатися прислівники/прислівникові сполучення часу та частоти *every day/week/month/year; once/twice/three times a day/week; on Tuesdays, Saturdays* тощо;
2. відбуваються зараз, у цей момент, і виражені:
 - 2.1 дієсловами в окличних реченнях, що починаються з *here* і *there*;
 - 2.2 дієсловами-зв'язками (*be, appear, seem, look, sound* тощо), а також дієсловами, що називають:
 - а) розумовий стан [*mean, understand, know, remember, believe, think, agree, suppose, object* тощо];
 - б) емоції, бажання [(*dis*)*like, love, adore, respect, care (for), hate, detest, want, wish, desire* тощо];
 - в) чуттєве сприйняття [*see, hear, feel, notice, smell, taste*];
 - г) володіння [*possess, own, belong, have (got)*];
3. відбуваються завжди і не пов'язані з конкретним часом, а є справедливими для будь-якого часу;

4. відбуватимуться в майбутньому згідно з планом, програмою;
5. відбуватимуться в майбутньому і про які йдеться в підрядних реченнях:
- а) часу, що вводяться у складне речення сполучниками *when, while, till, until, before, after, as long as, as soon as*;
 - б) умови, що вводяться сполучниками *if, unless, in case, on condition (that), provided, providing*;
 - в) поступки, що вводяться сполучниками *however, whenever, whatever, even if/though, no matter how* тощо;
 - г) додаткових, що вживаються після *see (to it), take care, make sure*.

Uses of the simple present tense

1. We **live** in Ukraine. *Ми живемо в Україні. I **work** hard now. Зараз я багато працюю. It often **snows** here in winter; sometimes it **rains**. Взимку тут часто йде сніг; інколи йде дощ. My mother **teaches** English; she **spends** a lot of money on books: she **reads** a lot. Моя мама викладає англійську; вона витрачає чимало грошей на книги, оскільки багато читає. He **is** always glad to see me. Він завжди радий бачити мене. The postman **comes** in daily; he always **comes** on time. Поштар приходить кожного дня; він завжди приходить вчасно.*
2. 2.1 Here she **comes**! *Ось вона йде! There **goes** the bell! Дзвоник (дзвонить)!/ А ось і дзвоник!*
- 2.2 We **are** worried: they **are** not here yet. *Ми хвилюємося: їх усе ще немає тут. She **seems** tired. Здається, вона стомилася. You **look** surprised. У тебе/вас здивований вигляд.*
- а) I **think** I **understand** what he **means**. *Думаю, я розумію, що він має на увазі.*
 - б) Jane **likes** nuts. *Джейн подобаються горішки. I **appreciate** your letter of June 4. Дякую вам за листа від 4 червня.*
 - в) I **see** Jane every day and **feel** certain of her success. *Я бачу Джейн кожного дня і впевнена в її успіху. The soup **tastes** wonderful. Суп чудовий на смак.*
 - г) I **have** a pen-pal in England. *В Англії у мене є приятель, з яким я листуюся. That house **belongs** to my uncle. Цей будинок належить моєму дядькові. He also **owns** a yacht. У нього також є яхта.*
3. Ice **is** cold. *Лід холодний. Whales **are** mammals. Кити є ссавцями.*

4. They **arrive** on Sunday. Вони приїзять у неділю. The game **starts** at 2 p.m. Гра починається о 2-й дня. When **does** the ship **sail**? Коли відходить корабель?
5. a) He will telephone you when/as soon as he **returns**. Він зателефонує тобі, коли/як тільки (щойно) повернеться. We'll stay here until he **arrives**. Ми будемо тут, поки він не прийде.
 б) I'll do it if I **have** time. Я зроблю це, якщо в мене буде час.
 в) I'll be at home whenever he **calls**. Коли б він не подзвонив, я буду вдома.
 г) I'll take care that he **is** not late. Я подбаю, щоб він не запізнився. We'll see that Harry **goes** to bed now. Ми простежимо, щоб Гаррі зараз ліг спати.

Зверніть увагу на різницю в реченнях з *have* і *have got*:

I have a computer.	— Do you have a computer?	— Yes, I do . — No, I don't .
I've got a computer.	— Have you got a computer?	— Yes, I have . — No, I haven't .

Exercise 3. Choose the correct place for the adverbs given in brackets to complete these sentences.

1. He 1 gets 2 up 3 early 4 . A. 1 (usually) B. 2 C. 3 D. 4
 2. Is 1 he 2 on 3 time 4 ? A. 1 (always) B. 2 C. 3 D. 4

Exercise 4. Fill the spaces with the correct present tense form of the verbs given in brackets.

The House of Commons ___ (*be*) the lower house of the British Parliament. It ___ (*consist*) of 659 members. The main purpose of the House of Commons ___ (*be*) to make the laws of the land as well as to discuss current political issues. The House ___ (*sit*) for five days each week. Each 'sitting' ___ (*start*) in the afternoon and may go on throughout the night. The House ___ (*sit*) for about 175 days in the year and ___ (*have*) a maximum term of five years, at the end of which a General Election must be held.

The House of Lords ___ (*be*) the upper house of the British Parliament. It ___ (*consist*) of over 1,000 members. Its work ___ (*be*) largely complementary to that of the House of Commons and ___ (*include*) examining and revising bills from the Commons. It also ___ (*act*) as a final court of appeal. The House of Lords usually ___ (*sit*) for four days a week and ___ (*have*) an average daily attendance of about 300 peers.

Exercise 5. Which sentence is correct?

1. A. He'll let you know as soon as he'll hear from me.
B. He'll let you know as soon as he will hear from me.
C. He'll let you know as soon as he hear from me.
D. He'll let you know as soon as he hears from me.
2. A. If you will do your best, whatever will happens, will be for the best.
B. If you do your best, whatever will happen will be for the best.
C. If you does your best, whatever happens is be for the best.
D. If you do your best, whatever happens will be for the best.

Exercise 6. Translate the following in writing.

1. Шотландія має свою власну футбольну команду. 2. Коли ти снідаєш? 3. У вихідні в нас немає занять. 4. Я бачу Теда щодня. 5. Твій брат ходить на роботу кожного дня? 6. Коли ти зазвичай встаєш? 7. Моя сестра ніколи не запізнюється. 8. Населення нашої країни становить близько 50 мільйонів. 9. Ми їздиво до Криму кожного літа. 10. Мені потрібно приблизно півгодини, щоб дістатися до коледжу. 11. Дивись, зроби роботу як слід. 12. У нас нова машина. 13. Мамі подобаються ці квіти. 14. Мій брат не вчитель, він льотчик. 15. Земля обертається навколо Сонця. 16. Коли приїдять твої батьки? 17. Якщо не дістанетесь туди до п'ятої години, ви нас не побачите. 18. Він буде вдома, коли ти подзвониш.

Простий минулий час*The simple past tense***Форма простого минулого часу***Form of the simple past tense*

1. Правильні дієслова утворюють форму простого минулого часу додаванням закінчення **-ed** до початкової форми. Неправильні дієслова утворюють форму простого минулого часу нерегулярним способом (див. стор. 20—31).
2. У питальних реченнях з дієсловами у формі минулого простого часу (за винятком дієслова **be**) допоміжне дієслово **do** у формі минулого часу (**did**) ставиться перед підметом, за яким іде початкова форма головного дієслова.
3. У заперечних реченнях після допоміжного дієслова ставиться **not**, за яким іде початкова форма головного дієслова.

Forms of the simple past tense				
Affirmative (statements)	Interrogative (questions)	Negative (statements)		Negative- interrogative forms
		Full form	Contracted form	Full form
I worked.	Did I work?	I did not work.	I didn't work.	Did I/he/she/it/we/ you/they not work?
He worked.	Did he work?	He did not work.	He didn't work.	
She worked.	Did she work?	She did not work.	She didn't work.	
It worked.	Did it work?	It did not work.	It didn't work.	
We worked.	Did we work?	We did not work.	We didn't work.	Contracted form
You worked.	Did you work?	You did not work.	You didn't work.	Didn't I/he/she/it/we/ you/they work?
They worked.	Did they work?	They did not work.	They didn't work.	

Exercise 7. Answer the following questions, using the simple past tense.

1. What day was yesterday?
2. Did you sleep late yesterday?
3. What did you do last weekend?
4. What did you do yesterday?
5. What was last month?
6. Did you study late last night?
7. Did you go to school yesterday?
8. When did Ukraine become a member of the United Nations?
9. When did Columbus discover America?
10. Did you come to class last week?
11. When did you go shopping?
12. Did you shop on Saturday afternoons?
13. What day was the day before yesterday?
14. When did you first fly in a plane? Were you nervous?

Вживання простого минулого часу

Uses of the simple past tense

Простий, або неозначений, минулий час вживається, коли мова йде про:

1. окрему дію або ланцюг послідовних дій, що відбулися або відбувалися постійно, за звичаєм, регулярно в минулому і які зараз більше не відбуваються.

У реченнях з дієсловами у формі *simple past* можуть вживатися прислівники/прислівникові сполучення *yesterday, the day before yesterday, last night, the night before last, the other day; in 1977; in A.D. 410; ten minutes ago; a long time ago; once/twice/three times a day/week; on Tuesdays, Saturdays* тощо;

- дії, які відбулися щойно. Обставини часу, як правило, не вживаються в таких реченнях;
- дії, що відбулися в минулому в певний час, про який запитують.

Дія, що регулярно відбувалась у минулому, може виражатися за допомогою *used to/would + інфінітив*: He **used to** visit me every now and then. Він зазвичай час від часу відвідував мене.

Usually it was 7 or 8 o'clock in the evening when I **would** go into the kitchen and prepare something. Звичайно о сьомій або восьмій вечора я, *бувало, піду на кухню і приготую що-небудь.*

Uses of the simple past tense

- My parents **lived** in Canada; they **worked** very hard then. *Мої батьки жили в Канаді; тоді вони дуже багато працювали.* It often **snowed** there in winter. *Взимку там часто йшов сніг.* My sister usually **went** to school by bus, but yesterday she **walked**. *Моя сестра зазвичай їздила до школи автобусом, а вчора вона ходила пішки.* He **read** a lot when he **was** a student. *Він багато читав, коли був студентом.* The students **put** the books on the teacher's table and **returned** to their seats. *Учні/Студенти поклали книжки на стіл учителя/викладача і повернулися на свої місця.* The postman **came** in daily; he always **came** on time. *Поштар приходив кожного дня; він завжди приходив вчасно.* We **were** always glad to see him. *Ми були завжди раді бачити його.* He **left** ten minutes ago. *Він пішов десять хвилин тому.* I **met** Ed in London (when I was there last summer). *Я зустрів/зустріла Еда в Лондоні (коли був/була там минулого літа).*
- Susan **broke** a cup. *Сюзан розбила чашку.* Alex **fixed** the computer. *Алекс відремонтував комп'ютер.* Someone **asked** for you. *Тебе хтось питав.* **Did** the telephone **ring**? *Телефон дзвонив?* John **pushed** me by accident. *Джон штовхнув мене випадково.*
- When **did** he **meet** them? *Коли він зустрів їх?* When **did** that story **originate**? *Коли розпочалася та історія?*

Exercise 8. Complete these sentences with the simple *present* or simple *past* tense form of the verbs given in brackets.

- Isaac Newton ___ (*be*) one of the greatest minds of his time. He ___ (*formulate*) the law of gravity and ___ (*invent*) the reflecting telescope.
- June 14 ___ (*be*) Flag Day in the USA. On that day in 1777 the Americans ___ (*adopt*) their own flag.

Exercise 9. Match the lines on the left with the lines on the right so as to form sentences. Use the verbs in brackets in the correct simple past tense form.

A The First World War (<i>begin</i>)	1 in 1962.
B Columbus (<i>discover</i>) America	2 in 1970.
C India (<i>become</i>) an independent country	3 in 1914.
D The Beatles first (<i>gain</i>) international fame	4 in 1492.
E The Beatles (<i>disband</i>)	5 in 1949.

Exercise 10. Match the dates in the British history on the left with the sentences on the right, using the verbs in brackets in the correct simple past tense form to complete these sentences.

A 1215:	1 Britain ___ the European Community. (<i>enter</i>)
B 1534—40:	2 Act of Union ___ England and Wales. (<i>unite</i>)
C 1536—42:	3 English Reformation: Henry VIII ___ the Protestant Church of England. (<i>establish</i>)
D 1707:	4 King John ___ Magna Carta, to protect feudal rights against royal abuse. (<i>sign</i>)
E 1921:	5 The European Community's single market ___ effect. (<i>take</i>)
F 1973:	6 Anglo-Irish Treaty ___ the Irish Free State; Northern Ireland ___ part of Britain. (<i>establish, remain</i>)
G 1993:	7 Act of Union ___ England and Scotland. (<i>unite</i>)

Exercise 11. Complete this short text by filling in the spaces with the correct tense forms of the verbs given in brackets.

Last summer we ___ our holidays in the Crimea. (*spend*) We ___ there by car. (*travel*) Our car ___ a flat tyre and ___ to a stop. (*develop, come*) The wheel ___ two revolutions before the tyre ___ flat. (*complete, go*) Father ___ out, ___ the flat tyre and ___. (*get, see, groan*) We ___ to get out of the car too. (*have*) He ___ the boot lid, and I ___ out the spare tyre. (*open, take*) My sister ___ the jack and my mother ___ the bolts. (*place, loosen*) Father ___ the emergency brake and ___ up the car. (*lock, jack*) Mother ___ out the warning reflector and ___ the traffic. (*set, watch*) My sister ___ the lug nuts and the tyre and then she ___ the tyre to the boot. (*remove, roll*) Father ___ the spare tyre on the bolts and ___ them. (*place, tighten*) He also ___ the lug nuts and then he ___ the jack. (*tighten, lower*) We ___ the equipment in the boot of the car, ___ to the car and ___ our way. (*put, return, continue*)

Exercise 12. Translate into English, using the verbs in the correct simple past tense form.

1. Попри всякі труднощі Джон та Гаррі залишилися друзями. 2. Коли я дивився фільм, то думав про своє дитинство. 3. Я не мав вибору, оскільки їхнє рішення було остаточним. 4. Вона не пила холодного молока, бо в неї боліло горло. 5. Виявилось, що всі поїхали тим же самим поїздом. 6. Вона домоглася успіху завдяки тому, що багато працювала. 7. Він закінчив роботу над проектом. 8. Кінь скинув вершника. 9. Сонце, яке вже сходило, розкидало тіні по всьому газону.

Простий майбутній час
The simple future tense

Форма простого майбутнього часу
Form of the simple future tense

1. Простий майбутній час утворюється за допомогою дієслова *will* і початкової форми головного дієслова. З 1-ю особою однини і множини (*I* та *we*) в офіційному мовленні замість допоміжного дієслова *will* може вживатися *shall*.
2. У питальних реченнях допоміжне дієслово ставиться перед підметом, за яким іде початкова форма головного дієслова.
3. У заперечних реченнях після *will (shall)* ставиться *not*, за яким іде початкова форма головного дієслова.

Forms of the simple future tense						
Affirmative (statements)			Negative			Interrogative (questions)
Full forms	Contracted form		Full forms	Contracted forms		
I	will/shall go.	'll go.	will/shall not go.	'll not go.	won't/shan't go.	Will/Shall I go?
He	will go.	'll go.	will not go.	'll not go.	won't go.	Will he go?
She	will go.	'll go.	will not go.	'll not go.	won't go.	Will she go?
It	will go.	'll go.	will not go.	'll not go.	won't go.	Will it go?
We	will/shall go.	'll go.	will/shall not go.	'll not go.	won't/shan't go.	Will/Shall we go?
You	will go.	'll go.	will not go.	'll not go.	won't go.	Will you go?
They	will go.	'll go.	will not go.	'll not go.	won't go.	Will they go?
Negative-interrogative forms of the simple future tense						
Full forms				Contracted forms		
Will/Shall I/we/ not work?				Won't/Shan't I/we work?		
Will he/she/it/you/they not work?				Won't he/she/it/you/they work?		

Вживання простого майбутнього часу

Uses of the simple future tense

Майбутній простий, або неозначений, час вживається, коли мова йде про окрему дію чи послідовність дій, що відбудуться в майбутньому або відбуватимуться постійно, регулярно. В реченнях з дієсловами у формі *simple future* можуть вживатися прислівники та прислівникові сполучення *tomorrow; tomorrow morning; the day after tomorrow (in the morning); before/next Sunday; the Sunday after next; at 4 o'clock, in an hour* тощо.

Uses of the simple future tense

Next year you **will have** English twice a week. *Наступного року у вас буде англійська двічі на тиждень.*

We **'ll work** very hard next week. *Наступного тижня ми будемо багато працювати.*

It **will snow** tomorrow. *Завтра буде (їти) сніг.*

I **'ll read** a lot when I become a student. *Коли я стану студентом, то буду багато читати.*

My sister **will teach** English when she gets a degree. *Коли моя сестра отримає ступінь, вона викладатиме англійську.*

She says she **will spend** a lot of money on books. *Вона говорить, що витратиме багато грошей на книги. I **'ll see** you often in the coming weeks. Я часто бачитиму вас у наступні тижні.*

I hope you **will write** regularly. *Сподіваюсь, ви писатимете регулярно.*

He **will** always **come** on time. *Він завжди приходитиме вчасно.*

They **will arrive** tomorrow. *Вони прийдуть завтра.*

She **'ll be** up early tomorrow morning. *Завтра вона встане рано.*

John **will be** here the day after tomorrow. *Джон буде тут післязавтра.*

He **'ll call** and **tell** you everything. *Він подзвонить і все розповість тобі.*

Exercise 13. Complete these sentences with the simple *present, past* or *future* tense form of the verbs given in brackets at the end of each.

1. Today Mum ____ a bicycle for Tim; next time Mum ____ a computer for me. (*buy*)
2. We ____ the party at Jane's house. Tomorrow I ____ a thank-you note to Jane. (*enjoy, write*)
3. Every term the students ____ examinations. They ____ a history examination next week. (*have*)

Продовжені часи The continuous tenses

Форми часу, які утворюються за допомогою дієслова *be* у відповідній часовій формі та дієприкметника теперішнього часу головного дієслова, називаються **продовженими** часами, оскільки вказують на [а) теперішню, б) минулу або в) майбутню] дію, що продовжується/продовжувалася/продовжуватиметься, відбувається/відбувалася/відбудуватиметься як процес:

- а) It **is raining** here now. *Зараз тут іде дощ.* (present continuous);
- б) It **was raining** when they arrived. *Коли вони приїхали, йшов дощ.* (past continuous);
- в) It **will be raining** tomorrow at this very hour. *Завтра в цей самий час ітиме дощ.* (future continuous).

Більшість англійських дієслів можуть вживатись у продовженій формі, але наступні групи дієслів, що виражають процес необмеженої тривалості, як правило, не вживаються у продовженій формі:

<i>verbs of physical perception</i>		see, hear, feel, smell, taste, watch, notice, observe
<i>verbs expressing:</i>	<i>emotions</i>	fear, adore, love, (dis)like, hate, detest, care (for), respect, prefer, envy, etc.
	<i>relations (possession etc.)</i>	have, own, possess, be, seem, resemble, belong, consist, contain, cost, find, suit, match, etc.
	<i>mental processes</i>	believe, think, suppose, consider, know, mind, remember, forget, understand, doubt, expect, suggest, etc.
	<i>wish</i>	wish, want, desire

Коли наведені й подібні до них дієслова названих груп мають інші значення, вони можуть вживатись у продовженій формі. Порівняємо:

Do/Can you see a boy over there? <i>Ти бачиш хлопчика он там?</i>	← see →	I am seeing her tomorrow. <i>Я бачитиму її (= зустрінусь з нею) завтра.</i>
I think you are wrong. <i>Думаю/Гадаю, ти помиляєси.</i>	← think →	What are you thinking about? <i>Про що ти думаєси?</i>
They are in the room. <i>Вони (перебувають) в кімнаті.</i>	← be →	You are being silly. <i>Ти поводиши себе нерозумно.</i>
She has beautiful eyes. <i>У неї красиві очі.</i>	← have →	He is having a shower. <i>Він приймає душ.</i>

Теперішній продовжений час

The present continuous tense

Форма теперішнього продовженого часу

Form of the present continuous tense

1. Теперішній продовжений час утворюється за допомогою дієслова *be* у формі теперішнього простого часу (*am, is, are*) та дієприкметника теперішнього часу головного дієслова.
2. У питальних реченнях допоміжне дієслово *be* (*am, is, are*) ставиться перед підметом, за яким іде дієприкметник теперішнього часу головного дієслова.
3. У заперечних реченнях після допоміжного дієслова ставиться *not*, за яким іде дієприкметник теперішнього часу головного дієслова.

Forms of the present continuous tense					
Affirmative (statements)			Negative		Interrogative (questions)
	Full forms	Contracted forms	Full forms	Contracted forms	
I	am working.	'm working.	am not working.	—	Am I working?
He	is working.	's working.	is not working.	isn't working.	Is he working?
She	is working.	's working.	is not working.	isn't working.	Is she working?
It	is working.	's working.	is not working.	isn't working.	Is it working?
We	are working.	're working.	are not working.	aren't working.	Are we working?
You	are working.	're working.	are not working.	aren't working.	Are you working?
They	are working.	're working.	are not working.	aren't working.	Are they working?
Negative-interrogative forms					
Full forms			Contracted forms		
Is he/she/it not working?			Isn't he/she/it working?		
Are we/you/they not working?			Aren't I(розм.)/we/you/they working?		

Форма *am not* не скорочується; можливе лише скорочення *I'm*.
Заперечно-питальна форма має такий вигляд: *Am I not working?*

Вживання теперішнього продовженого часу

Uses of the present continuous tense

Теперішній продовжений час вживається, коли йдеться про дії, які:

1. відбуваються зараз, у момент мовлення. Час дії нерідко виражається прислівниками та прислівниковими сполученнями *now, at the moment, just* тощо;
2. відбуваються зараз, у теперішній час, але не обов'язково безпосередньо в момент мовлення. Час дії може виражатися такими прислівниками або прислівниковими сполученнями, як *these days, now, at present, today, this term, this season*;
3. заплановано на майбутнє. Час дії може виражатися такими прислівниками та прислівниковими сполученнями, як *tomorrow, next week(end), next summer*;
4. мовець засуджує, критикує чи скаржиться на те, що хтось їх чинить. У такому разі вживаються прислівники *always, constantly, permanently* тощо.

Uses of the present continuous tense

1. She **is reading** a book. Вона читає книжку. He **is playing** tennis at the moment. В цей момент він грає в теніс. The cat **is eating**. Kim їсть. We **are having** lunch now. Зараз ми обідаємо/у нас ланч.
2. I **am reading** an interesting book. Я читаю цікаву книжку. John **is working** hard this term. У цьому семестрі Джон багато працює. My English **is improving**. Моя англійська стає кращою. The weather **is changing** for the better. Погода змінюється на краще.
3. I **am meeting** Robert tonight. Сьогодні ввечері я зустрічаюся з Робертом. We **re spending** next summer in Spain. Ми проведемо наступне літо в Іспанії. He **is going** to London tomorrow. Завтра він їде до Лондона.
4. You **re always blaming** me. Ти завжди звинувачуєш мене. My brother **is always losing** his pens. Мій брат постійно губить ручки.

Exercise 14. Complete the following sentences by supplying the *present continuous* or the *simple present* tense form of the verbs given in brackets at the beginning.

1. (*go*) Where ___ you ___? We ___ to the seaside every summer. When ___ you ___ to the swimming pool?
2. (*shine*) The sun often ___ all day in summer. The sun ___ now and the sky is blue.
3. (*cry*) I always ___ when I cook onions. The girl ___ because she cannot find her mother.
4. (*have*) Father ___ coffee every morning. The students are in the classroom. They ___ a maths test.

Exercise 15. Complete the following sentences by using the appropriate adverbs/adverbial phrases given in brackets at the beginning of each pair of sentences.

1. (*now, usually*) The girls ___ play tennis with their fathers. They are playing tennis with their fathers ___.
2. (*at the moment, seldom*) The dog ___ sleeps indoors. The dog is sleeping indoors as it is so cold outside ___.

Минулий продовжений час

The past continuous tense

Форма минулого продовженого часу

Form of the past continuous tense

1. Минулий продовжений час утворюється за допомогою дієслова *be* у формі минулого простого часу (*was/were*) та дієприкметника теперішнього часу головного дієслова.
2. У питальних реченнях допоміжне дієслово (*was/were*) ставиться перед підметом, за яким іде дієприкметник теперішнього часу головного дієслова.
3. У заперечних реченнях після допоміжного дієслова ставиться *not*, за яким іде дієприкметник теперішнього часу головного дієслова.

Forms of the past continuous tense				
Affirmative (statements)		Negative		Interrogative (questions)
		Full forms	Contracted forms	
I	was working.	was not working.	wasn't working.	Was I working?
He	was working.	was not working.	wasn't working.	Was he working?
She	was working.	was not working.	wasn't working.	Was she working?
It	was working.	was not working.	wasn't working.	Was it working?
We	were working.	were not working.	weren't working.	Were we working?
You	were working.	were not working.	weren't working.	Were you working?
They	were working.	were not working.	weren't working.	Were they working?
Negative-interrogative forms				
Full forms			Contracted forms	
Was I/he/she/it not working?			Wasn't I/he/she/it working?	
Were we/you/they not working?			Weren't we/you/they working?	

Exercise 16. Ask general and then special questions to which the following statements (with the words in bold italic type) are answers.

1. *She* was watching TV.
2. He was reading *a story*.
3. Andrew was playing *the guitar*.
4. They were discussing *the film*.

Вживання минулого продовженого часу

Use of the past continuous tense

Минулий продовжений час вживається, коли мова йде про:

- дії, що відбувалися в конкретний момент у минулому. Час, у який відбувалася дія, може виражатися прислівниковими сполученнями та підрядними реченнями *at that time, at 4 p.m. (yesterday), when he arrived* тощо;
- дві чи більше дій, які відбувалися одночасно в конкретний момент у минулому.

Uses of the past continuous tense

- At two o'clock it **was** still **raining**. *О другій годині все ще йшов дощ.*
He **was** **telling** me about his holidays. *Він розповідав мені про свої канікули.*
They **were** **playing** football all afternoon. *Усю другу половину дня вони грали у футбол.*
The children **were** **enjoying** themselves. *Діти гарно проводили час/тішилися.*
When we arrived, he **was** **talking** on the phone. *Коли ми прийшли, він розмовляв по телефону.*
- It **was** **raining** and the wind **was** **blowing**. *Йшов дощ і дув вітер.*
While I **was** **setting** the table, my brother **was** **making** tea. *Поки я накривала на стіл, мій брат готував чай.*

Exercise 17. Use either the *simple past*, the *simple present* or the *past continuous* tense form of the verbs given in brackets at the end of the following sentences to fill the spaces.

- John ___ the bus while it ___. (*get off, move*)
- His waist ___ 80 centimetres when he ___ young. (*measure, be*)
- I ___ him as he ___ in. (*notice, come*)
- Someone ___ me as I ___ along the street. (*call, walk*)
- I ___ when my friend ___ to see me yesterday. (*read, come*)
- Now I ___ you ___ how much I ___ to go. (*hope, see, wish*)
- When I ___ this morning, the sun ___, the birds ___. (*get up, shine, sing*)
- I ___ out of the window and ___ that a man ___ the street. (*look, see, measure*)

Майбутній продовжений час

The future continuous tense

Форма майбутнього продовженого часу

Form of the future continuous tense

- Майбутній продовжений час утворюється за допомогою дієслова **be** у формі майбутнього простого часу (**will/shall be**) та дієприкметника теперішнього часу головного дієслова.
- У питальних реченнях допоміжне дієслово **will/shall** ставиться перед підметом, за яким ідуть дієслово **be** та дієприкметник теперішнього часу головного дієслова.
- У заперечних реченнях після допоміжного дієслова (**will** або **shall**) ставиться **not**.

Forms of the future continuous tense						
Affirmative (statements)			Negative			Interrogative (questions)
Full forms		Contracted form	Full forms		Contracted forms	
I	will/shall be working.	'll be working.	will/shall not be working.	'll not be working.	won't/shan't be working.	Will/Shall I be working?
He	will be working.	'll be working.	will not be working.	'll not be working.	won't be working.	Will he be working?
She	will be working.	'll be working.	will not be working.	'll not be working.	won't be working.	Will she be working?
It	will be working.	'll be working.	will not be working.	'll not be working.	won't be working.	Will it be working?
We	will/shall be working.	'll be working.	will/shall not be working.	'll not be working.	won't/shan't be working.	Will/Shall we be working?
You	will be working.	'll be working.	will not be working.	'll not be working.	won't be working.	Will you be working?
They	will be working.	'll be working.	will not be working.	'll not be working.	won't be working.	Will they be working?
Negative-interrogative forms						
Full forms			Contracted forms			
Will/Shall I/we not be working?			Won't/Shan't I/we be working?			
Will he/she/it/you/they not be working?			Won't he/she/it/you/they be working?			

Exercise 18. Answer the following questions, using the *future continuous tense form* of the verbs given in brackets at the end.

1. What will you be doing in the morning? (*play tennis*) 2. What will he be doing next Friday? (*have a party*) 3. What will Cathy be doing in a fortnight? (*travel to Austria*) 4. What will you be doing while they are doing their homework? (*write a letter*)

Exercise 19. Ask questions to which these statements are answers.

1. He'll be coming with us.
2. I'll be seeing John tomorrow.
3. She'll be joining us for lunch.
4. They'll be taking their exam next week.

Вживання майбутнього продовженого часу Use of the future continuous tense

Майбутній продовжений час вживається, коли мова йде про дії, що відбуватимуться як процес в конкретний момент у майбутньому. Час, у який відбуватиметься дія, може:

1. виражатися прислівниками, прислівниковими сполученнями або підрядними реченнями *at 5 p.m. (tomorrow), this time tomorrow, when he arrives, while they are singing* тощо;
2. бути зрозумілим із контексту.

Uses of the future continuous tense

1. At that time he **will be packing** up. Він *пакуватиметься/буде пакуватися в той час.*
When you arrive, Sue **will be painting**. Сью *малюватиме, коли ти прийдеш.*
This time on Sunday I **shall be flying** to Oslo. В цей час у неділю я *летітиму в Осло.*
2. I **will be swimming**. Я *плаватиму/буду плавати.*
He **will be telling** us about Australia. Він *буде розповідати/розповідатиме нам про Австралію.*
The children **will be enjoying** themselves. Діти *будуть тішитися/добре проводити час.*

Exercise 20. Complete the following sentences by supplying the *simple present*, *present continuous* or *future continuous* tense forms of the verbs given in brackets at the end of each.

1. I ___ to you about that soon. (*write*)
2. I ___ what you ___. (*see, mean*)
3. He ___ tennis when you ___. (*play, arrive*)
4. Now I ___ what the teacher ___. (*understand, say*)
5. Why ___ the child ___? He ___ his dinner. (*cry, want*)

Exercise 21. Translate into English, using the verbs in the appropriate simple or continuous (*past, present, or future*) tense form.

1. Він приймав душ, коли задзвонив телефон.
2. У цей момент ми готуємося до іспитів.
3. Ти усвідомлюєш, що говориш?
4. Шкода, що ти їдеш.
5. Я не розумію, на що він натякає.
6. Ти постійно щось шукаєш.
7. Ед снідав, коли я зазирнула в його кімнату.
8. Коли прийдуть батьки, ми будемо спати.

Довершені часи The perfect tenses

Форми часу, що утворюються за допомогою дієслова **have** у відповідній часовій формі та дієприкметника минулого часу головного дієслова, називаються **довершеними часами**, оскільки вказують на довершені, або перфектні (теперішні, минулі чи майбутні) дії.

Теперішній довершений час
The present perfect tense

Форма теперішнього довершеного часу
Form of the present perfect tense

1. Теперішній довершений час утворюється за допомогою дієслова *have* у формі теперішнього часу (*have/has*) та дієприкметника минулого часу головного дієслова.
2. У питальних реченнях допоміжне дієслово ставиться перед підметом, за яким іде дієприкметник минулого часу головного дієслова.
3. У заперечних реченнях після допоміжного дієслова ставиться **not**.

Forms of the present perfect tense						
Affirmative (statements)			Negative			Interrogative (questions)
Full forms	Contracted forms	Full forms	Contracted forms	Full forms	Contracted forms	
I	have asked.	've asked.	have not asked.	've not asked.	haven't asked.	Have I asked?
He	has asked.	's asked.	has not asked.	's not asked.	hasn't asked.	Has he asked?
She	has asked.	's asked.	has not asked.	's not asked.	hasn't asked.	Has she asked?
It	has asked.	's asked.	has not asked.	's not asked.	hasn't asked.	Has it asked?
We	have asked.	've asked.	have not asked.	've not asked.	haven't asked.	Have we asked?
You	have asked.	've asked.	have not asked.	've not asked.	haven't asked.	Have you asked?
They	have asked.	've asked.	have not asked.	've not asked.	haven't asked.	Have they asked?
Negative-interrogative forms						
Full forms			Contracted forms			
Have I/we/you/they not asked?			Haven't I/we/you/they asked?			
Has he/she/it not asked?			Hasn't he/she/it asked?			

Вживання теперішнього довершеного часу

Uses of the present perfect tense

Цей час, хоч і називається теперішнім, виражає дію, що мала місце в минулому, але тим чи іншим чином пов'язана з теперішнім часом. Теперішній довершений час вживається, коли йдеться про дію, яка:

1. відбу(ва)лася або не відбулася в невизначений час у минулому, до теперішнього моменту, коли ми думаємо більше про негайний результат, ніж про дію. Невизначений період часу може охоплювати теперішній момент. Слід пам'ятати, що коли період часу в минулому визначається, то вживається простий минулий час;
2. почалася в минулому, продовжувалася до теперішнього часу і все ще відбувається. Для позначення незавершеного періоду в минулому вживаються: *since*, що вказує на початковий момент дії, та *for*, що вказує на період продовження дії. З дієсловами у формі цього часу вживаються прислівники та прислівникові сполучення: *just* (але не: *just now!*), *already*, *yet* (у питальних і заперечних реченнях), *finally*, *at last*; *always*, *often*, *ever* (у запитаннях), *never*, *several/many times*, *the first time*; *lately*, *of late*, *recently* (*recently*, що вживається з дієсловами у формі *simple past*, має дещо інше значення), *during the last week/the last few days*; *before* (*now*), *so far*, (*as*) *yet*, *up till/to now*, *up to the present*, *still*; *all day/night/week*, *all the time*; *today*, *this morning/evening/month/year/century* тощо (якщо теперішній момент не охоплюється, то вживається *simple past* — див. табл.);
3. завершиться до певного періоду в майбутньому і про яку говориться в підрядному реченні часу, що вводиться у складне речення одним з наступних сполучників: *when*, *as soon as*, *before*, *after*, *till*, *until* [пор. вжив. *simple present tense* 5(a), стор. 44].

<i>Present perfect</i>	<i>Simple past</i>
<p>1. He's just finished breakfast. Він щойно поснідав. I have called her at last. Нарешті я їй подзвонив/подзвонила. The show has finally started. Нарешті вистава почалась. I have not yet seen that film/I have not seen that film yet. Я ще не бачив/бачила (того) фільму. I've already done my homework/I've done my homework already. Я вже зробив/виконав (зробила/виконала) домашнє завдання. We have never seen the Pyramids. Ми ніколи не бачили пірамід.</p>	<p>He finished breakfast just now. Він щойно поснідав. I called her a few minutes ago. Я дзвонив/дзвонила їй кілька хвилин тому. The show started on time. Вистава почалася вчасно. When did you see the film? Коли ти бачив (бачила)/дивився (дивилась) (цей) фільм? I did my homework an hour ago. Я зробив/виконав домашнє завдання годину тому. We were in Egypt last summer, but we never saw the Pyramids. Минулого літа ми були в Єгипті, але так і не (по)бачили пірамід.</p>

2. He **has been** sick. Він хворіє (і зараз хворий)/хворів (але щойно одужав). He **has gone** to France. Він поїхав до Франції. (Він усе ще там). He **has been** to France. Він був у Франції. (Зараз його там немає).

Mike **hasn't been** here since he was a boy. Майк не бував тут з того часу, як був хлопчиком.

He caught a cold two days ago and **has been** in bed since. Два дні тому він застудився і з того часу лежить (у ліжку).

I **have lived** here since 1995. Я живу тут з 1995 року.

How long **has** he **lived** here (for)? Він давно тут живе?

Golf **has been** popular in the U.S. since 1900. Гольф популярний (= є популярним) в Америці з 1900 року.

I **have known** him all my life/for a long time. Я знаю його все життя/давно.

We **have not seen** them for two weeks. Ми не бачили їх два тижні (в тому числі цей тиждень). We **have not seen** him lately/recently. Ми не бачили його останнім часом. We **have seen** this film before. Ми бачили цей фільм раніше.

We **haven't seen** her this morning. Ми не бачили її сьогодні вранці. (Ранок ще не скінчився). **Have** you **seen** her today? Ви бачили її сьогодні?

I've **been** here for the last two weeks. Я (перебуваю) тут останні два тижні.

He was sick. Він хворів (у якийсь час в минулому).

He went to France on business. Він їздив до Франції у відрядження (зараз його там немає). He was in France. Він був у Франції (в певний час у минулому).

Mike was here when he was a boy. Майк був тут ще хлопчиком.

I was in bed when you called last night. Коли ти подзвонив/подзвонила вчора ввечері, я був (була)/лежав (лежала) в ліжку.

I lived here in 1995. Я жив/жила тут у 1995 році.

How long ago did Newton live? Як давно жив Ньютон?

When did golf become popular in the U.S.? Коли гольф став популярним в Америці?

I did not know him then. Тоді я його не знав/знала. I knew him when I was a boy. Я знав його, коли ще був хлопчиком.

We saw them three weeks ago. Ми бачили їх три тижні тому. When did you see him? Коли ти бачив/бачила /ви бачили його? I saw him recently. Я бачив/бачила його недавно. We saw this film last week. Ми бачили цей фільм минулого тижня.

We didn't see her this morning. Ми не бачили її сьогодні вранці. (Ранок вже скінчився: сказано вдень або ввечері). Did you see her yesterday? Ви бачили її вчора?

I was here last week/two weeks ago. Я був/була тут минулого тижня/два тижні тому.

3. I will return the book to the library when I **have read** it. Я поверну книжку до бібліотеки, коли прочитаю її.

Exercise 22. Write down the following sentences, using a suitable adverb or an adverbial phrase (*never, always, sometimes, last night, tomorrow, just now, up to now*) in the right place. Alternatives are possible.

1. I stay in the library after classes. 2. She has been to London. 3. He is late! 4. Our team is going to Kyiv. 5. The work has been easy. 6. Did you watch the game on TV? 7. Paul telephoned — he wants the money.

Exercise 23. Complete these sentences with the *simple present, present perfect* or the *simple past* tense form of the verbs given in brackets at the beginning.

1. (*live*) a) I ___ in Rome now. b) I ___ in Rome for 3 years. c) How long ___ you ___ in Rome? d) How long ago ___ you ___ in Rome? 2. (*be*) a) I ___ in France since June. b) I ___ in France a year ago. c) I ___ in France for a year. d) When ___ you in France?

Exercise 24. Answer these questions, using the appropriate (*present perfect* or *simple past*) tense.

1. What countries have you been to?
2. When were you in England/Italy, etc.?
3. What cities in Europe have you been to?
4. When were you in London/Rome/Warsaw?
5. What cities in Ukraine have you been to?
6. When were you in Lviv?
7. Have you been to Canada/the USA?
8. When were you there?
9. Have you written a letter to your friend?
10. When did you write it?

Exercise 25. Complete these sentences with the *present perfect* or the *simple past* tense form of the verbs given in brackets at the beginning. Take note of the suggestions given in brackets at the end.

1. (*work*) He ___ hard this week. He ___ hard last week. 2. (*speak*) ___ you ___ to her yesterday? ___ you ___ to her today? 3. (*see*) ___ you ___ the film yet? I ___ the film at last. I ___ the film yet. (*negative*) I ___ the film yesterday. 4. (*go*) He ___ out. (*He is not here at present.*) He ___ out. (*But he may be here at present.*) 5. (*see*) I ___ her this morning. (*It is still morning.*) I ___ her this morning. (*It is 2 p.m. [negative]*) 6. (*be*) Julia ___ here for five days. (*She is no longer here.*) Julia ___ here for five days. (*She is still here.*) 7. (*read*) ___ you ___ the paper this morning? (*Asked in the morning.*) ___ you ___ the paper this morning? (*Asked in the evening.*)

Exercise 26. Translate into English, using the verbs in the correct tense forms.

1. Ти був у Великій Британії? — Ні. Але я був у Сполучених Штатах. 2. Скільки разів ти був у Сполучених Штатах? — Я був там лише один раз. 3. Вона розв'язала рівняння. 4. Я бачила той фільм. Я дивилася його кілька днів тому. 5. Гаррі пішов додому. Ти знаєш його? — Ні. Ми ще не зустрічались. 6. Вони поїхали у відпустку. 7. Після грози телефон не працює. 8. Мій брат щойно склав іспити. 9. Ми щойно бачили твою сестру в магазинах. 10. Я дуже добре знаю Київ. Я живу тут від народження. 11. Маша — моя найближча подруга. Я знаю її з того часу, як ми ходили в дитячий садок. 12. Ти чув про Медведєва? — Так. Він грає в теніс. 13. Я щойно закінчив (робити) домашнє завдання. 14. Чи ти повернув книжку до бібліотеки? — Ні. Я ще не закінчив свій проєкт. 15. Часи змінилися.

16. Типова відпустка завжди передбачала поїздку до моря та проживання в пансіонаті або кімнатах, що здаються в оренду. 17. Я приєднаюся до вас, як тільки закінчу снідати. 18. Я щойно прочитав оповідання. Воно мені дуже сподобалось. 19. Оливкова гілка завжди була символом миру. 20. Українська спільнота в Канаді, що налічує близько мільйона осіб, вселила в усіх канадійців особливе чуття єдності з українським народом.

Минулий довершений час

The past perfect tense

Форма минулого довершеного часу

Form of the past perfect tense

1. Минулий довершений час утворюється за допомогою дієслова *have* у формі минулого часу (**had**) та дієприкметника минулого часу головного дієслова.
2. У питальних реченнях допоміжне дієслово **had** ставиться перед підметом, за яким іде дієприкметник минулого часу головного дієслова.
3. У заперечних реченнях після допоміжного дієслова ставиться **not**.

Forms of the past perfect tense						
Affirmative (statements)			Negative			Interrogative (questions)
Full form	Contracted form	Full forms		Contracted form		
I	had stayed.	'd stayed.	had not stayed.	'd not stayed.	hadn't stayed.	Had I stay ed?
He	had stayed.	'd stayed.	had not stayed.	'd not stayed.	hadn't stayed.	Had he stay ed?
She	had stayed.	'd stayed.	had not stayed.	'd not stayed.	hadn't stayed.	Had she stay ed?
It	had stayed.	—	had not stayed.	—	hadn't stayed.	Had it stay ed?
We	had stayed.	'd stayed.	had not stayed.	'd not stayed.	hadn't stayed.	Had we stay ed?
You	had stayed.	'd stayed.	had not stayed.	'd not stayed.	hadn't stayed.	Had you stay ed?
They	had stayed.	'd stayed.	had not stayed.	'd not stayed.	hadn't stayed.	Had they stay ed?
Negative-interrogative forms						
Full form				Contracted form		
Had I/we/he/she/it/you/they not stay ed?				Hadh'n't I/we/he/she/it/you/they stay ed?		

Вживання минулого довершеного часу

Use of the past perfect tense

Минулий довершений час вживається, коли мова йде про:

1. дії, що відбулися в минулому до певного періоду, який часто позначається прислівниковими сполученнями або підрядними реченнями часу *by four o'clock, by that time, by November 1; by the time/when he arrived; before lunch, before I got there; until you told me* тощо. Розглянемо наступні приклади:

I ate. Я поїв. She came home. Вона прийшла додому.

Обидва дієслова в цих прикладах вживаються у формі *simple past*, тому що обидві ці дії відбулися в минулому. Але коли ми хочемо сказати, що одна дія відбулася раніше, то вживаємо дієслово, яке її називає, у формі *past perfect*, а інше дієслово — у формі *simple past*:

I had eaten before/when she came home. Я (вже) поїв до того, як/коли вона прийшла додому. Або:

She came home after I had eaten. Вона прийшла додому, коли я вже поїв;

2. дії, які почалися до певного періоду в минулому, продовжувалися до того періоду і, можливо, відбувалися впродовж зазначеного минулого періоду;
3. дії, які описуються в реченнях з парними сполучниками *hardly ... when, scarcely ... when* та *no sooner ... than*. Зверніть увагу на вживання *simple past* після *when* та *than* у таких реченнях, а також вживання зворотного порядку слів для емпізи;
4. дії, позначені дієсловами *wish, hope, expect, intend* та *mean*, вказуючи на те, що надія, бажання, намір, які було висловлено в минулому, не здійснилися.

Uses of the past perfect tense

1. He gave her the flowers he **had bought** for her. Він подарував їй квіти, які купив для неї.

He **learned** Japanese after he **had come** to Japan. Він вивчив японську після того, як приїхав до Японії.

I **had learned** English before I came to Canada. Я вивчив/вивчила англійську до того, як приїхав/приїхала в Канаду.

Пор. вживання минулого довершеного часу (*past perfect*) та простого часу (*past simple*): After they returned/**had returned** from school, Mother served dinner. Після того, як вони повернулися зі школи, мама подала обід. She went away when we **had visited**//*visited* him. Вона пішла після того, як/щойно ми відвідали його//коли ми відвідували його.

2. When she **had known** me for a year, she invited me to tea. Вона запросила мене на чай, коли вже знала мене протягом року. He **had not written** a line since he left. Він не написав мені ані рядка відтоді, як поїхав. He was in bed because he **had caught** a cold. Він був у ліжку через те, що застудився.

3. The teacher **had** hardly **begun** to explain when Ted *interrupted* him. / Hardly **had** the teacher **begun** to explain when Ted *interrupted* him. Вчитель тільки-но почав пояснювати, як Тед перебив його.

I **had** scarcely **looked** at the girl when I recognised her. / Scarcely **had** I **looked** at the girl when I recognised her. Я лиш глянув/глянула на дівчину — і впізнав/впізнала її.

We **had** no sooner **entered** the room than the telephone rang. / No sooner **had** we **entered** the room than the telephone rang. Не встигли ми увійти до кімнати, як задзвонив телефон.

4. I **had intended** to make a cake but I had no time. Я намірялася/збиралася зробити торт, але не мала часу. We **had expected** them to stay at least two weeks. Ми сподівалися, що вони залишаться ще, принаймні, на два тижні. (Див. пояснення на стор. 86).

Exercise 27. Read the following sentences. Decide which action happened before the other action and then fill the spaces with the *past perfect* or the *simple past* tense form of the verbs given in brackets.

1. He ___ to tell us he ___ his homework. (*come, finish*)
2. I ___ Swedish before I ___ to Sweden. (*learn, come*)
3. He ___ his pen and ___ unable to do the exercises. (*lose, be*)
4. By the time we ___ there, they ___ to swim. (*come, learn*)
5. When we ___ to the field, the match ___. (*get, start*)
6. I ___ TV after I ___ my homework. (*watch, finish*)
7. We ___ to take a good holiday this year but we ___ unable to get away. (*intend, be*)
8. When I ___ to the cinema the film ___ already ___. (*get, begin*)
9. The film ___ before I ___ to the cinema. (*begin, get*)
10. When he ___ me everything, he ___. (*tell, leave*)
11. He ___ after he ___ me everything. (*leave, tell*)
12. We ___ hardly ___ the house when it ___ to rain. Hardly ___ they ___ the house when it ___ to rain. (*leave, begin*)

Exercise 28. Complete these sentences with the *past perfect*, *simple past* or the *past continuous* tense form of the verbs given in brackets.

1. Mike ___ three times a week last month. (*swim*) He ___ in the sea while I ___ on the beach. (*swim, sit*) Mike ___ tired after he ___ 3 miles. (*get, swim*)
2. The students ___ this problem during the previous lesson. (*solve*) They ___ home after they ___ it. (*go, solve*)

Майбутній довершений час

The future perfect tense

Форма майбутнього довершеного часу

Form of the future perfect tense

1. Майбутній довершений час утворюється за допомогою дієслова *have* у формі майбутнього простого часу (*will/shall have*) та дієприкметника минулого часу головного дієслова.

2. У питальних реченнях допоміжне дієслово (*will/shall*) ставиться перед підметом, за яким ідуть дієслово *have* та дієприкметник минулого часу головного дієслова.
3. У заперечних реченнях після допоміжного дієслова ставиться *not*.

Forms of the future perfect tense						
Affirmative (statements)			Negative			Interrogative (questions)
	Full forms	Contracted forms	Full forms		Contracted forms	
I	will/shall have stay ed	'll have stay ed	will/shall have not stay ed	'll not have stay ed	won't/shan't have stay ed	Will/Shall I have stay ed?
He	will have stay ed	'll have stay ed	will not have stay ed	'll not have stay ed	won't have stay ed	Will he have stay ed?
She	will have stay ed	'll have stay ed	will not have stay ed	'll not have stay ed	won't have stay ed	Will she have stay ed?
It	will have stay ed	'll have stay ed	will not have stay ed	'll not have stay ed	won't have stay ed	Will it have stay ed?
We	will/shall have stay ed	'll have stay ed	will/shall have not stay ed	'll not have stay ed	won't/shan't have stay ed	Will/Shall we have stay ed?
You	will have stay ed	'll have stay ed	will not have stay ed	'll not have stay ed	won't have stay ed	Will you have stay ed?
They	will have stay ed	'll have stay ed	will not have stay ed	'll not have stay ed	won't have stay ed	Will they have stay ed?
Negative-interrogative forms						
Full forms			Contracted forms			
Will/Shall I/we not have stay ed?			Won't/Shan't I/we have stay ed?			
Will he/she/it/you/they not have stay ed?			Won't he/she/it/you/they have stay ed?			

Вживання майбутнього довершеного часу

Use of the future perfect tense

Майбутній довершений час вживається стосовно дії, що:

1. відбудеться в майбутньому до певного періоду, який часто позначається прислівниковими сполученнями або підрядними реченнями *by this time tomorrow, by then, by the end of the year, before/when/by the time you leave* тощо.

Розглянемо наступні приклади:

I will write a letter. Я напишу листа. My sister will come home. Моя сестра приїде додому.

Обидва дієслова в цих реченнях вживаються у формі *simple future*, тому що обидві дії відбудуться в майбутньому. Але коли ми хочемо сказати, що одна дія відбудеться раніше, то вживаємо дієслово, яке її називає, у формі *future perfect*, а інше — у формі *simple present* (після *before, when* тощо):

I will/shall have written a letter before/when/by the time my sister comes home. Я напишу листа до того часу, як моя сестра приїде додому.

2. почнеться до певного періоду в майбутньому, продовжуватиметься до того періоду і, можливо, відбудуватиметься впродовж зазначеного періоду в майбутньому.

Uses of the future perfect tense

1. **I will/shall have finished** my homework before bed-time/by eight o'clock. *Я закінчу домашню роботу до того, як лягати спати/до восьмої години. We will/shall have had* supper by the time they return. *Ми поведемо ще до того, як вони повернуться.*

2. **I will/shall have been** a student for three years by next September. *До наступного вересня я буду студентом уже три роки. By next Friday he will have stayed* with us for two weeks. *Наступної п'ятниці буде вже два тижні, як він (живе) у нас. We will/shall have lived* here for four years by next month. *Наступного місяця виповниться чотири роки, як ми живемо тут.*

Exercise 29. Complete these sentences with the *future perfect, present perfect, simple present* or the *present continuous tense* form of the verbs given in brackets.

1. The teacher ___ all the questions yet, but she ___ them by the end of the lesson. (*answer [negative], answer*)
2. I'm afraid our car ___ at a slow speed. When we ___ the town we ___ only half of the journey. (*go, reach, do*)
3. I ___ a composition now. I ___ it long before you ___ back. I ___ it by five o'clock this afternoon. (*write, finish, get, finish*)

Довершені продовжені часи

The perfect continuous tenses

Форми часу, які утворюються за допомогою дієслова *be* у відповідній довершеній часовій формі та дієприкметника теперішнього часу головного дієслова, назива-

ються довершеними продовженими часами, оскільки вказують на довершені (теперішні, минулі або майбутні) дії, що тривають протягом певного періоду а) теперішнього, б) минулого або в) майбутнього часу.

Дієслова в цих часових формах нерідко вживаються в реченнях з прислівниковими сполученнями (*all night, all day, all the afternoon* тощо; *for 10 years, for a long time; since breakfast; since morning* тощо); підрядними реченнями часу, що позначають період, впродовж якого тривала дія або коли вона почалася (*since I left* тощо); у питальних реченнях, які починаються з *How long ...?*:

- It **has been** raining **since** morning. How long **have** you **been** studying English? (*present perfect continuous*);
- We **had been** waiting for twenty minutes before they arrived. (*past perfect continuous*);
- He **will have been** practising for a month before the new coach arrives. (*future perfect continuous*).

Теперішній довершений продовжений час

The present perfect continuous tense

Форма теперішнього довершеного продовженого часу

Form of the present perfect continuous tense

- Теперішній довершений продовжений час утворюється за допомогою дієслова *be* у формі теперішнього довершеного часу (**have/has been**) та дієприкметника теперішнього часу головного дієслова.
- У питальних реченнях допоміжне дієслово **have/has** ставиться перед підметом, за яким ідуть дієслово **been** та дієприкметник минулого часу головного дієслова.
- У заперечних реченнях після допоміжного дієслова ставиться **not**.

Forms of the present perfect continuous tense					
Affirmative (statements)			Negative		Interrogative (questions)
	Full forms	Contracted forms	Full forms	Contracted forms	
I	have been working	've been working	have not been working	've not been working	Have I been working?
He	has been working	's been working	has not been working	's not been working	Has he been working?
She	has been working	's been working	has not been working	's not been working	Has she been working?
It	has been working	's been working	has not been working	's not been working	Has it been working?

We	have been working	've been working	have not been working	've not been working	Have we been working?
You	have been working	've been working	have not been working	've not been working	Have you been working?
They	have been working	've been working	have not been working	've not been working	Have they been working?
Negative-interrogative forms					
<i>Full forms</i>			<i>Contracted forms</i>		
Have I/we/you/they not been working?			Haven't I/we/you/they been working?		
Has he/she/it not been working?			Hasn't he/she/it been working?		

Вживання теперішнього довершеного продовженого часу *Uses of the present perfect continuous tense*

Теперішній довершений продовжений час називає дію, яка почалася в минулому і все ще продовжується на момент мовлення або щойно закінчилася. Часи *present perfect continuous* та *present perfect* взаємозамінюються лише коли вживаються з дієсловами, що виражають процес необмеженої тривалості (*live, stay, sleep* тощо).

Uses of the present perfect continuous tense

It **has been raining**, but it has stopped now. *Ішов дощ, але зараз перестав.*

I'm out of breath. I **ve been running**. *Я задихався/задихалася. Я біг/бігла (але зараз не біжу).*

How long **has he been waiting**? *Він давно чекає?* How long **has he been speaking**? *Він давно говорить?*

I **have been studying** here for two years. *Я навчаюся тут уже два роки.*

It **has been raining** for a long time. *Давно йде дощ (дощ усе ще йде)./ Дощ ішов довго (але щойно перестав).*

He's **been practising** the piano all day. *Він цілий день грає/грав на піаніно.*

They **have been reading** since I arrived. *З того часу, як я приїхала/приїхав, вони читають.*

The children **have been watching** TV since six o'clock. *Діти дивляться телевізор з шостої години.*

<i>Present perfect continuous</i>	<i>Present perfect</i>
I've been living in Ukraine all my life. <i>Усе своє життя я живу в Україні.</i>	I've lived in Ukraine all my life. <i>Усе своє життя я живу в Україні (або: жила — до теперішнього моменту).</i>
She has been sleeping for nine hours. <i>Вона спить уже дев'ять годин.</i>	She has slept for nine hours. <i>Вона спить уже дев'ять годин (або: спала — і щойно прокинулась).</i>
He has been painting his room. <i>Він фарбував кімнату (фарбування не завершено).</i>	He has painted his room. <i>Він пофарбував кімнату.</i>
I've been reading her letter. <i>Я читала/читаю її листа.</i>	I've read her letter. <i>Я прочитала/прочитав її листа.</i>

Exercise 30. Complete these sentences with the *simple past*, *present continuous*, *present perfect* or the *present perfect continuous* tense form of the verbs given in brackets.

1. (*write*) Betsy ___ letters all day. She ___ the last letter now. She ___ to me since June. (*negative*) 2. (*read*) I ___ your book. It's very interesting. My brother ___ just ___ it. It's an engrossing book. I ___ it non-stop all night. 3. (*do*) When ___ you ___ your homework? I ___ just ___ it. Ed ___ his homework now. He ___ it for an hour. 4. (*organise, be*) Oxford ___ residential summer courses since 1888. For over 800 years Oxford University ___ an international centre for scholarship.

Exercise 31. Answer these questions, using the appropriate (*present perfect continuous*, *present perfect* or *simple past*) tense.

- How long have you lived here?
- Have you lived here since you were born?
- When did you begin to study English?
- How long have you been studying it?
- When did your friend leave school?
- What has your friend been doing since he/she left school?

Минулий довершений продовжений час

The past perfect continuous tense

Форма минулого довершеного продовженого часу

Form of the past perfect continuous tense

- Минулий довершений продовжений час утворюється за допомогою дієслова **be** у формі минулого довершеного часу (**had been**) та дієприкметника теперішнього часу головного дієслова.
- У питальних реченнях допоміжне дієслово **had** ставиться перед підметом, за яким ідуть дієслово **been** та дієприкметник теперішнього часу головного дієслова.

3. У заперечних реченнях після дієслова **had** ставиться **not**, за яким іде дієприкметник теперішнього часу головного дієслова.

Forms of the past perfect continuous tense						
Affirmative (statements)			Negative			Interrogative (questions)
Full form	Contracted form		Full forms	Contracted form		
I	had been working	'd been working	had not been working	'd not been working	hadn't been working	Had I been working?
He	had been working	'd been working	had not been working	'd not been working	hadn't been working	Had he been working?
She	had been working	'd been working	had not been working	'd not been working	hadn't been working	Had she been working?
It	had been working	—	had not been working	—	hadn't been working	Had it been working?
We	had been working	'd been working	had not been working	'd not been working	hadn't been working	Had we been working?
You	had been working	'd been working	had not been working	'd not been working	hadn't been working	Had you been working?
They	had been working	'd been working	had not been working	'd not been working	hadn't been working	Had they been working?
Negative-interrogative forms						
Full form			Contracted form			
Had I/we/he/she/it/you/they not stayed?			Hadn't I/we/he/she/it/you/they stayed?			

Вживання минулого довершеного продовженого часу

Use of the past perfect continuous tense

Минулий довершений продовжений час називає дію, яка почалася до певного моменту в минулому (що часто позначається прислівниковими сполученнями та підрядними реченнями *by four o'clock*, *by that time*, *by November 1*; *by the time he left*; *before I got there*, *when he came* тощо) і тривала до того моменту або впродовж того моменту.

Uses of the past perfect continuous tense

It **had been raining** and the wind **had been blowing** all evening. Цілий день ішов дощ і дує вітер.

By that time I **had been working** on my report for two days. На той час я працював/працювала над доповіддю вже два дні.

When Helen came to our school, I **had been studying** there for three years. Коли Гелен прийшла в нашу школу, я навчалася там уже три роки.

Paul **had been learning** English for two years *before* he came to England. Пол вивчав англійську вже два роки *перед* тим, як приїхав до Англії.

Steve **had been learning** Ukrainian for five years *when* his family moved to Ukraine. Стів вивчав українську мову п'ять років до того, як його сім'я переїхала в Україну.

She finally arrived at eight o'clock. I **had been waiting** for her since two o'clock. Нарешті о 8-й годині вона з'явилася. Я чекав/чекала на неї з другої години.

How long **had he been studying** English before they moved to England? Як довго він вивчав англійську перед їх переїздом до Англії?

Exercise 32. Complete these sentences with the *simple past*, *past continuous*, *past perfect continuous* or the *present perfect continuous* tense form of the verbs given in brackets at the end.

1. Wake up! You ___ long enough. (*sleep*) 2. Her eyes were red because she _____. (*cry*) 3. Mike ___ tired because he ___ for two hours. (*look, swim*) He ___ in the sea while I ___ him. (*swim, watch*) 4. At least two hundred people ___ to buy tickets to the exhibition. (*queue*) Some of them ___ in a queue for more than three hours. (*stand*)

Майбутній довершений продовжений час

The future perfect continuous tense

Форма майбутнього довершеного продовженого часу

Form of the future perfect continuous tense

1. Майбутній довершений продовжений час утворюється за допомогою дієслова **be** у формі майбутнього довершеного часу (**will have been**) та дієприкметника теперішнього часу головного дієслова.
2. У питальних реченнях допоміжне дієслово **will** ставиться перед підметом, за яким іде **have been** + дієприкметник теперішнього часу головного дієслова.
3. У заперечних реченнях після дієслова **will** ставиться **not**, за яким іде **have been** + дієприкметник теперішнього часу головного дієслова.

Forms of the future perfect continuous tense					
Affirmative (statements)		Negative			Interrogative (questions)
Full forms	Contracted forms	Full forms	Contracted forms		
I will/shall have been working	I'll have been working	I will/shall not have been working	I'll not have been working	I won't/shan't have been working	Will/Shall I have been working?
He will have been working	He'll have been working	He will not have been working	He'll not have been working	He won't have been working	Will he have been working?
She will have been working	She'll have been working	She will not have been working	She'll not have been working	She won't have been working	Will she have been working?
It will have been working	It'll have been working	It will not have been working	It'll not have been working	It won't have been working	Will it have been working?
We will/shall have been working	We'll have been working	We will/shall not have been working	We'll not have been working	We won't/shan't have been working	Will/Shall we have been working?
You will have been working	You'll have been working	You will not have been working	You'll not have been working	You won't have been working	Will you have been working?
They will have been working	They'll have been working	They will not have been working	They'll not have been working	They won't have been working	Will they have been working?
Negative-interrogative forms					
Full forms			Contracted forms		
Will/Shall I/we not have been working?			Won't/Shan't I/we have been working?		
Will he/she/it/you/they not have been working?			Won't he/she/it/you/they have been working?		

Вживання майбутнього довершеного продовженого часу

Use of the future perfect continuous tense

Майбутній довершений продовжений час називає дію, що відбуватиметься до певного моменту/періоду в майбутньому, який часто позначається прислівниковими сполученнями та підрядними реченнями *by this time tomorrow, by the end of the year, before you leave* тощо, а також впродовж того моменту/періоду.

Uses of the future perfect continuous tense

By September my sister **will have been teaching** at this school for five years. У вересні буде вже п'ять років, як моя сестра викладає в цій школі. By the time we get there, they **will have been starting** lunch. Вони вже почнуть обідати, поки ми дістанемося туди. By tomorrow we **shall/will have been waiting** for her letter for a week. Завтра буде тиждень, як ми чекаємо на її листа.

I **will/shall have been studying** here for three years by next May. Наступного травня буде три роки, як я навчаюся тут.

Exercise 33. Complete this short text by filling the spaces with the correct tense form of the verbs given in brackets.

I think that a gift ___ is a very personal thing. (*be*) Whilst it ___ joy to the receiver, it ___ a great deal about the giver, revealing the taste and care with which it was given. (*bring, say*) That ___ why I ___ always very careful in choosing a birthday present for my mum and dad, my sister and my friends. (*be*) My friend Alex ___ miniature cars. (*collect*) He ___ dozens of miniature cars in his collection. (*have*) By January 4, his birthday, he ___ them for six years. (*collect*) A few of the models in his collection ___ very valuable. (*become*) He ___ probably ___ several miniature cars as gifts. (*receive*) I ___ I ___ for him a cake in the shape of a car. (*think, order*)

Exercise 34. Translate into English, paying attention to the use of tenses.

1. Вчителька прочитала її роботу. Вона їй дуже сподобалась. 2. Я читаю твою роботу. Я отримую задоволення (від неї). 3. Він не піде, доки не закінчить домашнє завдання. 4. Він подзвонить тобі, коли б не повернувся. 5. Я читатиму «Ромео і Джульєтту», коли закінчу «Гамлета». 6. Наша бабуся простежить, щоб він прибрав у своїй кімнаті перед тим, як піде. 7. Відправиш листа після того, як зробиш домашнє завдання. 8. Моєю улюбленою книжкою в дитинстві була «Пригоди Тома Сойєра». 9. Ти був учора в школі? Коли ти прийшов? 10. Де ти був учора о 7-й вечора? 11. Ти (був у ліжку і) спав об 11-й вечора? 12. До Києва столицею України був Харків. 13. Різні мови по-своєму схожі одна на одну. 14. Я розумію, на що ти натякаєш. 15. Батьки Сью живуть у Глазго, і вона їх відвідує. 16. Він вчиться в цій школі з кінця минулого семестру. 17. Раніше ми нічого не читали про озонові діри. 18. Останнім часом я багато працюю. Наступного тижня в мене іспити. 19. До кінця наступного тижня я завершу це оповідання. 20. Тільки-но я заснула, як мене розбудив телефон.

Узгодження часів

The sequence of tenses

(див. стор. 230—232)

Перехідні та неперехідні дієслова

Transitive and intransitive verbs

Дієслова, що позначають дію, спрямовану на предмет, об'єкт, називаються **перехідними** (transitive). У реченні об'єкт, на який спрямовано дію, виражено прямим додатком. Наприклад, не можна сказати *I have found* (пор. *Я знайшов/знайшла*), оскільки реченню бракує завершеності смислу саме через те, що не сказано **що** я знайшов/знайшла, тобто після дієслова *find*, яке є прямим, має йти додаток: *I have found my book*. *Я знайшов/знайшла свою книжку*.

Крім перехідних, існують також дієслова, що називають дію, яка не передбачає наявності об'єкта. Дієслова, що не вживаються з додатком, називаються **неперехідними** (intransitive). Прикладами можуть бути дієслова *rise, fall, sit (down), sleep, smile, matter, happen, appear, travel, arrive, go*, які називають дію, що не спрямована на когось чи на щось.

Після дієслів *give, promise, bring, send, show, offer, tell, refuse* тощо можуть вживатися два додатки, які відносяться до особи та предмета. Зверніть увагу на порядок їх розміщення в реченні:

I gave John/him a book. I gave a book to John/him. I gave it to John/him.

Чимало перехідних дієслів можуть вживатися без додатка, який, однак, завжди домислюється: *I'm eating* (a cake, my lunch тощо).

Деякі дієслова можуть вживатися як перехідні та неперехідні, виражаючи при цьому різні або однакові значення, наприклад:

Verbs used			
<i>transitively</i>	<i>intransitively</i>	<i>transitively</i>	<i>intransitively</i>
<i>with different meanings</i>		<i>with the same meaning</i>	
Phil <u>walked his dog</u> . Філ <u>вигулював собаку</u> .	We <u>walked</u> to the park. Ми <u>пішли до парку</u> .	He <u>opened the door</u> . Він <u>відчинив двері</u> .	The door <u>opened</u> . Двері <u>відчинились</u> .
How shall we <u>pass the time</u> ? Як ми будемо <u>проводити час</u> ?	Please let me <u>pass</u> . Дозвольте мені, <u>будь ласка, пройти</u> .	He <u>began his speech</u> with a joke. Він <u>розпочав промову жартом</u> .	The class <u>begins</u> at 2 o'clock. Заняття <u>починається о другій</u> .

Зверніть увагу на особливості вживання і значення дієслів *rise/raise, sit/set* та *lie/lay*, які інколи плутають. Дієслова *rise (rose, risen), sit (sat, sat)* та *lie (lay, lain)* — неперехідні, вони вживаються без додатка; дієслова *raise (raised, raised), set (set, set)* та *lay (laid, laid)* — перехідні, вони вживаються з додатком.

<i>Transitive verbs</i>	<i>Intransitive verbs</i>
<i>raise</i> (raised, raised): Pupils in school <i>raise</i> their hands to answer. <i>Щоб відповісти, учні в школі піднімають руки.</i>	<i>rise</i> (rose, risen): Mike <i>rises</i> at six every morning. <i>Кожного ранку Майк встає о шостій.</i>
<i>set</i> (set, set): He <i>set</i> the table for dinner. <i>Він накрив стіл до обіду.</i>	<i>sit</i> (sat, sat): He <i>sat</i> in a chair. <i>Він сидів на стільці.</i> <i>set</i> : The sun <i>has set</i> . <i>Сонце сіло.</i>
<i>lay</i> (laid, laid): I am <i>laying</i> the books on the table. <i>Я кладу книжки на стіл.</i>	<i>lie</i> (lay, lain): Tim is <i>lying</i> on his bed. <i>Тим лежить у (своєму) ліжку.</i>

Exercise 35. In these sentences, underline the object of the missing verb (if there is one) and then fill in each space with the appropriate verb in the past simple tense form.

1. (*raise, rise*) The road ___ steeply. Ted ___ his voice. The girl ___ her hand to answer. They ___ to welcome the teacher. 2. (*set, sit*) Father ___ at his desk working. The hunter ___ his traps. 3. (*lie, lay*) Amy ___ the book on the table. The cat ___ in the sun all afternoon. She ___ down and took a nap. 4. (hang: *hanged, hung*) Sue ___ up the telephone. Father ___ the picture on the wall. He ___ himself in his prison cell.

Exercise 36. Answer the following questions in full. Make sure you use the correct form of the verbs in italics in your answers.

- How often *do* hens *lay* eggs?
- Where *do* the British Isles *lie*?
- When *do* soldiers *raise* a white flag?
- Who usually *lays* the table in your family?
- When *does* mercury *rise* in a thermometer?
- Have* you ever *lain* awake all through the night?
- How often *do* you *set* your watch to the correct time?
- Are you fond of *lying* in the sun and getting suntanned?
- Do* you usually *sit* at your desk when doing your homework?
- Are* the walls in your room *hung* with pictures?

Стан дієслова *The voice of the verb*

Дієслово у формі **активного стану** (active voice) показує, що слово-підмет називає виконавця дії; дієслово у формі **пасивного стану** (passive voice) показує, що слово-підмет називає об'єкт дії.

Пасивний стан утворюється з дієслова *be* у відповідній часовій формі + *другий* *дієприкметник* головного дієслова. Правила вживання часів є загальними для дієслів у пасивній та активній формах стану (див. відповідні розділи про вживання часів); вживання пасивних дієслів у часових формах *future continuous* та *perfect continuous* є дуже незвичним і тому в наступній таблиці зазначені форми не наводяться.

<i>Voice</i> <i>Tense</i>	<i>Active voice</i>	<i>Passive voice</i>		
		<i>Affirmative</i>	<i>Interrogative</i>	<i>Negative</i>
<i>Simple present</i>	Ed cleans the room.	The room is cleaned (by Ed).	Is the room cleaned?	The room is not cleaned .
<i>Simple past</i>	Ed cleaned the room.	The room was cleaned .	Was the room cleaned?	The room was not cleaned .
<i>Simple future</i>	Ed will clean the room.	The room will be cleaned .	Will the room be cleaned?	The room will not be cleaned .
<i>Present continuous</i>	Ed is cleaning the room.	The room is being cleaned .	Is the room being cleaned?	The room is not being cleaned .
<i>Past continuous</i>	Ed was cleaning the room.	The room was being cleaned .	Was the room being cleaned?	The room was not being cleaned .
<i>Present perfect</i>	Ed has cleaned the room.	The room has been cleaned .	Has the room been cleaned?	The room has not been cleaned .
<i>Past perfect</i>	Ed had cleaned the room.	The room had been cleaned .	Had the room been cleaned?	The room had not been cleaned .
<i>Future perfect</i>	Ed will have cleaned the room.	The room will have been cleaned .	Will the room have been cleaned?	The room will not have been cleaned .

Лише перехідні дієслова вживаються у формі пасивного стану: якщо в дієслова немає додатка, то в реченні з таким дієсловом у пасивному стані буде відсутній підмет. Якщо присудок речення виражений пасивною формою дієслова з двома додатками, то підмет, як правило, виражається іменником або займенником, що називає особу; менш типовими є речення, чий підмет виражений іменником/займенником, який називає предмет (див. приклади нижче).

Коли дієслова **look after**, **look at**, **pay for**, **take care of**, **speak of/about**, **sent for** тощо вживаються у формі пасивного стану, прийменник утримується при дієслові. Слід пам'ятати, що в мовленні активні й пасивні форми дієслова вживаються спонтанно, безпосередньо, без будь-якої свідомої заміни «активу» на «пасив». Розглянемо, як співвідносяться речення з дієсловами в активному й пасивному стані та як вони перекладаються українською мовою:

Active voice	Passive voice
Ted <i>wrote</i> the letter. (Ted [підмет] — виконавець дії). <i>Тед написав листа.</i>	The letter <i>was written</i> by Ted. (<i>letter</i> [підмет] — об'єкт дії). <i>Листа написано Тедом.</i>
The teacher asked <u>me some questions</u> . <i>Вчитель поставив мені кілька запитань.</i>	<u>I was asked some questions</u> (by the teacher). <i>Мені поставили кілька запитань./Мені було поставлено кілька запитань (учителем).</i>
Ann gave <u>Tim the book</u> . Ann gave <u>the book to Tim</u> . <i>Ганна дала Тиму книжку. Ганна дала книжку Тиму.</i>	<u>Tim was given the book</u> . <u>A book was given to Tim/him</u> . // <u>A book was given Tim/him</u> . <i>Тиму дали книжку. Книжку дали Тиму/йому.</i>
He <u>denies his son nothing</u> . He <u>denies nothing to his son</u> . <i>Він не відмовляє своєму синові ні в чому. Він ні в чому не відмовляє своєму синові.</i>	<u>His son is denied nothing</u> . <u>Nothing is denied to his son</u> . <i>Його сину ні в чому не відмовляють. Ні в чому немає відмови його сину.</i>
I <u>will look after (take care of)</u> your dog. <i>Я догляну твого собаку.</i>	Your dog <u>will be looked after (taken care of)</u> . <i>Твого собаку доглянуть.</i>
Have you <u>sent for</u> the medicine? <i>Ви послали по ліки?</i>	<u>Has the medicine been sent for?</u> <i>По ліки послали?</i>

Дієслова *lack, fit, have, consist, resemble, like, love, suit* та деякі інші, хоч і вживаються з іменником/займенником, не є перехідними у правильному розумінні цього терміна й тому не вживаються в пасивному стані:

The box weighs 5 kilograms. (= The weight of the box is 5 kg.) <i>Ця коробка важить 5 кілограмів./Вага коробки 5 кг. Пор: The box has been weighed. Коробку зважили/було зважено.</i>
The theatre holds five hundred people. <i>Театр вміщує 500 глядачів. Пор: The meeting was held in May. Збори відбулись у травні.</i>
The dress fits you (well). <i>Сукня сидить на Вас/тобі добре. He lacks confidence. Йому бракує впевненості. I love ice cream. Мені подобається/Я люблю морозиво.</i>

Вживання дієслів у пасивному стані

Common uses of verbs in the passive voice

Дієслова в пасивному стані вживаються, коли:

1. мовця більше цікавить сама дія, а не її виконавець (який, до того ж, є очевидним) або
2. мовцю невідомо, хто є виконавцем дії чи
3. мовець з якихось причин не хоче називати виконавця дії.

Виконавець дії в реченнях з дієсловом у пасивному стані може виражатися іменником/займенником, якому передєе прийменник *by*. У таких реченнях, як правило, наголошується на результаті дії. *With* + іменник/займенник виражає переважно знаряддя виконання дії, а не її виконавця.

Uses of the passive voice

1. English **is spoken** in many countries nowadays. *Зараз англійською розмовляють у багатьох країнах.*

The metric system of weights and measures **is used** in most of the world. *Метрична система мір і ваги використовується в більшій частині світу./ У більшій частині світу користуються метричною системою мір і ваги (виконавець дії є очевидним: people).*

In 1997, Bill Clinton **was elected** to his second term in office. *В 1997 Білл Клінтон був обраний (Білла Клінтона обрано/обрали) президентом на другий термін (виконавець дії є очевидним).*

She **has never been beaten** at tennis. *Її ніколи не обігравали в теніс.*

Much **has been said**, but little **has been done**. *Багато було сказано, але мало зроблено (виконавець дії не є суттєвим).*

2. The castle **was built** in 1221. *Замок побудовано в 1221 році (невідомо, хто будував замок).*

3. The album **has been bought** for Betsy. *Альбом купили/куплено для Бетсі.*

She **was sent** a bouquet of flowers. *Її прислали букет квітів (мовець не хоче називати або не знає виконавця дії).*

The potato **was brought** to North America by European settlers. *До Північної Америки картоплю було завезено європейськими поселенцями/завезли європейські поселенці.*

The door **was opened** by a monkey. *Двері відчинила мавпа/було відчинено мавпою. Пор.: The island **was inhabited with** monkeys. *На острові живуть мавпи.**

The meat **was removed** (by the cook) with a fork. *М'ясо було витягнуто (кухарем)/витягли виделкою.*

Exercise 37. Answer the following questions.

1. What British scientists, writers and politicians were awarded the Nobel Prize?
2. When was the telephone invented?
3. When was the United Nations founded?
4. Whose reign was marked by the execution of Mary Queen of Scots (1587), the defeat of the Spanish Armada (1588), and domestic prosperity and literary achievement?
5. When was the Tower of London built?
6. When were the Houses of Parliament built?
7. Why are 'public' schools so called?
8. Why is Big Ben so called?
9. Why is the heir to the throne called the Prince of Wales?
10. When is the poppy worn?
11. What is Burn's Night and when is it celebrated?
12. Why is English spoken with different accents?
13. Why are many English words pronounced differently from the way they are spelt?
14. Who was Kyiv founded by?
15. When was the Academy of Sciences of Ukraine founded?
16. When was the monument to Hrushevsky unveiled in Kyiv?

Exercise 38. Match the lines on the left with the lines on the right so as to form sentences.

A	The telephone was invented by	1 Thomas Edison.
B	The phonograph was invented by	2 Alexander G. Bell.
C	Penicillin was discovered by	3 Alfred Nobel.
D	The first oil company was founded by	4 Sir Alexander Fleming in 1928.
E	Dynamite was invented by	5 Joseph Pulitzer, a Hungarian-born American journalist and newspaper publisher.
F	Homer is often called	6 the queen of cities.
G	Paris is regarded as	7 the founder of modern nursing.
H	Florence Nightingale, who organised and directed a unit of field nurses during the Crimean War, is considered	8 "the father of poetry".
I	The fictional secret agent James Bond was created by	9 Christopher Wren.
J	The Guinness Book of Records was first published	10 in 1948.
K	<i>An American Dictionary of the English Language</i> , Noah Webster's major work, was published	11 by the BBC in 1936.
L	The Christmas card was invented	12 Benjamin Franklin.
M	The first television service was introduced	13 in 1955.
N	St Paul's Cathedral was designed by	14 John D. Rockefeller.
O	The first American coin was designed by	15 in 1843 by Sir Henry Cole.
P	The Pulitzer Prize was established by	16 Ian Lancaster Fleming.

Exercise 39. Complete the following text by filling the spaces with the correct active or passive simple past tense forms of the verbs given in brackets.

America's first school of painting — the Hudson River School — ___ (*appear*) in the 1820s. The Hudson River painters ___ (*combine*) great technical skill with romantic American scenery. Robert Henri ___ (*be*) leader of what critics ___ (*dub*) the "the ash-can" school because the painters ___ (*portray*) the squalid aspects of city life. The discovery of American countryside in the 1930s ___ (*give*) rise to the so-called "Regionalism". Regionalists ___ (*celebrate*) the rural Midwest, ___ (*picture*) cities and towns with new realism. The first wave of modernism in America ___ (*represent*) by Cubism, Futurism, Abstractionism and Expressionism. The second wave of modernism, Surrealism, which ___ (*begin*) in the thirties, ___ (*represent*) by P. Blume's, E. Berman's and Andre Breton.

The 1940s and 1950s __ (see) the Abstract Expressionists' innovations. They __ (make) bold new studies in transforming the function of colour and space in picture-making. Helen Frankenthaler, for instance, __ (be) among those who __ (try) to explore the possibilities of stain-painting.

In the late 1950s and early 1960s, young artists __ (react) against Abstract Expressionism: they __ (use) photos, news print, and discarded objects in their paintings. The 1960s __ (see) the rise of "pop" art. Artists such as Andy Warhol __ (reproduce), with satiric care, everyday objects of American popular culture — Coca Cola bottles, soup cans, cigarette packages, etc. "Pop" __ (follow) by "Op" — art based on the principles of optical illusion and perception.

Exercise 40. Match the lines on the left with the lines on the right so as to form sentences. Note the use of the passive voice in these sentences.

1 A Claudia Johnson, First Lady of the United States as the wife of President Lyndon Johnson was known as	1 Betty.
B Elizabeth Ford, First Lady of the United States as the wife of President Gerald Ford was known as	2 Teddy.
C William Jefferson Clinton was known as	3 'the Lady with the Lamp'.
D A child's toy bear is called <i>teddy bear</i> after	4 Lady Bird.
E Theodore Roosevelt was known as	5 Theodore Roosevelt.
F Florence Nightingale, a British nurse, was known as	6 Bill.
2 A Alaska is known as	1 'The Mother of States'.
B Alaska has also been called	2 the <i>Silver State</i> because of its immense yield of silver at one time.
C South/North Carolina was called in honour of	3 Queen Henrietta Maria, wife of Charles I of England.
D Maryland was named after	4 Queen Elizabeth, the Virgin Queen of England.
E Virginia was called in honour of	5 George Washington, first president (1799) of the U.S.
F As Virginia was the first of the original States to be settled, it was also styled	6 the <i>Empire State</i> because of its commercial supremacy and political importance.
G After Virginia had given seven presidents to the nation, it was called	7 Charles I, king of England (from Carolus, Latin name for Charles).

H Washington was named after	8 George II, king of Great Britain and Ireland (1714—1727).
I Florida was named	9 the <i>Creole State</i> because of the large number of Creoles among its population.
J The State of Georgia was named after	10 the Sand Hill State, Uncle Sams's attic.
K Pennsylvania is known as the <i>Keystone State</i> because	11 its people were humorously said to have been so enterprising as to have made nutmegs out of wood, and then palm them off on unsuspecting purchasers.
L New York is known as	12 'The Mother of Presidents', 'The Mother of Statesmen', 'The Ancient Dominion', 'Down where the South Begins'.
M New Hampshire is known as	13 the Last Frontier.
N Arkansas is known as the <i>Bear State</i> because	14 when there were only thirteen states, a popular wood-cut represented the States in the form of an arch, in which Pennsylvania occupied the position of the keystone.
O Louisiana is called	15 the <i>Granite State</i> (from its great mountains of granite).
P Nevada is called	16 by Ponce de Leon, who discovered it in 1512, on Easter Day, the Spanish Pascus de Flores, or 'Feast of Flowers'.
Q Connecticut is known as the <i>Nutmeg State</i> because	17 bears swarmed in its bayous during its early history.

Exercise 41. Match the lines on the left with the lines on the right so as to form sentences.

A Martin Luther King was awarded	1 the Nobel Prize for Literature in 1907.
B Rudyard Kipling was awarded	2 the Nobel Prize for Literature in 1954.
C Ernest Hemingway was awarded	3 the Nobel Peace prize in 1964.
D The Nobel Prizes were instituted	4 by Elizabeth I.
E The Pulitzer Prize is conferred annually	5 for sedition.
F James II, king of England, Scotland, and Ireland (1685—1688) was overthrown	6 by his son-in-law William of Orange.
G Mary Stuart/Mary Queen of Scots was imprisoned	7 by Alfred Nobel.

H Mary Stuart/Mary Queen of Scots was executed	8 for accomplishments in various fields of American journalism, literature and music.
I William III was proclaimed joint monarch with Mary	9 in 1953.
J Queen Elizabeth II was crowned	10 in 1689 after James fled.

Exercise 42. Answer the following questions, using the passive voice.

1. On which Queen's birthday is the Union Jack flown on public buildings and the national anthem played? 2. When is the Queen's official birthday celebrated? 3. What is the Queen's official birthday associated with? 4. Who was the tradition of the monarch's official birthday instituted by? 5. By whom was the name Wettin, family name of Albert, consort of Queen Victoria, changed to Windsor?

Exercise 43. Which sentences are correct?

- | | |
|--|------------------|
| A 1. The information was given to me by a friend. | A. 1, 2 |
| 2. The information was given me by a friend. | B. 1, 2, 3 |
| 3. I was given the information by a friend. | C. 1, 2, 3, 4 |
| 4. Roentgen was awarded the first Nobel Prize in Physics in 1901. | D. 1, 2, 3, 4, 5 |
| 5. The first Nobel Prize in Physics was awarded to Roentgen in 1901. | |
| B 1. His younger sister is denied nothing. | A. 1, 2 |
| 2. To his brother was given the bicycle. | B. 1, 2, 3 |
| 3. The bicycle was given to his brother. | C. 1, 2, 3, 4 |
| 4. John was bought a watch. | D. 1, 3, 4 |

Спосіб дієслова

The mood of the verb

Форми способу дієслова показують відношення дії/стану, які це дієслово називає, до дійсності з точки зору мовця. Існує три способи: **дійсний спосіб** (the indicative mood), **умовний спосіб** (the subjunctive mood) і **наказовий спосіб** (the imperative mood).

Дієслова у формі дійсного способу виражають дію/стан як факт реальної дійсності, що мав, має чи матиме місце і на що вказують відповідні часові форми (див. стор. 40—73).

Дієслова у формі наказового способу виражають дію як наказ, прохання тощо і вживаються у спонукальних реченнях (див. стор. 225).

Дієслова у формі умовного способу виражають дію/стан як гіпотетичний або нереальний факт, який може бути бажаним, небажаним, необхідним, можливим тощо. Оскільки для вираження різних значень умовного способу існують різні дієслівні форми, важливо пам'ятати, в яких типах речень, після яких слів у реченні, включаючи сполучники, вживаються певні форми.

The subjunctive mood in

<p>object clauses after wish; suggest, recommend, propose, order, insist, arrange, be anxious/determined, etc.</p>	<p>I wish you were here now. <i>Як би мені хотілося, щоб ти зараз була/був тут.</i></p> <p>I wish you had been there yesterday. <i>Шкода, що тебе вчора не було там.</i></p> <p>He suggested that we (should) set off at dawn. <i>Він запропонував, щоб ми вирушили на світанку.</i> We are anxious that there should be no delay. <i>Ми непокоїмося, щоб не було затримки.</i> He insisted that everyone (should) come to the party. <i>Він наполягав, щоб усі прийшли на вечірку.</i></p>
<p>clauses of comparison after as if/as though</p>	<p>He speaks as if/as though he knew the truth. <i>Він говорить (так), наче знає правду (зараз).</i> He spoke as if he had learnt the truth. <i>Він говорив (так), наче дізнався правду (раніше, колись).</i></p>
<p>complex sentences with conditional clauses</p>	<p>If she arrived on time, I would meet her. <i>Якби вона прийшла вчасно, я б зустрів її (сьогодні/завтра).</i> If she had arrived on time (yesterday), I would have met her. <i>Якби вона (вчора) прийшла вчасно, я б зустрів її.</i></p>
<p>subject clauses after</p> <p><i>It is (about/high) time,</i></p> <p><i>It is necessary/important,</i></p> <p><i>It is odd/strange/funny, etc.</i></p>	<p>It's (about/high) time you did your homework. <i>Тобі (вже/давно) пора зробити домашнє завдання.</i></p> <p>It is necessary that you should go. <i>Тобі треба йти.</i></p> <p>It is important that he should stay. <i>Важливо, щоб він залишився.</i></p> <p>It's odd that he should say that. <i>Дивно, що він говорить це (зараз, не обов'язково в момент мовлення).</i></p> <p>It's odd that he should have said that. <i>Дивно, що він сказав це (в минулому).</i></p>

Exercise 44. Answer the following questions.

1. What would you like to see if you were spending a holiday in London?
2. What places of interest would you like your American friend to show you if you were in the USA?
3. What places of interest would you recommend your English friend to see if

Форми часу і стану інфінітива

Tense and Voice in Infinitives

Інфінітив має властивості дієслова й іменника, що відображається у його формах та особливостях вживання в реченні.

Як і дієслово, інфінітив має форми часу і стану. Однак, на відміну від дієслова, інфінітив має лише загальні форми часу (точніше, видо-часові форми), а саме: форми *простого* (*simple*), *продовженого* (*continuous*), *довершеного* (*perfect*) та *довершеного продовженого часу* (*perfect continuous tense*), і не має форм власне часу минулого, теперішнього та майбутнього.

Простий і продовжений інфінітиви означають дію, що відбувається одночасно з дією, яку називає дієслово-присудок. *Довершений (продовжений) інфінітив* означає дію, що передує дії, яку називає дієслово-присудок.

Tense \ Voice	Forms of the infinitive	
	Active Voice	Passive Voice
Simple	He wants/wanted to ask her about it. Він хоче/хотів запитати її про це. It has/had nothing to do with me. Це не має/не мало до мене ніякого стосунку .	He is likely to be asked about it. Імовірно, що його запитають про це. There's nothing to be done about it. Нічого (з цим) не поробиш .
Continuous	Ed seems to be singing . Здається, Ед співає . He seemed to be writing . Здавалося, (що) він писав .	—
Perfect	I am happy to have invited you to the party. Я щасливий, що запросив вас на вечірку.	I am happy to have been invited to the party. Я щасливий, що мене запросили на вечірку.
Perfect continuous	We seem to have been writing for two hours. Здається, ми пишемо (вже) дві години.	—

Заперечна форма інфінітива утворюється за допомогою частки *not*, яка ставиться перед *to*:

Try **not to be** late. *Постарайся (подбай про те, щоб) не спізнитися.*

I decided **not to go** there. *Я вирішив/вирішила не йти/не ходити туди.*

У деяких випадках активна й пасивна форми інфінітива є взаємозамінюваними:

There is (was) a lot of work **to do/to be done**. *Треба (було) багато зробити.*

Give me the names of the students **to invite/to be invited**. *Дай(те) мені прізвища студентів, яких потрібно/слід запросити.*

Простий та довершений інфінітиви, які вживаються після дієслів *expect, mean, intend, think, hope* в минулій довершеній та минулій простій часових формах відповідно, означають, що минула надія, минуле сподівання, минулий намір не справдилися:

They <u>hoped</u> <i>to have won</i> the match.	}	<i>Вони сподівалися виграти матч (але не виграли).</i>
They <u>had hoped</u> <i>to win</i> the match.		
He <u>expected</u> <i>to have left</i> much earlier.	}	<i>Він сподівався піти значно раніше (але не пішов).</i>
He <u>had expected</u> <i>to leave</i> much earlier.		

Exercise 45. Fill in each space with the appropriate tense and voice form of the infinitive given in brackets.

1. He seems ___ all morning. (*to write*) 2. Do you like ___? (*to praise*) 3. I'd like ___ you for what you have done. (*to praise*) 4. He seemed ___ the same mistake twice. (*to make*) 5. The weather seems ___. (*to change*) 6. The weather seems ___ for the worse — it rained the whole weekend. (*to change*) 7. He ought ___ of what had actually happened. (*to inform*) 8. I meant ___, but I couldn't. (*to call*) 9. I had meant ___. (*to call*) 10. They were delighted ___ to your yacht. (*to invite*) 11. What I like is ___ in the sea. (*to swim*) 12. ___ is not always an easy thing ___. (*to forgive, to do*) 13. He appears ___ a long time. (*to wait*) 14. We were glad ___ of your success. (*to hear*) 15. I sent Brian ___ some stamps. (*to buy*) 16. During the holidays, I plan ___ something new every day. (*to do*) 17. I did not expect ___ by somebody I hardly know. (*to criticise*)

Вживання інфінітива без частки *to*
Infinitives without to

Вище зазначалося, що інфінітиву, як правило, передус частка *to*. Після деяких дієслів, що наводяться нижче, інфінітив вживається без *to*

Infinitives without to	
<i>Verbs that take an infinitive without to</i>	
can/could, may/might, must, shall/should, will/would, dare (modal v)	I <u>can/must</u> go. Я можу/повинен (повинна) йти. You <u>shouldn't</u> laugh at his mistakes. Не слід сміятися з його помилок/кепкувати над його помилками.
feel, hear, see, observe, watch	I <u>felt</u> something touch my foot. Я відчув/відчула: щось торкнулося моєї ноги. I <u>heard</u> him mention my name. Я чув/чула, що він згадав моє ім'я. I <u>saw</u> the children leave the house. Ми бачили, як діти виходили з дому.

let, have, make	<p>Father <u>won't let</u> us <u>play</u> in the street. <i>Татко не дозволяє нам грати на вулиці.</i></p> <p>I <u>had</u> him take the bag. <i>Я примусила його взяти сумку.</i></p> <p>We <u>made</u> Bob <u>take</u> his medicine. <i>Ми примусили Боба взяти ліки.</i></p>
would rather/ sooner, had better, cannot but, cannot choose but, (do) anything/nothing/ everything but	<p>I <u>would rather</u> <u>go</u> to bed. <i>Я краще піду спати.</i></p> <p>You <u>had better</u> <u>go</u> to bed. <i>Краще/Ти краще йди спати.</i></p> <p>I <u>cannot but</u> <u>think</u> so. <i>Не можу/Я не можу не думати так.</i></p> <p>She <u>does nothing but</u> <u>complain</u>. <i>Вона лише те й робить, що скаржиться.</i></p> <p>Their dog <u>does everything but</u> <u>speak</u>. <i>Їхній собака хіба що не вміє розмовляти.</i></p>

Інфінітив вживається без частки *to* в реченнях, які починаються з *why not*:

Why not discuss the situation now? *Чому б не обговорити ситуацію зараз?*

Після дієслів *feel, hear, see, watch, let* та *take* у формі пасивного стану інфінітивів вживається з часткою *to*.

Коли дієслово *feel* означає «be of the opinion (мати думку)», за ним вживається інфінітив з часткою *to*.

Після дієслів *help, know* у формі *perfect tense*, а також дієслівної зв'язки *be* інфінітив може вживатися з часткою *to* чи без неї. Порівняємо:

<i>Infinitives without to</i>	<i>Infinitives with to</i>
I <u>heard</u> him <u>mention</u> my name several times. <i>Я чув/чула, що він згадав моє ім'я кілька разів.</i>	He <u>was heard</u> <u>to mention</u> my name several times. <i>Чули, що він згадав моє ім'я кілька разів.</i>
We <u>saw</u> them <u>leave</u> early in the morning. <i>Ми бачили, що вони пішли рано-вранці.</i>	They <u>were seen</u> <u>to leave</u> early in the morning. <i>Бачили, що вони пішли рано-вранці.</i>
She <u>made</u> him <u>take</u> his medicine. <i>Вона примусила його взяти ліки.</i>	She <u>was made</u> <u>to take</u> her medicine. <i>Її примусили взяти ліки.</i>
He <u>helped</u> me <u>do</u> my homework. <i>Він допоміг мені виконати домашнє завдання.</i>	He <u>helped</u> me <u>to do</u> my homework.
I've never <u>known</u> him <u>tell</u> a lie before. <i>Я ніколи не знала, щоб він раніше говорив неправду.</i>	I've never <u>known</u> him <u>to tell</u> a lie before.

<u>The only thing to do/we can do is</u> <i>write</i> to him.	<u>The only thing to do/we can do is</u> <i>to write</i> to him.
<i>Єдине, що залишається/ми можемо зробити, так це написати йому.</i>	
<u>All we can do is</u> <i>write</i> to him.	<u>All we can do is</u> <i>to write</i> to him.
<i>Усе, що ми можемо зробити, так це написати йому.</i>	
I <u>felt</u> him <i>touch</i> my shoulder. <i>Я відчув, що він торкнувся мого плеча.</i>	He <u>felt</u> the plan <i>to be</i> unwise. <i>Він вважав план нерозумним.</i>

Exercise 46. In these sentences, fill each space with *to* if necessary; otherwise leave the space blank.

1. You should ___ make him ___ work harder. 2. Father won't let us ___ go to the dance. 3. Can you ___ imagine yourself winning the race? 4. Harry was seen ___ enter the room. 5. He bought a yacht so that he could ___ cruise along the coast. 6. It made my flesh ___ creep ___ hear the wolf ___ howl. 7. If he wants ___ become healthy, he must ___ make radical changes to his diet. 8. I saw Anton ___ walk in the park yesterday. 9. The children were made ___ stand in line. 10. If you have not used any item of kitchen equipment, have someone ___ show you how.

Exercise 47. In the spaces provided, insert the correct infinitive form of the verbs given in brackets, using *to* before the infinitive where necessary.

Early American settlers were drawn from places with differing customs and traditions, all of which had ___ (*adapt*) to life in a strange and difficult environment. Early American leaders considered the development of the arts ___ (*be*) a sign of the new nation's maturity and success. "I must ___ (*study*) politics and war that my sons may ___ (*have*) liberty ___ (*study*) mathematics and philosophy," John Adams, the nation's second President, wrote in 1780. "My sons ought ___ (*study*) mathematics and philosophy, in order ___ (*give*) their children a right ___ (*study*) painting, poetry, music." In order ___ (*survive*) and ___ (*expand*), museums, symphony orchestras and theatres have all had ___ (*depend*) on private benefactors, university endowments and ticket sales as the primary means of raising money. Culture in America seems ___ (*flourish*) precisely because of its independence from government subsidy and control.

Вживання інфінітива

Common uses of the infinitive

Інфінітив може вживатись як самостійно, так і з залежними словами. Він може мати власний суб'єкт, який відрізняється від підмета речення.

Інфінітив та його суб'єкт, що виражається іменником чи займенником в об'єктному відмінку, утворюють інфінітивну конструкцію, або комплекс. Інфінітивний комплекс може виступати еквівалентом цілого підрядного речення.

У наведених нижче прикладах інфінітивні комплекси підкреслено або/та виділено червоним кольором; (реальний/семантичний або граматичний) суб'єкт інфінітива підкреслено двічі; підрядні речення, які є еквівалентами інфінітивних конструкцій, подано курсивом у дужках:

Functions of the infinitive in the sentence		
Subject	It is difficult to learn Japanese./ To learn Japanese is difficult. <i>Важко вивчити японську./ Вивчити японську важко.</i> It is difficult for me to learn Japanese. <i>Мені важко (ви)вивчити японську.</i>	
Part of a predicate	I began to learn the poem. <i>Я почав/почала вчити віри.</i> My homework is to learn the poem. <i>Моє домашнє завдання — вивчити віри.</i> He was heard to recite the poem. (they heard that he recited; див. Nominative-with-the-infinitive.) <i>Чули, як він декламував віри.</i>	
Object	I want to read this book. <i>Я хочу прочитати цю книжку.</i> I want him to read this book (див. Objective-with-the-infinitive). <i>Я хочу, щоб він прочитав цю книжку.</i>	
Attribute	This is a poem to learn . <i>Це віри, який слід/необхідно вивчити.</i> He was the last to leave (who left). <i>Він пішов останнім./Він був останнім, хто пішов.</i> This is the poem for you to learn (which you can/should learn). <i>Це віри, який ти маєш/тобі слід/необхідно вивчити.</i>	
Adverbial modifier of	purpose	He stood up (in order/so as) to see better. (so that he might see better) <i>Він устав/піднявся, щоб краще бачити.</i> He stood up (in order/to/so as to) for me to see better. (so that I might see better) <i>Він устав/піднявся, щоб мені було краще видно.</i>
	time	My grandfather lived to be 95. (till he was 95.) <i>Мій дідусь дожив до 95 років.</i>
	result	He ran too quickly to be caught . (so quickly that he could not be caught) <i>Він біг занадто швидко, щоб його можна було спіймати.</i> He ran too quickly for me to catch him. (so quickly that I could not catch him) <i>Він біг занадто швидко, щоб я міг його спіймати.</i> She was so tired as to be unable to read. (so tired that she could not read) <i>Вона так втомилася, що не могла читати.</i>
Parenthesis	To be honest/To tell the truth , I didn't like the film. <i>Чесно кажучи, мені не сподобався фільм/фільм мені не сподобався.</i>	

Objective-with-the-infinitive construction

Verbs followed by the objective-with-the-infinitive construction include verbs of:

<p>sense perception: <i>watch, notice, observe, see, hear, feel</i></p>	<p>We saw <u>him</u> cross the street. <i>Ми бачили, що він переходив вулицю.</i> No one ever heard <u>him</u> cry. <i>Ніхто ніколи не чув, щоб він плакав.</i></p>
<p>mental activity: <i>believe, suppose, imagine, consider, know, find, feel, think, expect, trust</i></p>	<p>I know <u>him</u> to be a diligent pupil (<i>that he is a diligent pupil</i>). <i>Я знаю, що він старанний учень.</i> We believed <u>him</u> to be taking/to have passed his exam (<i>that he was taking/had passed his exam</i>). <i>Ми вважали/думали, що він складає/склав іспит.</i></p>
<p>declaring: <i>declare, report, pronounce</i></p>	<p>He declared <u>himself</u> to be a member of the club (<i>that he was a member</i>). <i>Він заявив, що є членом клубу.</i> He reported <u>the car</u> to have been found (<i>that the car had been found</i>). <i>Він повідомив, що машину знайдено.</i></p>
<p>wish, intention: <i>want, wish, desire, mean, intend, choose</i></p>	<p>I want <u>you</u> to help me. <i>Я хочу, щоб ти допоміг/допомогла мені.</i> We don't wish <u>him</u> to be reprimanded. <i>Ми не хочемо, щоб йому оголошували догану.</i></p>
<p>feeling, emotion: <i>like, love, dislike, hate, cannot bear</i></p>	<p>I cannot bear <u>you</u> to talk like that. <i>Я не можу терпіти, коли ти так говориш.</i> I hated <u>her</u> not to have been invited (<i>hated it that she had not been invited</i>). <i>Мені дуже не сподобалося, що її не запросили.</i></p>
<p>permission, order, compulsion: <i>allow, let, ask, have, make, cause, order, get</i></p>	<p>She made <u>me</u> leave early. <i>Вона примусила мене піти рано.</i> He allowed <u>the boy</u> to be taken to the circus. <i>Він дозволив, щоб хлопчика повели в цирк.</i></p>
<p>other verbs: <i>count (up)on, rely (up)on, listen to, look for, wait for</i></p>	<p>We rely on <u>him</u> to arrive on time. <i>Ми розраховуємо, що він прибуде вчасно.</i> You can count on <u>me</u> to come (<i>can count on it that I'll come</i>). <i>Можеш розраховувати на те, що я прийду.</i></p>

Nominative-with-the-infinitive/Subjective infinitive construction	
<i>Verbs/phrases used with the subjective infinitive construction denote:</i>	
sense perception: <i>see, hear, watch, feel, notice, observe</i>	<i>She</i> was seen to cross the street. (Someone/They saw that she crossed the street.) <i>Бачили, що вона переходила вулицю.</i>
mental activity: <i>know, presume, suppose, think, understand, believe, consider, find, expect, mean, regard</i>	<i>He</i> was known to be a capable student. (It was known that he was a capable student.) <i>Його знали як здібного студента. They</i> are supposed to be leaving tonight. <i>Притускають, що вони поїдуть сьогодні ввечері.</i>
declaring: <i>report, say, announce, declare, state</i>	<i>He</i> is said to have just arrived . (They say that he has just arrived.) <i>Кажуть, він щойно приїхав.</i>
compulsion: <i>make</i>	I was made to leave . <i>Я був змушений/Мене примусили піти.</i>
probability, supposition: <i>be (un)likely, be certain, be sure</i>	<i>Our team</i> is likely to win . (It is likely that our team will win.) <i>Наша команда, ймовірно, виграс.</i>
seeming, appearing: (linking verbs) <i>seem, appear, happen, chance, prove, turn out</i>	<i>They</i> seem to be/to have been good friends. (It seems that they are/were good friends.) <i>Здається, вони гарні друзі/були гарними друзями.</i>

Exercise 48. Answer the following questions.

- A
- Who was the first English sovereign after the Norman conquest known to have been fully literate?
 - What English sovereign is said to have enjoyed the game of skittles?
 - Who was the only American President to be reelected three times?
- B
- Is it easy (for you) to cook?
 - Do you think it is useful to read books?
 - Do you think it is always necessary to follow other people's advice?

Exercise 49. Match the lines in the left column with the lines in the right column so as to form sentences.

A In 1987, Margaret Thatcher became the first British leader	1 to fly solo across the Atlantic Ocean.
B Sir Francis Drake was the first Englishman	2 to be elected to a third consecutive term as prime minister.
C James Keir Hardie was the first Socialist	3 to orbit the earth.

D In 1932, Amelia Earhart, an American, was the first woman	4 to sail around the world (1577—1580).
E St Paul's Cathedral in London was the first cathedral	5 to recognize Ukraine's sovereignty.
F On February 20, 1962 John Glenn became the first American	6 to fly over the North Pole (in 1926).
G Canada was the first Western country	7 to be elected to the House of Commons.
H Queen Ann was the first British monarch	8 to land on the Moon.
I Richard Byrd and Floyd Bennett were the first	9 to be styled Sovereign.
J Neil Armstrong was the first American	10 to be built after the Civil War.

Exercise 50. Match the lines in the left column with the lines in the right column so as to form sentences.

A Mary Stuart/Mary Queen of Scots was forced	1 to have saved Captain John Smith from execution by her people.
B William III was asked by the opponents of James	2 to promote peace, security and economic development.
C Pocahontas, the Indian princess, is said	3 to abdicate in favour of her son, the future James I of England.
D Henry M. Stanley and David Livingstone attempted	4 to invade England (1688).
E In January 1912, Robert Scott reached the South Pole, only	5 to hail the bus driver to alert him to stop.
F When you are at the bus stop in New York City be sure	6 to find that Roald Amundsen had discovered the spot one month before.
G The United Nations was founded in 1945	7 to have been king of the Britons in the sixth century A.D. and to have held court at Camelot.
H Arthur, a legendary British hero, was said	8 to find the source of the Nile (1871).

Exercise 51. Translate into English.

1. Нам пощастило бути свідками бурхливих подій, внаслідок яких Україна стала незалежною державою. 2. Канада першою із західних країн визнала суверенну Україну. 3. Щоб продемонструвати добру волю, Україна ліквідувала свій ядерний арсенал і зробила світ безпечнішим. 4. Бернард Шоу, здається, дожив до 94 років. 5. Я хочу, щоб ви зупинилися в пансіонаті. 6. Я б вважав за краще не говорити на цю тему.

Герундій

The Gerund

Герундій — це неособова форма дієслова, яка збігається з четвертою основною формою дієслова (дієприкметником теперішнього часу) й утворюється приєднанням закінчення *-ing* до початкової форми дієслова.

Форми часу і стану герундія

Tense and Voice in Gerunds

Герундій має властивості дієслова й іменника, що відбивається у його формах та особливостях вживання в реченні. Як і дієслово, герундій має форми часу і стану. Однак, на відміну від дієслова, герундій так само, як інфінітив, має лише загальні форми часу (точніше, видо-часові форми), тобто форми *простого* та *довершеного* часу, і не має форм минулого, теперішнього і майбутнього часу.

Простий герундій означає дію, що відбувається одночасно з дією, яку називає дієслово-присудок. *Довершений герундій* означає дію, що передує дії, яку називає дієслово-присудок.

У реченні герундій вживається так, як іменник.

Voice Tense	Forms of the gerund	
	Active Voice	Passive Voice
Simple	Cooking is my hobby. Моя улюблена справа — приготування їжі.	I object to being treated like that. Я проти того, щоб зі мною так поводитися.
Perfect	I don't deny his having told me the news. Я не заперечую, що він сказав мені (цю) новину.	I remember having been told the news. Я пам'ятаю, що мені сказали (цю) новину.

Заперечна форма герундія утворюється за допомогою частки *not*, яка ставиться перед ним:

Excuse me for **not ringing** you up. Вибач (мені), що я тобі не подзвонила/подзвонив.

Ed's **not telling** the truth will get him nowhere. Те, що Ед не говорить правди, ні до чого його не приведе.

Зверніть увагу на вживання заперечення *no* перед герундієм у наступних реченнях:

No parking. Стоянку заборонено.

It's **no** use/good **going** there now. Непотрібно/Марно йти туди зараз.

There is **no accounting** for tastes. Про смаки не сперечаються. (На любов і смак товариш не всяк).

Після дієслів *need, deserve, require, want* і прикметника *worth (while)* активна форма герундія вживається з пасивним значенням:

The skirt needs **ironing**. Спідницю треба випрасувати.

The film is worth **seeing**. Фільм варто подивитися.

Вживання герундія

Common uses of the gerund

Герундій може вживатися самостійно, але частіше він вживається із залежними словами. Він може мати суб'єкт, який відрізняється від підмета речення. Герундій та його суб'єкт, що виражається присвійним займенником (інколи — займенником в об'єктному відмінку) чи іменником у присвійному (інколи — в загальному) відмінку, утворюють герундіальну конструкцію, або комплекс.

Герундіальний комплекс може виступати еквівалентом цілого підрядного речення. (У наведених нижче прикладах герундіальні комплекси підкреслено та/або виділено червоним кольором; суб'єкт герундія підкреслено двічі; підрядні речення, які є еквівалентами герундіальних конструкцій, подано курсивом у дужках).

Functions of the gerund in the sentence

Subject	<p>Singing is my hobby. Снів — моє захоплення. His being quiet will make no difference. Нічого не зміниться від того, що він мовчатиме.</p> <p>There's no accounting for his strange behaviour. Не можна пояснити його дивну поведінку./Немає пояснення його дивній поведінці. It's no use (your) trying to do that. Марно намагатися/Марно ти намагася це зробити.</p>
Part of a predicate (complement)	<p>The only thing that my sister likes is singing. Єдине, що подобається моїй сестрі/моя сестра любить,— так це спів(ати).</p>
Object	<p>I like singing. Мені подобається співати. Do/Would you mind singing this? Ти не проти проспівати це? He suggested her singing the new song. (that she should sing the new song) Він запропонував, щоб вона заспівала нову пісню. I remember Ed's/his singing this song. (that he sang this song) Я пам'ятаю, що Ед співав цю пісню.</p>
Attribute	<p>There is no chance of (our) catching the train. (that we'll catch the train) Немає шансу встигнути/що ми встигнемо на поїзд. Do you have any difficulty in understanding spoken English? Ти маєш якісь труднощі в розумінні розмовної англійської мови?</p> <p>The parking area was small. Стоянка була маленькою.</p>

Adverbial modifier of	<p>time (after the prepositions <i>on, after, in, before, since</i>)</p>	<p>After/On being informed the train would be late, we changed our tickets. (<i>After we were/had been informed the train would be late.</i>) Коли нам повідомили, що поїзд затримається, ми поміняли квитки.</p> <p>I'll clean up before leaving. (<i>before I leave</i>) Я приберу перед тим, як піду/їти.</p>
	<p>reason (after <i>on account of, for (fear), from, because [of]</i>)</p>	<p>I couldn't sleep for worrying. (<i>because I was worrying</i>) Я не могла/міг спати, бо хвилювалася/хвилювався.</p> <p>"A happy couple", he thought, on account of their holding hands. «Щаслива пара!» — подумав він, оскільки вони трималися за руки.</p>
	<p>manner (after <i>by, in, without</i>)</p>	<p>Can you make an omelette without breaking eggs? Ти можеш зробити омлет, не розбивши яєць? The morning was spent in playing chess. Ранок провели за грою в шахи. You will achieve a lot by working hard. Багато працюючи, ти досягнеш великих успіхів.</p>
	<p>purpose (after <i>for</i>)</p>	<p>They took him to the police-station for questioning. (<i>so that he could be questioned</i>) Його повели до поліцейської дільниці на допит.</p> <p>Chalk is used for writing and for making lime. Крейда застосовується для письма і для виготовлення вапна.</p>
	<p>concession (after <i>in spite of</i>)</p>	<p>I'm not staying, in spite of there being a lot of work to do. (<i>although there's a lot of work to do</i>) Я не залишаюся, хоч є багато роботи.</p>
	<p>condition (after <i>but for, in case of, without</i>)</p>	<p>But for taking a taxi, he wouldn't have arrived on time. (<i>If he had not taken a taxi.</i>) Він не приїхав би вчасно, коли б не взяв таксі.</p>

Зверніть увагу на вживання герундія у стійкому сполученні:

It goes without saying that you must keep your room tidy. Само собою зрозуміло, що ти повинен підтримувати чистоту у своїй кімнаті.

Герундій — єдина неособова форма дієслова, яка може вживатися після прийменника. Саме тому після іменників, прикметників і дієслів, які вимагають вживання прийменника, застосовується герундій (а не інфінітив):

Noun + preposition + gerund

experience/leadership in skill/difficulty in	Meg assumed the leadership in planning the party. <i>Мег взяла на себе керівництво у плануванні вечірки.</i>
apology/excuse for instrument for	I must offer her an apology for not going to her party. <i>Я повинен/повинна перепросити за те, що не (п)іду до неї на вечірку/на її вечірку.</i>
objection to	Ed has a strong objection to getting up early. <i>Ед дуже проти того, щоб рано вставати.</i>
hope/chance/habit/idea of, impression/intention of	We called in the hope of finding her at home. <i>Ми зайшли, сподіваючись застати її вдома.</i>
surprise at	Imagine her surprise at seeing me! <i>Уяви собі її здивування, коли вона побачила мене!</i>

Adjective + preposition + gerund

capable of fond of proud of tired of	Frank is capable of being obedient. <i>Френк може/вміє бути слухняним.</i> Ted is fond of painting . <i>Тед любить малювати.</i> Father is proud of his cooking . <i>Татко пишається тим, як він готує їжу.</i> I am tired of reminding you of this. <i>Я втомилася/втомився нагадувати тобі про це.</i>
accustomed to	He is not accustomed to working hard. <i>Він не звик багато працювати.</i>
annoyed at good at surprised at	Bill was annoyed at your disturbing him. <i>Біла дратувало/дратує, що ти його турбував/турбуєш.</i> Mary is good at singing . <i>Мері має здібності до співу.</i> I am surprised at Paul(’s) being late. <i>Запізнення Пола дивує мене./Мене дивує, що Пол запізнюється.</i>
suitable for responsible for	These shoes are not suitable for running . <i>Ці черевики не придатні для бігу.</i> Which of you is responsible for cooking ? <i>Хто з вас відповідає/відповідальний/відповідальна за приготування їжі?</i>
intent on	Mike is intent on winning the prize. <i>Майк повний рішучості виграти приз.</i>

interested in	Are you interested in playing chess? <i>Тебе цікавить гра/Ти цікавилися грою в шахи?</i>
excited about upset about	Alex is excited about going to the zoo. <i>Алекс радіє/у захопленні від того, що піде до зоопарку.</i> Ed is upset about not being invited . <i>Ед занепокоєний тим, що його не запросили.</i>

Verb + preposition + gerund

accuse of (dis)approve of complain about think of/about dream of	The driver was accused of speeding . <i>Водія звинуватили в перевищенні швидкості.</i> Did he (dis)approve of being treated like that? <i>Він (не) схвалював, що до нього так ставилися?</i> Ted complained about having to clean my room. <i>Тед нарікав на те, що має прибирати в моїй кімнаті.</i> I thought of/about studying here. <i>Я думав/думала про те, щоб навчатися тут.</i> Ed has always dreamed of being a lawyer. <i>Ед завжди мріяв бути юристом.</i>
agree to object to look forward to	I can't agree to his joining us. <i>Я не можу погодитися на те, щоб він приєднався до нас.</i> Sally objected to having to cook the dinner. <i>Саллі була проти того, що має готувати обід.</i> I'm looking forward to hearing from you. <i>Я з нетерпінням чекаю від тебе звістки.</i>
aim at	I am aiming at having a degree in history. <i>Я маю на меті отримати ступінь з історії.</i>
decide against	They decided against hiking . <i>Вони вирішили не подорожувати пішки.</i>
depend on insist on	All depends on my arriving on time. <i>Усе залежить від того, чи приїду я вчасно.</i> He insists on being told the news. <i>Він наполягає, щоб йому сказали новину.</i>
persist in succeed in	He persisted in trying to find my umbrella. <i>Він уперто намагався знайти мою парасольку.</i> Our team has succeeded in winning the match. <i>Наша команда спромоглася виграти матч.</i>

Герундій вживається також після наступних (наведених тут) дієслів:

burst out	We all burst out laughing . Ми всі розсміялися.
keep (on)	It kept (on) raining . Дощ продовжувався/продовжував іти.
leave off	Grandfather has left off working . Дідусь кинув працювати.
put off	We decided to put off going until next week. Ми вирішили відкласти поїздки до наступного тижня.
go on	They went on talking . Вони продовжували розмовляти.
give up	He gave up jogging/running . Він кинув бігати.
feel like	I don't feel like watching television now. Мені не хочеться зараз дивитися телевізор.

Герундій та інфінітив

The gerund and the infinitive

Після деяких дієслів вживається лише герундій, хоча перед ним немає прийменника.

Verb + gerund	
admit *	He admits sending/having sent a telegram. Він визнає, що послав телеграму.
avoid	Avoid making mistakes. Уникай робити помилки.
consider	Have they ever considered travelling by balloon? Чи думали/Думали вони коли-небудь подорожувати повітряною кулею?
delay	We delayed telling him about what had happened. Ми зволікали з тим, щоб сказати йому, що сталося.
deny *	He denied making/having made a mistake. Він заперечував, що зробив помилку.
detest	Tim detests cleaning his shoes. Тим не подобається чистити свої черевики.
dislike	She dislikes wearing trousers. Їй не подобається носити штани.
enjoy	They enjoy dancing . Їм подобається танцювати.
excuse	Excuse my reminding you of this. Вибач(те), що нагадую тобі/вам про це.

* Після дієслів з позначкою * може вживатися також підрядне речення:

I **admit** that I sent/have sent a telegram.

I **admit** that I saw/have seen him at the meeting. Визнаю/Я визнаю, що бачив/бачила його на зборах.

He **denied** that he had made a mistake.

He **denied** that he (had) borrowed my book. Він заперечував, що позичив у мене книжку.

He **suggested** that we (should) have fish for dinner. Він запропонував, щоб на обід у нас була риба.

fancy (in negative and imperative sentences)	I don't fancy keeping late hours. <i>Не уявляю, щоб я засиджувався/засиджувалася допізна.</i> Fancy his telling jokes! <i>Уявляєш/Подумати тільки — він розповідає анекдоти!</i>
finish	Father has just finished cooking the dinner. <i>Татко щойно закінчив готувати обід.</i>
forgive	Forgive my turning to you for help. <i>Вибач, що звертаюся до тебе по допомогу.</i>
imagine	I can't imagine you dancing . <i>Не можу уявити, щоб ти танцював/танцювала.</i>
involve	Her job involves spending a lot of time with other people. <i>В її роботі багато часу йде на спілкування з людьми.</i>
keep	He keeps telling us about his success. <i>Він продовжує розповідати нам про свій успіх.</i>
mention	He mentioned meeting/having met her. <i>Він згадав, що зустрічав/зустріє її.</i>
mind (in negative/interrogative sentences)	I don't mind walking . <i>Я не проти, щоб піти пішки.</i> Do you mind walking ? <i>Ти не проти, щоб піти пішки?</i>
postpone	He postponed writing a letter until tomorrow. <i>Він відклав написання листа до завтра.</i>
practise	We were practising singing the new song. <i>Ми репетирували нову пісню.</i>
resent	Paul resents being dependent on his parents. <i>Пола обурює/ображає залежність від батьків.</i>
resist	I can't resist eating another cake. <i>Не можу втриматися, щоб не з'їсти ще одне тортічко.</i>
risk	I'm afraid you risk catching a cold. <i>Боюся, ти ризикуєш/ви ризикуєте застудитися.</i>
suggest *	He suggested having chicken for dinner. <i>Він запропонував курча на обід.</i>
understand	I don't understand his being so naughty. <i>Не розумію, як він може бути таким неслухняним.</i>
cannot stand	He cannot stand being made fun of. <i>Він не може стерпіти глузування.</i>
cannot help	I couldn't help feeling sorry for them. <i>Я не міг/могла не співчувати їм.</i>

Після наступних дієслів може вживатися як герундій, так й інфінітив без будь-яких змін у значенні речення:

<i>Verb + gerund / infinitive</i>	
advise	The doctor advises going/to go to bed early. Лікар радить рано лягати спати. Але: The doctor advised Sue/her to go to bed early. Лікар порадив Сью/їй рано лягати (спати).
begin	She began speaking/to speak softly. Вона почала говорити тихо.
cease	Frank ceased painting/to paint the door. Френк кинув фарбувати двері.
continue	He continued looking/to look at me. Він продовжував дивитися на мене.
intend	He didn't intend coming/to come to Spain to study. Він не мав наміру їхати до Іспанії вчитися.
neglect	Don't neglect locking/to lock the door when you leave. Коли йтимеш, не забудь замкнути двері.
propose	I propose resting/to rest for a few minutes. Пропоную/Я пропоную кілька хвилин перепочити.
start	He started writing/to write stories while in school. Ще в школі він почав писати оповідання.
need	The door needs painting/to be painted . Двері треба пофарбувати.

Пор. наступні речення, де вживається лише інфінітив:

It is beginning **to rain**. Починається дощ.

Ellen began **to understand** classical music after she had heard Beethoven's Third Symphony. Елен почала розуміти класичну музику після того, як прослухала Третю симфонію Бетховена.

Після дієслів, які подано в наступній таблиці, вживаються інфінітив та герундій, але речення мають різні значення:

<i>Verb + gerund / infinitive</i>	
stop	She stopped listening . Вона перестала слухати. I stopped to listen . Я зупинилась/зупинився (щоб) послухати.
remember	I remember posting/having posted the letter. Я пам'ятаю, що відправив/відправила листа. Remember to post the letter. Не забудь відправити листа.

forget	<p>I forgot posting/having posted the letter. <i>Я забув/забула, що відправила листа.</i></p> <p>I forgot to post the letter. <i>Я забув/забула відправити листа.</i></p>
regret	<p>I regret having said I was late. <i>Шкодую, що сказав/сказала, що запізнився/запізнилася.</i></p> <p>I regret to say I failed to follow his advice. <i>Шкода, але я не послухався/послухалася його поради.</i></p>
prefer	<p>I prefer going by bus. <i>Я вважаю за краще їздити автобусом (взагалі).</i></p> <p>Let's take a bus.— No, I prefer to walk. <i>Давай поїдемо на автобусі.— Ні, я вважаю за краще піти пішки (зараз).</i></p>
(to) be afraid	<p>I didn't call Ed because I was afraid to disturb him. <i>Я не подзвонив/подзвонила Еду, тому що боявся/боялася потурбувати його.</i></p> <p>I didn't call Ed because I was afraid of disturbing him. <i>Я не подзвонив/ подзвонила Еду, оскільки боявся/боялася, що можу потурбувати його.</i></p>
love/like	<p>I love/like swimming. <i>Мені (дуже) подобається плавання (взагалі).</i></p> <p>I like to swim twice a week. <i>Мені подобається плавати двічі на тиждень.</i></p> <p>I would love/like to go swimming today. <i>Я (дуже) хотіла б/хотів би поплавати сьогодні.</i></p>
hate	<p>Marcus hates lying on the beach. <i>Маркус дуже не любить лежати на пляжі (взагалі).</i></p> <p>I would hate to lie on the beach — it's too cold today. <i>Я б дуже не хотів/хотіла лежати на пляжі: сьогодні надто холодно.</i></p>
dread	<p>He dreads visiting the dentist. <i>Він боїться ходити до зубного лікаря (взагалі).</i></p> <p>He dreads to visit the dentist today. <i>Він боїться йти до зубного лікаря сьогодні.</i></p>

У деяких випадках можуть вживатися герундій та інфінітив без будь-яких змін у значенні речення:

I love/like **getting up/to get up** early. Я (дуже) люблю рано вставати.

Exercise 52. Translate the following into English, using the gerund or the infinitive where necessary.

1. Коли обираєш друга — не поспішай, тим більше не поспішай міняти його.
2. Не побачу — не повірю.
3. Гарні справи кращі, аніж гарні слова.
4. Добре ловити рибку в каламутній воді.
5. Про смаки не сперечаються. (У кожного свій смак).

Exercise 53. Point out the *gerunds* and *infinitives* used in the following quotations from Francis Bacon. Translate the quotations into Ukrainian. Do you share the author's opinion?

1. To choose time is to save time.
2. Some books are to be tasted, others to be swallowed, and some few to be chewed and digested.
3. Houses are built to live in and not to look at.
4. Reading makes a full man, conference a ready man, and writing an exact man.

Дієприкметники The participles

У сучасній англійській мові існує дві форми дієприкметника: **дієприкметник теперішнього часу** (the present participle) та **дієприкметник минулого часу** (the past participle).

Обидві ці форми можуть вживатися для утворення різних часових форм та форм пасивного стану як особових, так і неособових дієслів (див. стор. 35—39; 76).

Крім того, дієприкметники можуть вживатись у реченні так само, як і прикметник або прислівник, виступаючи при цьому неособовими формами дієслова.

Дієприкметник теперішнього часу The present participle

Форми часу і стану дієприкметника теперішнього часу Tense and voice in present participles

Дієприкметник теперішнього часу утворюється приєднанням закінчення *-ing* до початкової форми дієслова (див. стор. 31).

Як і герундій та інфінітив, дієприкметник має лише загальні форми часу (точніше, видо-часові форми), значення яких співвідноситься з часом дієслова-присудка: *простий дієприкметник* означає дію, що є одночасною з дією головного дієслова; *довершений дієприкметник* означає дію, що передує дії головного дієслова.

Voice Tense	Forms of the present participle	
	Active Voice	Passive Voice
Simple	The boys dancing on the stage/The dancing boys are my friends. <i>Хлопці, які танцюють (на сцені),— мої друзі. Being a newcomer, he didn't know the local customs. Він не знав місцевих звичаїв, тому що був приїжджим.</i>	Being left alone, he began to read his favourite poems. <i>Його залишили на самоті, і він почав читати свої улюблені вірші.</i>
Perfect	Having given him the letter, the postman left. <i>Відавши йому листа, поштар пішов.</i>	Having been given the letter, he began to read it. <i>Коли йому дали листа, він почав читати його.</i>

Заперечна форма дієприкметника утворюється за допомогою частки **not**, яка ставиться перед ним:

Not knowing the way, we chose to stay. *Ми вирішили залишитися, бо не знали дороги.*

Дієприкметник теперішнього часу та герундій

The present participle and the gerund

Дієприкметник теперішнього часу та герундій мають однакові форми, але вживаються по-різному.

На відміну від герундія, дієприкметник ніколи не вживається у функціях іменника і тому перед ним не ставляться прийменники, присвійні займенники або іменники у присвійному відмінку. Крім того, дієприкметник + іменник і герундій + іменник мають різні значення. Порівняємо:

Present participle	Gerund
The singing boys are my friends. <i>Хлопчики, які співають,— мої друзі.</i>	His singing loudly disturbed his neighbours. <i>Його голосний спів завжди завдав сусідам.</i>
I heard him/Ed singing . <i>Я чув, як він/Ед співав.</i>	I remember his/Ed's singing . <i>Я пам'ятаю, що він/Ед співав.</i>
We didn't want to disturb the sleeping children. <i>Ми не хотіли турбувати дітей, які спали.</i>	I need a sleeping bag. <i>Мені потрібен спальний мішок.</i>

Дієприкметник минулого часу *The past participle*

Форма дієприкметника минулого часу *Form of the past participle*

Дієприкметник минулого часу має лише одну форму, яка утворюється приєднанням закінчення *-ed* до початкової форми правильних дієслів (див. стор. 21).

Форми дієприкметника минулого часу неправильних дієслів утворюються різними способами, і їх треба завчити (див. стор. 22—31).

A **planned** party has been cancelled. *Заплановану вечірку відмінили.*

If carefully **planned**, the party will be a success. *Вечірка пройде успішно, якщо її ретельно підготувати.*

The boy **invited** by Tom is my classmate. *Хлопчик, якого запросив Том,— мій однокласник.*

If **invited**, he will come to the party. *Він прийде на вечірку, якщо його запросять./Якщо його запросять/запросити, він прийде на вечірку.*

Заперечна форма дієприкметника утворюється за допомогою частки *not*, яка ставиться перед ним:

Although **not planned**, the party was a success. *Вечірка вдалася, хоч і не була заздалегідь підготовлена.*

Вживання дієприкметників *Uses of participles*

Дієприкметник може вживатись як самостійно, так і з залежними словами.

Він може мати власний суб'єкт, що відрізняється від підмета речення. Дієприкметник та його суб'єкт, який виражається іменником/займенником в об'єктному відмінку, утворюють дієприкметникову конструкцію (дієприкметниковий комплекс).

Дієприкметниковий комплекс/дієприкметник може виступати еквівалентом цілого (підрядного) речення. (У наведених нижче прикладах дієприкметникові комплекси підкреслено та/або виділено червоним; суб'єкт дієприкметника підкреслено двічі; підрядні речення, еквіваленти дієприкметникових конструкцій, подано курсивом у дужках).

Functions of the present participle in the sentence

Attribute used	1 The dancing children were smiling. <i>Діти, які танцювали, посміхалися.</i>
1 before the noun	
2 after the noun	2 The children dancing on the stage were smiling. (<i>who were dancing</i>) <i>Діти, які танцювали на сцені, посміхалися.</i>

<p>Part of the objective/nominative with the participle construction after <i>hear, watch, observe, see, notice, feel, find, catch, have</i></p>	<p>I heard <u>the boy</u> whispering my name. (<i>how the boy whispered</i>) Я чув, як хлопчик (про)шепотів моє ім'я. I heard <u>my name</u> being whispered. (<i>how my name was whispered</i>) Я чув, як було сказано пошепки моє ім'я. <u>The boy</u> was heard whispering my name (<i>how the boy whispered/was whispering my name</i>). Чули, як хлопчик (про)шепотів моє ім'я.</p>	
<p>Adverbial modifier of:</p>	<p>time</p>	<p>When writing a thank-you letter, be brief. (<i>When you are writing a thank-you letter</i>) Коли пишеш листа вдячності, пиши стисло. Entering the room, he saw a letter on the table. (<i>When he entered the room</i>) Увійшовши до кімнати, він побачив листа на столі. Having completed the preparations, we set off. (<i>After/When we had completed the preparations</i>) Закінчивши приготування, ми вирушили.</p>
	<p>reason</p>	<p>Being very tired he went to bed early. (<i>As he was very tired</i>) Він рано ліг спати, оскільки був дуже стомлений. <u>The bus</u> being crowded, we had to stand. (<i>Because the bus was crowded</i>) Ми змушені були стояти, оскільки автобус був повний. <u>My friend</u> having left, I went to school alone. (<i>Because my friend [had] left</i>) Через те, що мій друг поїхав, я пішов до школи сам.</p>
	<p>concession</p>	<p>Although impressing the examiners, Bob failed. (<i>Although Bob impressed the examiners</i>) Хоча Боб справив непогане враження на екзаменаторів, іспит він не склав.</p>
	<p>manner/attending circumstances</p>	<p>Most of the time racoons live in trees, moving about at night. (<i>they move about at night</i>) Більшість часу єноти живуть/проводять на деревах, мандруючи лише вночі. He was on his guard, as though waiting for a question. (<i>as if/though he were waiting for a question</i>) Він був насторожі, немов очікуючи на запитання. They were walking on, with <u>Joe</u> murmuring something. (<i>and Joe was murmuring something</i>) Вони продовжували йти, а Джо щось буркотів.</p>
	<p>condition</p>	<p><u>Weather</u> permitting, we shall start tomorrow. (<i>If weather permits</i>) Якщо дозволить погода, ми вирушимо завтра.</p>
<p>Parenthesis</p>	<p>Generally speaking, he is right. Загалом кажучи, він має рацію/правий.</p>	

Functions of the past participle in the sentence

Attribute used

1 before the noun

2 after the noun

Educated people speak correctly. *Освічені люди розмовляють правильно.*

Most students **educated** here go to the best universities (*who are educated here*). *Більшість учнів, які отримують тут освіту, вступають до найкращих університетів.*

Part of the objective/nominative with the participle construction after: *hear, see, feel, find, wish, want, like, prefer, have* тощо

I heard the boy **reprimanded**. (*that the boy was reprimanded*) *Я чув, як хлопчику оголошували догану.*

The boy was heard **reprimanded**. (*Someone/They heard that the boy was reprimanded*) *Чули, як хлопчику оголошували догану.*

We have never heard her **spoken** of badly. *Ми ніколи не чули, щоб про неї погано відгукувалися.*

We want/like/prefer the letter **posted** today. *Ми хочемо, щоб листа відправили сьогодні.* Elizabeth I had Mary Queen of Scots **beheaded**. (*Mary Queen of Scots was beheaded*). *Дієприкметник beheaded* означає дію, яку виконано за наказом Єлизавети I. *Марії, Королеві Шотландській, відтяли голову за наказом Єлизавети I.*

I want (to have) my hair **cut** short. (= I want someone to cut my hair short. *Дієприкметник cut* означає дію, яку буде виконано кимось для мене). *Я хочу коротко підстригтися.*

We'd like to have our photo **taken** now. *Зараз ми хотіли б сфотографуватися.*

Adverbial modifier of:	time	<p>She is very affable when spoken to. (<i>when she is spoken to</i>) Вона дуже привітна, коли з нею спілкуються. <u>The preparations</u> completed, we set off. (<i>After/When the preparations were/had been completed</i>) Коли приготування було завершено, ми вирушили.</p> <p>He won't stop playing the piano until interrupted. (<i>until he is interrupted</i>) Він не перестане грати на піаніно, доки його не зупинять.</p>
	reason	<p>Deprived of his drum, Tim was banging on the door with his fist. (<i>Because he was deprived of his drum.</i>) Тим гупав по дверях кулаком, бо в нього відібрали барабан.</p> <p><u>The homework</u> done, I could go. (<i>Because/After the homework was done.</i>) Виконавши домашнє завдання, я міг/могла йти.</p>
	concession	<p>Although interrupted, Ed continued speaking. (<i>Although Ed was interrupted.</i>) Хоч Еда зупиняли/переривали, він продовжував говорити.</p>
	comparison	<p>He repeated the question as if hypnotised. (<i>as if he were hypnotised</i>) Він повторив питання, неначе його загіпнотизували.</p>
	manner/ attending circumstances	<p>Is it healthy to sleep <u>with the windows</u> shut? (<i>and have the windows shut</i>) Чи корисно для здоров'я спати із зачиненими вікнами? The boy sat silent, <u>with his eyes</u> fixed on the ground. (<i>his eyes were fixed on the ground</i>) Хлопчик сидів мовчки, втупивши очі в підлогу.</p>
	condition	<p>I shall certainly join you, if required. (<i>if it is required</i>) Якщо треба, я, звісно, приєднаюся до вас. He won't stop playing the piano unless interrupted. (<i>unless he is interrupted</i>) Він не перестане грати на піаніно, якщо його не зупинять.</p>
Parenthesis	<p><u>All things</u> considered, she deserved to win. (<i>If you consider all things/you may say that</i>) Беручи все до уваги, вона заслуговувала на перемогу.</p>	

Зверніть увагу на абсолютні дієприкметникові звороти (the nominative absolute participial constructions), які вживаються, здебільшого, в офіційному мовленні:

Weather permitting, we shall set off tonight. (= *If weather permits*) *Якщо дозволить погода, ми вирушимо сьогодні ввечері.*

The letter posted, he went home. (= *After the letter was/[had been] posted*) *Коли листа було відправлено, він пішов додому.*

Exercise 54. Translate into English, using participle II where necessary.

1. Деякі професії потребують багатьох років спеціального тренування. 2. Кістково борошно — це речовина, що виробляється з перемелених кісток і використовується як рослинне добриво та корм для худоби. 3. Пуліцерівська премія, заснована Йозефом Пуліцером, є однією з кількох нагород, які в США присуджують щорічно за досягнення в галузях журналістики, літератури та музики.

Неособові форми дієслова. Вправи на перевірку

The verbals. Revision exercises

Exercise 55. Fill the spaces with the correct infinitive, gerund or participle form of the verbs given in brackets, using *to* before the infinitive and an appropriate preposition before the gerund if necessary.

There is a mixture of many styles in America's fine arts, __ (*reflect*) the reality of the United States, which began as a group of colonies with its settlers __ (*draw*) from many other places with __ (*differ*) customs and traditions. All of these customs and traditions, so well __ (*suit*) to society's needs in their lands of origin, had __ (*adapt*) to life in a __ (*differ*) environment.

In order __ (*survive*), museums and theatres have had __ (*depend*) on private benefactors, university endowments and ticket sales as the primary means __ (*raise*) money. __ (*meet*) students' __ (*increase*) demand for arts __ (*train*), they have had __ (*add*) to their staffs active artists. Another development, __ (*occur*) in contrast to earlier practice, has been an __ (*increase*) government role __ (*support*) the arts, especially __ (*provide*) grants to cultural institutions.

Abstract Expressionism in America made bold new studies __ (*transform*) the function of colour, line and space __ (*make*) a picture. Helen Frankenthaler, for instance, was among the first __ (*explore*) the possibilities __ (*stain-paint*) — __ (*pour*) and __ (*drip*) __ (*thin*) acrylics on raw canvas, so that the paint actually absorbed into the weave of the material.

Exercise 56. Insert the correct non-finite form of the verbs given in brackets. Make sure you use *to* before the infinitive where necessary.

1. Stonehenge, the most famous prehistoric monument in Britain, is believed __ (*build*) around 3,000 B.C. It has been suggested that Stonehenge once operated as a massive astronomical clock, and there are even suggestions that it was a __ (*land*) site for UFOs. A more likely explanation is that Stonehenge was an important centre of worship __ (*connect*) with the sun.

2. Many stories ___ (*associate*) with British history come from the Tower of London, ___ (*comprise*) not one, but 20 towers. Traitor's Gate, ___ (*set*) in the southern wall of the Tower, has steps ___ (*lead*) down to the River Thames. Countless prisoners, ___ (*include*) the future Queen Elizabeth I of England, were brought to the Tower by barge, and ascended the steps before ___ (*imprison*).

No visit to the Tower of London would be complete without ___ (*see*) the ravens; huge black birds who are an official part of the Tower community. Legends state that if the ravens were ___ (*leave*) the Tower the Crown will fall, and Britain with it. Under the special care of the Raven Master, the ravens are fed a daily diet of raw meat ___ (*pay*) for out of a special fund ___ (*set*) aside by Parliament. There is no danger of them ___ (*fly*) away, as their wings are clipped.

3. St Paul's Cathedral is one of London's most famous landmarks, ___ (*regard*) as the parish church of the British Commonwealth. The present cathedral, ___ (*build*) in the later part of the 17th century and early part of the 18th century, is the third on the site, the previous one ___ (*destroy*) by the Great Fire of London. The cathedral contains a number of famous tombs and memorials, ___ (*include*) that of its architect, Sir Christopher Wren. One of its popular features is the ___ (*whisper*) Gallery. If someone ___ (*stand*) near the wall on one side whispers some words, those words can ___ (*hear*) near the wall on the opposite side.

4. The Edinburgh festival is an annual arts festival ___ (*hold*) in Edinburgh during August and September. The Festival, first ___ (*hold*) in 1947, has gained an international reputation, and is widely recognised for ___ (*provide*) opportunities for avant-garde theatre groups and ___ (*emerge*) new talents ___ (*showcase*) their work as part of the Edinburgh Fringe — performances ___ (*stage*) at smaller venues and theatres outside the main programme of events, often of more experimental 'offbeat' nature.

Exercise 57. Fill the spaces with the correct non-finite form of the verbs given in brackets to complete these proverbs and sayings. Make sure you use *to* before the infinitive if necessary.

1. Rats desert a ___ ship. (*sink*) 2. ___ mends no holes. (*talk*) 3. All lay load on a ___ horse. (*will*) 4. Know your own faults before ___ others for theirs. (*blame*) 5. Fear the Greeks ___ gifts. (*bear*) 6. It is never too late ___. (*learn*) 7. Live ___, but eat ___. (*eat* [*negative*], *live*) 8. ___ is human. (*err*) 9. A ___ kindness deserves no thanks. (*force*) 10. Let ___ dogs ___. (*sleep*, *lie*) 11. Treat others as you would like ___. (*treat*) 12. A ___ stone gathers no moss. (*roll*) 13. Be slow ___ and quick ___. (*promise*, *perform*) 14. Clean hands want no ___. (*wash*)

Exercise 58. Complete the following text with the correct finite or non-finite form of the verbs given in brackets. Make sure you use *to* before the infinitive and an appropriate preposition before the gerund if necessary.

A The Trypilians who ___ the ancient ancestors of Ukrainians, ___ along the Dnipro River from 6000 to 1000 BC. (*be*, *flourish*) The Slavic ancestors of the Ukrainians ___ the modern Ukrainian territory well before the first century AD. (*inhabit*)

A strong state __ Kyivan Rus-Ukraine __ in the 9th century. (*call, establish*). Volodymyr the Great, ruler of Kyivan Rus-Ukraine, __ Christianity as the official religion in 988. (*adopt*) At the crossroads of European trade routes, Kyivan Rus __ its zenith under Yaroslav the Wise (1019—1054). (*reach*) While directly __ most of the Asian invasion of Europe in the 13th century, the Ukrainian state slowly __ and __ mainly between Russia and Poland. (*absorb, disintegrate, divide*)

The Ukrainian Cossack State, __ in the late 16th century, __ numerous wars of liberation against the occupiers of Ukraine: Russia, Poland, and Turkey. (*found, wage*) By the late 18th century, Ukraine __ by Russia and Austria-Hungary. (*occupy*)

An independent Ukrainian National Republic __ on January 22, 1922. (*proclaim*) In 1921, Ukraine's neighbours __ and __ the Ukrainian territory. (*occupy, divide*) In 1932—1933, the Soviet government __ a man __ famine in Eastern Ukraine, __ in the deaths of 7—10 million Ukrainians. (*engineer, -make, result*)

In March 1939, independent Carpatho-Ukraine __ the first European state __ war against Nazi __ aggression in the region. (*be, wage, -lead*) The restoration of Ukrainian independence __ on June 30, 1941 (*declare*). Over 5 million Ukrainians __ their lives during the war. (*lose*) With the reoccupation of Ukraine by Soviet troops in 1944 __ a __ wave of mass arrests, executions, and deportation of Ukrainians. (*come, renew*) Ukraine's independence __ in December 1991 with the dissolution of the Soviet Union. (*restore*)

B 1. Robert Edwin Peary __ an American naval officer and Arctic explorer who __ the expedition __ with first __ the North Pole in April 1909. (*be, lead, credit, reach*)

2. Alexander Graham Bell, a Scottish-born American inventor of the telephone, also __ the audiometer, an early __ aid. (*invent, hear*)

3. Elias Howe, an American inventor and manufacturer, __ early __ machines. (*design, sew*)

4. Leonardo da Vinci __ the smile and __ it __ life and reality to his characters. (*love, use, portray, give*)

5. At first, the Olympic games __ __. (*confine, run*) Greek women, __ not only __ in but also __ the Olympic games, __ games of their own, __ Heraea, __ by Hippodameia. (*forbid, participate, watch, hold, call, say, found*) Those __ also __ every four years but __ fewer events. (*hold, have*)

6. Over 4,500 species of sponges, __ throughout the world, __ today. (*live, know*) Adult sponges __ sessile, __ themselves to rocks and other substances. (*be, attach*) Sponges __ liquid since ancient times. (*use, hold*) The ancient Greeks __ them __ and __. (*use, bathe, scrub*)

— Модальні дієслова —

Modal verbs

Дієслова *can/could, may/might, must, be (to), have (to), need, shall, should, will, would, ought* та *dare* називаються модальними дієсловами (modal verbs/auxiliaries), оскільки вони виражають ставлення («mood») мовця до дії чи стану, яку/який називає головне дієслово,— наприклад, (не)можливість, необхідність, бажаність виконання дії тощо.

Модальні дієслова не вживаються самостійно й тому не можуть утворити присудок речення. Навіть коли модальне дієслово вживається без головного дієслова, наприклад, у коротких відповідях на питання, головне дієслово домислюється:

— Can you drive? — Yes, I can (drive).

Разом із головним дієсловом модальні дієслова утворюють складений дієслівний модальний присудок.

На відміну від головних дієслів, модальні дієслова не вживаються в наказовому способі, не мають закінчення *-s* у третій особі однини теперішнього часу, не мають неособових форм [за винятком *be (to)* і *have (to)*] і не потребують допоміжних дієслів для утворення питальних і заперечних форм (за винятком *have to*); про вживання модальних дієслів у складних реченнях та непрямому мовленні див. стор. 217—220; 232—233.

Can

Вживання дієслова *can* Uses of *can*

<i>Can</i> + простий (активний/пасивний) інфінітив виражає:	
<p>1 фізичну/розумову здатність виконати дію. <i>Can</i> відноситься до теперішнього часу; <i>could</i> — до минулого часу; <i>be able to</i> вжив., коли здатність виконати дію:</p> <ul style="list-style-type: none"> • виражається у формі інфінітива • з'явиться в майбутньому • має місце протягом певного часу • забезпечила її виконання 	<p>I can run fast. Я вмію швидко бігати. Father could run fast when he was a boy. Там-то вмів швидко бігати, коли був хлопчиком.</p> <ul style="list-style-type: none"> • I would be happy to be able to help you. Я був би радий/була б рада, аби мав/мала змогу допомогти тобі/вам. • I shall be able to rollerskate better after a few lessons. Я зможу краще їздити на роликівих ковзанах після кількох уроків. • Ed has been able to roller-skate for three months. Вже три місяці, як Ед уміє їздити/їздить на роликівих ковзанах. • He worked hard and was able to pass his examination. (= managed to) Він багато працював і зміг скласти/склав іспит.
<p>2 загальну, теоретичну можливість</p>	<p>You can(*) rely on him. На нього (не) можна покластися. One can travel to Kyiv by boat, by car or by aeroplane. До Києва можна дістатися теплоходом, автомобілем або літаком.</p>
<p>3 прохання</p>	<p>Can/Could you hold on a minute, please? Зачекайте, будь ласка, хвилинку.</p>

<p>4 дозвіл, прохання; (не)надання дозволу (вжив. у неофіційному мовленні)</p>	<p>Can/Could I borrow your dictionary (please)? <i>Можна/Чи не могла б (міг би) я взяти твій/ваш словник? — Yes, (of course) you can. Так, звичайно (можна).— No, (I'm afraid) you can't. Ні, (на жаль, не можна).</i></p> <p>You can watch TV now. <i>Зараз можеш дивитися телевізор.</i></p>
<p>5 заборону (cannot/could not)</p>	<p>You can't/cannot cross the street here. <i>Тут не можна переходити вулицю.</i></p>
<p>6 Стійкі сполучення з дієсловом can: <i>as can be;</i> cannot/can't (could not/couldn't) help (doing) sth</p>	<p>He is <i>as happy as can be</i>. <i>Він дуже/страшенно щасливий.</i></p> <p>He burst out <i>laughing</i>. He couldn't help it. <i>Він розреготався. Він нічого не міг вдіяти.</i></p> <p>He tried to be serious, but he couldn't help <i>laughing</i>. <i>Він намагався бути серйозним, але не міг не розреготатися.</i></p>
<p>Can/Could + будь-яка форма інфінітива виражає (у заперечних, питальних та окличних реченнях):</p>	
<p>7 подив, сумнів; could виражає більший сумнів; can/could + simple /continuous inf. відноситься до теперішнього/майбутнього часу; can/could + perfect (continuous) inf.— до минулого часу;</p> <p>для вираження сумніву стосовно висловлювань типу <i>He did not spell it correctly/see me</i>, які описують дію, що не відбулася/відбулася неналежним чином, вжив. дієслова з префіксами <i>dis-, mis-, in-; fail</i> + inf., складнопідрядні речення з підрядними, які вводяться сполучником <i>that</i></p>	<p>Can/Could it be so very difficult? <i>Невже це так важко?</i></p> <p>He can't/couldn't be telling the truth. <i>Не може бути, щоб він казав/що він каже правду (зараз).</i></p> <p>Can/Could it have been so very easy? <i>Невже це було так легко?</i></p> <p>He can't/couldn't have told the truth. <i>Не може бути, щоб він сказав правду/Він не міг сказати правду (тоді).</i></p> <p>Can/Could he have failed to see her?/ Can/Could it be that he hasn't seen her? <i>Невже він не (по)бачив її?</i></p> <p>Can/Could he have misspelt the word? <i>Невже він неправильно написав (це) слово?</i></p> <p>Can/Could he have misunderstood me? <i>Невже він не (так) зрозумів мене?</i></p> <p>Can/Could he dislike you? <i>Невже ти йому не подобасиця?</i></p> <p>It can't be that he hasn't passed the exam./ He can't have failed (to pass) the exam. <i>Не може бути, щоб він не склав іспит.</i></p>

Exercise 59. In which sentences can was/were able to be replaced by *can* or *could*?

1. I was able to play the piano when I was five. A. 1, 2
2. When the boat upset, we were able to swim to the bank. B. 1, 2, 3
3. After I had studied the rules, I was able to do the exercise correctly. C. 1, 4
4. In her younger days, Mother was able to jog ten miles without getting tired. D. 2, 3, 4

Exercise 60. Express disbelief, saying why these facts cannot be true. Take care to use the correct infinitive form after *can*.

Example: Mr. Smith never left England. But Susan says she saw him in Rome.
If Mr. Smith never left England, Susan *can't/couldn't* have seen him in Rome.

1. Ann takes size 5 in shoes, but she says these shoes are too small for her.
2. Bob is a hard-working student, but Ivy says he has failed his maths exam.
3. Joy has been living in this street all her life, but Joe says she has lost her way.

Exercise 61. Express doubt about these statements, using *can* followed by the correct infinitive form.

Examples:

- | | |
|--|---|
| <p>A: They saw us.
 <u>They <i>can't</i> have seen us.</u></p> | <p>1. Their team won.
 2. Harry was half an hour late.
 3. The flight has been cancelled.</p> |
| <p>B: Ted did not keep his word.
 <u>Ted <i>can't</i> have failed to keep his word.</u></p> | <p>4. Bruce has not arrived yet.
 5. You haven't seen her this week.
 6. Ed hasn't finished reading the book yet.</p> |
| <p>C: Pat hasn't seen us.
 <u><i>Can it be that</i> Pat hasn't seen us?</u></p> | <p>7. Sid does not watch television.
 8. Wendy does not know the truth.
 9. Jim does not like big cities.</p> |
| <p>D: He does/did not like the food they gave him.
 <u>He <i>can't</i> dislike/have disliked the food they gave him.</u></p> | <p>10. Sue has not spelt the word correctly.
 11. Ron has not hit the ball in a proper way.</p> |

May

Вживання дієслова may

Uses of may

<i>May</i> + простий (активний або пасивний) інфінітив виражає:	
1 дозвіл. <i>Might</i> надає запитанню про дозвіл більшої ввічливості. У відповідях на такі запитання вжив. лише <i>may</i>	<i>May</i> we play football here? <i>Нам можна грати тут у футбол?</i> <i>May</i> I wonder if I <i>might</i> borrow your pen? <i>Чи не могла б/не міг би я взяти твій/ваш олівець?</i> — Yes, (of course) you <i>may</i> . Так, (звичайно) можна.— No, you <i>may</i> not. Ні, не можна.
2 можливість, зумовлену обставинами (фактичну можливість)	I <i>may</i> fly to Kyiv next week. <i>Наступного тижня я, можливо, полечу до Києва.</i>
3 побажання здоров'я, щастя тощо	<i>May</i> all your dreams come true! <i>(Не)хай здійсняться всі ваші/твої мрії!</i>
<i>May/Might</i> + будь-яка форма інфінітива у заперечних, питальних та окличних реченнях виражає:	
4 припущення з відтінком сумніву, невпевненості; <i>might</i> виражає більший сумнів; <i>may/might</i> + simple/continuous inf. відноситься до теперішнього/майбутнього часу; <i>may/might</i> + perfect (continuous) inf.— до минулого часу. У коротких відповідях вжив. <i>may</i> + допоміжне дієслово	It <i>may/might</i> rain tonight or tomorrow. <i>Можливо, сьогодні ввечері або завтра буде дощ.</i> It <i>may/might</i> have rained yesterday. <i>Вчора, мабуть, ішов/був дощ.</i> He <i>may/might</i> be telling the truth. <i>Можливо, він говорить правду.</i> He <i>may/might</i> have told the truth. <i>Можливо, він сказав правду.</i> The letter <i>may/might</i> have been written in Greek. <i>Лист, мабуть, був написаний грецькою.</i> — Is he here? <i>Він тут?</i> — He <i>may</i> be.— <i>Можливо (він є тут).</i> — Was he here? — <i>Він був тут?/Чи був він тут?</i> — He <i>may</i> have been.— <i>Можливо (він був тут).</i>
5 роздратування, докір — <i>might</i> + perfect inf. (<i>might</i> + simple inf. виражає прохання + докір)	You <i>might</i> have helped me. <i>Ти міг би допомогти мені (але не допоміг).</i> You <i>might</i> listen when I am talking to you. <i>Ти міг би (по)слухати, коли я з тобою розмовляю (= Послухай...).</i>
6 Стійкі сполучення з дієсловом <i>may</i> : <i>may/might</i> (just) as well <i>may/might</i> well	We <i>may</i> as well stay home (as go to the cinema). <i>Ми з таким же успіхом можемо залишитися вдома (як і піти в кіно).</i> It <i>may/might</i> well be true that he works hard. <i>Цілком можливо/може бути правдою, що він багато працює.</i> It <i>may/might</i> well have been true that he worked hard. <i>Цілком могло бути правдою/можливо, що він багато працював.</i>

Exercise 62. Complete these sentences by using the correct (simple or perfect, active or passive) infinitive form of the verbs given in brackets.

1. He may ___ us a visit some time next month. (*pay*) 2. Examinations may ___ to ___ which students are to ___ into the top group. (*use, choose, move*) 3. Fashion in dress may ___ in Europe about the 14th century. (*originate*) 4. Mean solar time may ___ of as being measured relative to an imaginary sun about which the earth orbits with constant speed. (*think*) 5. The beginning of the modern period of the Icelandic language may ___ to date from 1540. (*say*)

Must

Вживання дієслова *must*

Uses of *must*

Must + простий (активний або пасивний) інфінітив виражає:

<p>1 обов'язок, необхідність (у теперішньому часі; в непрямому мовленні <i>must</i> може виражати обов'язок, необхідність у минулому); <i>had to</i> та <i>shall/will have to</i> виражають необхідність, обов'язок у минулому і майбутньому відповідно</p>	<p>I <i>must</i> go now. Мені треба/потрібно йти. This story <i>must</i> be abridged. Це оповідання необхідно скоротити. You <i>must</i> be back by nine o'clock. Ти повинен/повинна повернутися до дев'ятої години.</p>
<p>2 заборону (<i>mustn't/must not</i>)</p>	<p>Visitors <i>must not</i> feed the animals. (оголошення в зоопарку) Відвідувачам забороняється годувати тварин. You <i>mustn't</i> go there alone. Ти не повинен/повинна йти/ходити туди один/одна. You <i>mustn't</i> do that! Ти не повинен/повинна робити цього!</p>

Must + будь-яка форма інфінітива виражає:

<p>3 велику ймовірність, вірогідність (у стверджувальних реченнях). На час дії вказує форма інф.: <i>must</i> + <i>simple/continuous inf.</i> відноситься до теперішнього часу; <i>must+perfect (continuous) inf.</i> — до минулого часу;</p>	<p>He <i>must</i> be home by now. Він, напевне, зараз уже вдома. Ed isn't here. He <i>must</i> be packing for the trip. Еда немає тут. Він, напевне, пакується для подорожі. This story <i>must</i> have been abridged. Це оповідання, напевне, скоротили.</p>
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для вираження впевненості стосовно майбутньої дії вжив. присл. **probably, evidently** (але не **must**).
 Для вираження впевненості стосовно висловлювань типу *He did not understand me/spell the word correctly*, які описують дію, що не відбулася/відбулася неналежним чином, вжив. дієслова з префіксами **dis-, mis-, in-; fail + інф.; never**

Your sister will **probably** feel lonely when you leave. *Твоїй сестрі, напевне, буде самотньо, коли ти поїдеш.*

He **must have failed** to recognise her. *Він, напевне, не впізнав її.*

You **must have misunderstood** me. *Ти, напевне, мене не (так) зрозумів.*

My letter **must never have reached** her. *Мій лист, напевне, так і не дійшов до неї.*

Exercise 63. Expand on the following statements, using *must* to express near certainty and the correct form of the infinitive given in brackets at the end.

Example A: Toby is a good swimmer. (*to train a lot*) He must have trained a lot.

- Mary can't find her gloves. (*to lose them*)
- Jane is very happy today. (*to receive a letter*).

Example B: John isn't here. (*to work in the garden*) He must be working in the garden.

- Evelyn is still at school. (*to rehearse a play*)
- Mother is in the kitchen. (*to make a cake*)

Example C: Liz seems happy.

(*to make mistakes* [negative]) She must have made no mistakes.

- Jenny wants a sandwich. (*to have lunch* [negative])
- Ed seems upset. (*to receive a reply* [negative])

Example D: Tom seems upset.

(*to pass the test* [negative]) He must have failed to pass the test.

- I didn't see Cliff at the party. (*to arrive* [negative])
- What the secretary was doing was the opposite to what the manager suggested. (*to realise the importance of the problem* [negative])

Example E: Ann did not buy that short dress. (*to be appropriate for a formal party* [negative]) It must be inappropriate for a formal party.

- Joy knows very little Polish. (*to understand me* [negative])
- Ed doesn't remember what I said. (*to be attentive* [negative])

Have (to)

Have може вживатись як головне, допоміжне (див. стор. 19; 33) і модальне дієслово. Після модального дієслова **have** інфінітив завжди вживається з часткою *to*. Модальне дієслово *have*, на відміну від інших модальних дієслів, може вживатись у простих, продовжених і завершених часових формах.

Exercise 64. Give short answers to the following questions, using the suggestions given in brackets.

Examples: Who *has to* go to school by bus? (*Tom and Ted*) *Tom and Ted do.*
 Who *had to* refuse the invitation? (*my parents*) *My parents did.*
 Which of the girls *has* blue eyes? (*Lesley*) *Lesley has.*

1. Who *has* a new car? (*my brother*) 2. Who *had* plenty of time to spare? (*Joshua*)
 3. Which summer month *has* thirty days? (*June*) 4. Which of you *has* a brother? (*Mary and Wendy*)
 5. Which of you *had* been to new York before? (*I*) 6. Who *had to* do the shopping for the holiday? (*Ted*)

Вживання модального дієслова *have (to)*
Common uses of the modal verb have (to)

Модальне дієслово **have**, після якого завжди вживається лише простий інфінітив, виражає:

<p>1 обов'язок, необхідність; had (to) + інф. означає дію, яку мовець або хтось інший був змушений виконати в минулому.</p>	<p>He has to go. (He must go). Йому потрібно/Він має йти. Do you have to go? Тобі/Вам потрібно/Чи маєте ви йти? I had to answer his questions. Мені довелося/Я був змушений/була змушена відповісти на його запитання.</p>
<p>Have to застосовується в тих випадках, коли модальне дієслово must не може вживатися через обмаль форм: на відміну від must, що має лише одну форму і виражає обов'язок/необхідність лише в теперішньому часі, have to має різні часові, неособові форми (вони вказані нижче ліворуч), дієслову have to можуть передувати модальні дієслова:</p>	
<p>present perfect tense</p>	<p>He has had to stay. Він змушений був залишитися.</p>
<p>present continuous tense</p>	<p>I'm having to do my lessons carefully. Я маю старанно робити уроки.</p>
<p>simple future tense</p>	<p>The party will have to be cancelled. Вечірку доведеться відмінити.</p>
<p>past perfect tense</p>	<p>He said he had had to stay. Він сказав, що змушений був залишитися.</p>
<p>may + have to</p>	<p>We may have to stay. Нам, можливо, доведеться залишитися.</p>

infinitive	It's a pity to have to stay indoors in fine weather. <i>Шкода, що в гарну погоду доводиться залишатись у приміщенні.</i>
gerund	I hate having to go in this rain. <i>Як мені не хочеться йти в такий дощ.</i>
would + have to	If he went to Italy, he would have to earn his own living. <i>Якби він поїхав до Італії, то мав би/був би змушений сам заробляти (собі) на життя.</i>
2 відсутність необхідності (don't/didn't etc. have to)	You must study this poem today, but you don't have to study it right now. <i>Ти повинен/повинна вивчити цей вірш сьогодні, але не треба вчити його просто зараз.</i>
3 Сійке сполучення had better (виражає пораду)	You had better do your homework now. <i>Краще зроби/зробіть домашнє завдання зараз./Тобі/Вам краще зараз зробити домашнє завдання. [Пор. I'd/I would rather do my homework now. Я краще зроблю (своє) домашнє завдання зараз.]</i>

Exercise 65. Complete the sentences with *mustn't* or the correct negative form of *have to*.

- I ___ go to college tomorrow.
- If you make a promise, you ___ break it.
- Mr. Truth is extremely rich, so he ___ work.
- You promised to be on time so you ___ be late.
- The doctor ___ allow the patient to be put at risk.
- You ___ tell anyone what I said.
- He stayed in bed this morning because he ___ go to school.

Be (to)

Be може вживатись як головне дієслово, що має значення *бути, перебувати*; допоміжне дієслово (див. стор. 32), яке не має власного значення й утворює певну форму часу/стану головного дієслова, та модальне дієслово.

Після модального дієслова **be** інфінітив завжди вживається з часткою *to*. Модальне дієслово **be** вживається у формах простого теперішнього і минулого часу.

Не плутайте модальне дієслово **be (to)** та дієслово-зв'язку *be + to + інфінітив*:

The verb be	
<i>Modal verb</i>	<i>Linking verb</i>
He is to find a solution. <i>Він повинен знайти рішення.</i>	The problem is to find a solution. <i>Проблема (полягає) в тому, щоб знайти рішення.</i>

Вживання модального дієслова *be (to)*
Common uses of the modal verb *be (to)*

Модальне дієслово *be* виражає:

<p>1 обов'язок, необхідність, що впливає з домовленості/плану, was/were to+simple inf. означає, що дія повинна була відбутися в минулому, але невідомо, відбулася вона чи ні; was/were to + perfect inf. означає, що дія повинна була відбутися в минулому, але не відбулася</p>	<p>The committee is to meet today. Комісія має зібратися сьогодні. He is to leave on the fifth. Він повинен поїхати п'ятого. When are they to arrive? Коли вони повинні приїхати? The President is to make a speech tomorrow. Завтра Президент має виступити з промовою. He was to come to the meeting. Він повинен був прийти на збори. (Невідомо, прийшов він чи ні). He was to have come to the meeting. Він мав прийти на збори (але не прийшов).</p>
<p>2 суворий наказ, команду, розпорядження (в оголошеннях та інструкціях після be (to) звичайно вжив. пасивний інф.)</p>	<p>You are to stay here until I return. Ти повинен/повинна залишатися тут, поки я повернуся. You are to give this message to your parents. Ти повинен/повинна передати це повідомлення своїм батькам. This medicine is to be kept out of the reach of children. Ці ліки необхідно тримати в місці, не доступному для дітей.</p>
<p>3 сувору заборону (be + not)</p>	<p>He is not to go. Він не повинен іти. He was not to sit up late. Він не повинен був засиджуватися допізна. You are not to disturb me while I am busy. Ти не повинен/повинна заважати мені, коли я зайнятий/зайнята.</p>
<p>4 те, що має/чому судилося статися, чому не можна (було) запобігти</p>	<p>I am sure we are to meet again. Я впевнений/впевнена, нам призначено зустрітися знову. George Washington was to be the first president of the United States. Джорджу Вашингтону випало/судилося стати першим президентом Сполучених Штатів. This team was to win the World Cup. Цій команді випало виграти Кубок Світу.</p>
<p>5 можливість (зверніть увагу на вживання пасивного інф. після be (to) у наведених реченнях)</p>	<p>You are to be congratulated. Тебе/Вас можна/слід привітати. Reynolds' paintings are to be seen in the Metropolitan Museum of Art, New York City. Картини Рейнолдса можна побачити в Музеї Метрополітен Арт (Нью-Йорк).</p>
<p>6 Стереотипні речення з модальним дієсловом be</p>	<p>Who is to blame? Хто винуватий/винний? What is to become of him? Що буде/станеться з ним? What am I to do? Що мені робити?</p>

Exercise 66. Express the same, using *have to* to denote obligation or necessity and *be to* to denote prearranged necessity.

Examples: It was arranged that my brother would meet me at the airport.

My brother was to meet me at the airport.

It is necessary for you to work hard if you want to pass your exams.

You have to work hard if you want to pass your exams.

1. It's necessary for Ronald to go. 2. The meeting is scheduled for Tuesday. 3. You must hurry up if you want to be on time. 4. The only thing for you to do is to say 'thank you'. 5. The next train to Rome is due here at two o'clock. 6. Tim gave his consent. It was the only thing to do.

Need

Need у стверджувальних реченнях вживається як головне дієслово; у заперечних і питальних реченнях, у тому числі в непрямих питаннях, **need** може вживатись як головне та модальне дієслово.

The verb **need**

Modal verb	Main verb
<p>Need he go yet? Чи треба йому вже йти? He need not/needn't go yet. Йому ще не треба йти. He needn't have gone to the library. Йому не треба було ходити в бібліотеку./Марно він ходив у бібліотеку. I needn't ask, need I? Мені не треба питати, чи не так?</p>	<p>He needs to go to the meeting. Йому треба піти на збори. Did he need to go? Йому треба було йти?/Чи треба було йому йти? He doesn't need to go. Йому не треба йти. She will need his help. Їй буде потрібна його допомога. We need to ask first, don't we? Спочатку нам треба спитати, чи не так?</p>

Вживання модального дієслова **need**

Common uses of the modal verb **need**

Модальне дієслово **need** має лише одну форму, після якої інфінітив завжди вживається без частки *to*.

Модальне дієслово **need** виражає:

<p>обов'язок, необхідність або відсутність обов'язку, необхідності (needn't). Заперечення може виражатися не лише часткою <i>not</i>, а й іншими способами.</p>	<p>Need you come tomorrow? Тобі/Вам треба приходити завтра? I wonder if I need come tomorrow. Цікаво, чи треба мені приходити завтра. You needn't ask him for help. Не треба (тобі) просити в нього допомоги. You need <u>hardly/scarcely</u> ask him for help. Навряд чи (вам/тобі) треба просити в нього допомоги. I don't think you need ask him for help. Не думаю, що (вам/тобі) треба просити в нього допомоги.</p>
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<p>Need не має форми минулого часу; для вираження відсутності обов'язку/необхідності в минулому вжив. didn't have to.</p>	<p>You needn't call him. <i>Не треба (вам/тобі) дзвонити йому. I didn't have to call him — he came by himself. Мені не довелося дзвонити йому — він прийшов сам.</i> Пор. She said she needn't call him yesterday. <i>Вона сказала, що їй не довелося дзвонити йому вчора.</i></p>
<p>Need+not+perfect inf. означає відсутність необхідності в минулому: дію, виражену інфінітивом, було марно виконано.</p>	<p>You needn't have waited. <i>Марно ви чекали/ти чекав/чекала./Не треба (вам/тобі) було чекати. We needn't have been in such a hurry. Не треба було так поспішати./Даремно ми так поспішали.</i> Need she have called him? <i>Чи так уже потрібно було їй телефонувати йому?</i></p>
<p>Пор. вживання needn't, didn't have to та didn't need to:</p>	<p>He needn't have watered the garden, for it was going to rain. <i>Даремно він полив город/Він міг не поливати город, адже збирався дощ. I didn't have to water the garden. Mike did it. Мені не довелося поливати город. Це зробив Майк. He didn't need to water the garden. <i>Йому не треба було поливати город./Він міг не поливати город.</i></i></p>

Exercise 67. Complete these sentences with *needn't*, *mustn't* or the correct negative form of *have to* or *need to* followed by the correct infinitive form of the verbs given in brackets. Alternatives are possible.

- I ___ a taxi. John gave me a lift. (*take*)
- You ___ so soon. Enjoy yourself. (*leave*)
- Nothing new came up at the meeting. I ___. (*go*)
- Ed ___ Aunt Mary the news, she already knew it. (*tell*)
- You ___ him about what happened; you've upset him. (*tell*)
- You ___ your essay twice. I could have made a photocopy for you. (*type*)

Shall

Shall може вживатися як допоміжне дієслово для утворення форми майбутнього часу (хоча більш поширеним є вживання допоміжного дієслова *will*) та як модальне дієслово.

The verb shall	
Modal verb	Auxiliary verb
<i>Affirmative</i>	
You shall have the book tomorrow. <i>Ти матимеш книжку/У тебе буде книжка завтра.</i>	I shall/I'll work harder next term. <i>У наступному семестрі я буду працювати більше.</i>
He shall be punished. <i>Його покарають/буде покарано.</i>	We shall be going to Rome next week. <i>Наступного тижня ми поїдемо до Рима.</i>

Interrogative

Shall I open the window? Відчинити вікно?

Shall we go by train? Поїдемо/Ми поїдемо поїздом?

Shall we know the truth? Чи будемо ми знати правду? **Shall** I be here tomorrow? Чи буду я тут завтра?

Negative

If you don't do your homework, you **shall not** go out. Якщо не зробиш домашнє завдання, нікуди не підеш. That naughty boy **shall not** watch TV tonight. Той неслухняний хлопчисько не буде сьогодні ввечері дивитися телевізор.

We **shall not/shan't** go. Ми не підемо. I **shall not/shan't** watch TV tonight. Сьогодні ввечері я не буду дивитися телевізор.

Вживання модального дієслова *shall*
Common uses of the modal verb *shall*

Модальне дієслово *shall*, яке частіше вживається в БРА, ніж в АМА, виражає:

<p>1 пропозицію: а) зробити щось для когось; б) що включає мовця і спонукає до згоди</p>	<p>а) Shall I make you a cup of tea? Тобі приготувати чашку чаю? Shall I order a taxi for you?/I'll order a taxi for you, shall I? Тобі замовити таксі?/Я замовлю тобі таксі, добре? б) Shall we listen to some music? Послухаємо музику? Let's/We'll listen to some music, shall we? Давай послухаємо музику, добре/гарзд?</p>
<p>2 рішучий намір, бажання мовця</p>	<p>I shall do what I like. Я (обов'язково) зроблю/вчиню, як хочу. I shall not go to the party. Я не піду на вечірку.</p>
<p>3 прохання/запитання щодо поради, інструкції</p>	<p>Where shall we camp? Де ми поставимо намет? Who shall we invite for dinner tonight? Кого ми запросимо на обід сьогодні ввечері?</p>
<p>4 обіцяння, погрозу, застереження, наказ мовця (з 2-ю та 3-ю особами)</p>	<p>If you clean my room, you shall have a piece of cake. Якщо прибереш мою кімнату, дам тобі/матимеш шматок торта. If you won't/don't do as I tell you, you shan't watch TV. Якщо не зробиш, як я тобі кажу, не будеш дивитися телевізор. He shall do that. Він зробить/йому доведеться зробити це.</p>
<p>5 обов'язок, повинність (у документах)</p>	<p>Payments shall be made once a week. Платежі здійснюються раз на тиждень.</p>

Exercise 68. Make a) suggestions and b) offers for the following situations and then respond to them. See the examples.

Example A: You feel like going for a swim. Shall we go for a swim?
 a) Yes, lets./Yes, let's, shall we? b) No, I'd rather we didn't.

You feel like: 1. having a game of tennis 2. going for a walk

Example B: An old lady wants to put her luggage suitcase on the luggage rack.
Shall I put the suitcase on the rack (for you)?
 a) Can/could you? That's very kind of you. b) Yes, please. c) No, thank you.

1. A young woman is shivering and the window is open. 2. Your grandmother says it's too stuffy in the room. 3. It seems to you that your friend is not very comfortable sitting at his desk.

Will

Will вживається як модальне дієслово і допоміжне дієслово для утворення форми майбутнього часу.

The verb will	
Modal verb	Auxiliary verb
<i>Affirmative</i>	
We cannot always do as we will . <i>Ми не можемо завжди чинити, як хочемо. You will do as you are told. Ти зробиш, як тобі говорять.</i>	He will /He'll come here tomorrow. <i>Він прийде сюди завтра. They will be here soon. Вони скоро будуть тут.</i>
<i>Interrogative</i>	
Will you have a cup of coffee? <i>Чи не хочеш/хочете чашку кави?</i> Open the door, will you? <i>Відчини, будь ласка, двері.</i>	Will he be in tonight? <i>Він буде сьогодні ввечері? Will it be warm tomorrow? Завтра буде тепло?</i>
<i>Negative</i>	
He will not lend us his camera. <i>Він не дає нам свій фотоапарат. The car won't start. Машина (ніяк) не заводиться.</i>	I won't be able to come to the party. <i>Я не зможу прийти на вечірку.</i>

Вживання модального дієслова *will*
Common uses of the modal verb will

<i>Модальне дієслово will виражає:</i>	
1 обіцянку, бажання, наполягання, рішучість мовця	I will help her with her homework. Я (обов'язково) допоможу їй зробити домашнє завдання. If I must, I will (do it). Якщо треба/я повинна/повинен, то обов'язково (це) зроблю.
2 ввічливе запитання, прохання	Will you have some tea? Вип'єш/Вип'єте чаю? Won't you sit down? Сідайте, будь ласка.
3 звичайні дії; роздратування (з приводу того, що постійно відбувається)	Mary will often play the violin for hours. Мері часто годинами грає на скрипці. He will leave his pencils lying all over the place. Він скрізь залишає свої олівці.
4 щось типове, невідворотне (про природні речі)	Oil will float on water. Нафта плаває на воді. These things will happen. Таке/Такі речі (часто) трапляється/трапляються.
5 небажання, відмову, впертість	The door will not open. Двері ніяк не відчиняються. I've asked Tom to lend me his calculator, but he won't . Я попросив/попросила Тома дати/позичити мені калькулятор, а він не хоче (дати)/не дає.
6 наказ, розпорядження (офіц.)	You will do as I request. Ти зробиш, як я прошу. You will not discuss this matter with anyone. Ти не будеш ні з ким обговорювати цю справу. Will you remember that you have to feed the dog. Не забудь, що ти повинен нагодувати собаку.
7 імовірність, припущення	They will be in England by now. Мабуть, вони зараз уже в Англії. That's your book, so this will be mine. То твоя книжка, тож це, напевне, моя.

Exercise 69. Fill in the spaces with *shall* or *will (not)*.

1. ___ I bring you some water? 2. Let's go swimming today, ___ we? 3. I promise that I ___ return the books in a few days. 4. The Security Council ___ decide what measures ___ be taken to restore peace and security. 5. If you put a match on it, real amber ___ melt, but imitation ___.

Should

<p>Should вжив. як модальне дієслово та як дієслово, що виражає майбутній час модального дієслова <i>shall</i> відносно минулого (в непрямому мовленні), а також як допоміжне дієслово для вираження майбутнього часу відносно минулого.</p>	The verb <i>should</i>	
	<i>Modal verb</i>	<i>Auxiliary verb</i>
	<p>You should do as you are told. <i>Тобі слід зробити, як сказано.</i> She asked whether she should wear a white dress. <i>Вона запитала, чи вдягти їй білу сукню.</i> (Пр.: “<i>Shall I wear a white dress?</i>” she asked.)</p>	<p>Ed said he shouldn't get there until noon. <i>Ед сказав, що не дістанеться туди до полудня.</i></p>

Вживання модального дієслова *should*
*Common uses of the modal verb *should**

Should + simple inf. вживається відносно теперішнього часу; **should + perfect inf.** вживається відносно минулого часу.

<i>Модальне дієслово <i>should</i> виражає:</i>	
1 обов'язок	You should do as you are told. <i>Тобі слід зробити, як сказано.</i> You shouldn't tell lies. <i>Не слід/Тобі не слід говорити неправду.</i>
2 пораду, рекомендацію	You should study the lesson carefully. <i>Тобі треба старанно вивчити урок.</i>
3 (не)можливість/припущення	There shouldn't be any difficulties. <i>Не повинно бути ніяких труднощів.</i> He should have arrived by now. <i>На цей час він, напевне, вже приїхав.</i>
4 ввічливе прохання, запитання, пропозицію	I should be happy to hear from you. <i>Я був би радий/була б рада отримати від вас звістку.</i>
5 критику: should + perfect inf. (позитивне й негативне твердження відповідно означають, що щось бажане не було зроблено і щось небажане було зроблено)	Your shoes are wet — you should have stayed at home. <i>У тебе мокрі черевики — (тобі) треба було б залишитися вдома (Ти не залишився).</i> It's very warm today. You shouldn't have stayed at home. <i>Сьогодні дуже тепло. Не треба було залишатися/сидіти вдома (Ти залишився).</i>
6 роздратування, здивування, гнів, відсутність розуміння (у питальних та окличних реченнях)	— Where does Liz live? — How should I know? — <i>Де живе Ліз? — Звідки мені знати?</i> Who should have come in but our teacher himself! <i>Хто, ти думаєш, увійшов? Не хто інший, як наш учитель!</i> Why should he expect me to refuse? <i>І чому це він сподівається, що я відмовлюсь?</i>

Exercise 70. (A) Advise your friend to do the following; (B) express your disapproval of the following not having been done. Use *should* or *shouldn't* + *simple* or *perfect infinitive*.

Example A: Have more exercise. You *should* have more exercise.

1. Get more sleep. 2. Keep regular hours. 3. Have a healthy diet. 4. Not to worry over trifles. 5. Avoid hurting other people's feelings.

Example B: Why didn't you let me know you were coming? You *should* have let me know you were coming.

6. Why didn't you stay with us? 7. Why didn't you say what you did? 8. Why did you take so much luggage? 9. Why didn't you travel by aeroplane? 10. Why didn't he check the brakes before setting off?

Would

Would вживається як модальне дієслово та як допоміжне дієслово для вираження майбутнього часу відносно минулого:

The verb would	
Modal verb	Auxiliary verb
She would be ten. Їй, мабуть, десять (років).	He <u>said</u> he would show me the letter. Він сказав, що покаже мені листа.

Вживання модального дієслова *would* Common uses of the modal verb *would*

Would + **simple inf.** вживається відносно теперішнього часу; **would** + **perfect inf.** вживається відносно минулого часу.

Модальне дієслово <i>would</i> виражає:	
1 ввічливе прохання, запрошення (у питальних реченнях)	Would you like to be given a puppy for your birthday? Ти хотів би, щоб тобі подарували цуценя на день народження? Will/Would you tell me when you'll be leaving? Скажи мені, будь ласка, коли (ти) їхатимеш. Will/Would you please open the door for me? Відчини мені, будь ласка, двері.
2 припущення	Ann would have been about fifteen when we moved to Kyiv. Ганні було, мабуть, років п'ятнадцять, коли ми переїхали до Києва. This would be the street she meant. Це, мабуть, вулиця, яку вона мала на увазі.

3 звичай, повторюваність	At the weekends we would go to the cinema. У вихідні ми зазвичай ходили в кіно.
4 роздратування з приводу того, що постійно відбувається	The bus would come late, just when I am in a hurry! Ну звичайно, саме коли я поспішаю, автобус запізнюється. That's exactly like her — she would forget to lock the door! Це так схоже на неї,— як завжди, вона забула замкнути двері!
5 (не)бажання, відмову (зробити щось)	Ed would not accept this. Ед не погодиться на це. The door would not open. Двері (ніяк) не відчинялися. He would do anything for her mother. Він що завгодно зробить/ладен зробити для своєї матері.
6 Стійкі сполучення з дієсловом would : would rather, would sooner; would like/love	I would rather go to the library. Я краще пішла б у бібліотеку. I would sooner take a taxi than be late for school. Я, швидше, взяла б таксі, ніж запізнилася до школи. I would love to meet him. Я дуже хотіла б зустрітися з ним. He would like to go home. Він хотів би піти додому. Carol would have loved to have a better job. Керол дуже хотіла б мати ліпшу роботу (але її в неї немає).

Exercise 71. Make requests for the following situations and then give *yes/no* responses.
Examples:

- A You want someone to open the door for you. Will/Would you please open the door for me?
a) Yes, of course I will. b) No, I'm afraid I can't at the moment.
- B Your friend has nowhere to stay for the night. Would you like to stay with me?
a) Yes, I would like to/love to. b) No, I would prefer not to, thank you.
- A You want someone to: 1. translate a letter for you. 2. hold the door open for you.
B You want your friends to: 1. join you for a meal. 2. have a holiday with you.

Ought

Вживання модального дієслова *ought*
Common uses of the modal verb ought

- Ought** + non-perfect inf. вживається відносно теперішнього або майбутнього часу;
ought + perfect inf. вживається відносно минулого часу.

Модальне дієслово **ought** виражає:

1 обов'язок зробити щось	<p>You ought to write to her. <i>Тобі слід (було б) написати їй.</i></p> <p>You ought to study that lesson carefully. <i>Ти повинен/повинна старанно вивчити той урок.</i></p> <p>— Yes, I know I ought (to). <i>Так, (я) знаю, я повинен/повинна.</i></p>
2 пораду	<p>You ought to work harder. <i>Тобі слід більше працювати.</i></p> <p>These books ought not to be left there. <i>Не слід (було б) залишати там ці книжки.</i></p>
3 припущення, (не)ймовірність	<p>He ought to be hungry. <i>Він, мабуть/напевно, голодний.</i></p> <p>There oughtn't to be any difficulties. <i>Навряд чи будуть труднощі./Не повинно бути ніяких труднощів.</i></p>
4 критику (ought to+perfect inf.): позитивне і негативне твердження відповідно означають, що щось бажане не було зроблено і щось небажане було зроблено	<p>You ought to have helped me. <i>Тобі слід було б допомогти мені. (= Ти не допоміг/допомогла).</i></p> <p>He oughtn't to have laughed at her mistakes. <i>Йому не слід було сміятися з її помилок. (= Він сміявся).</i></p>

У багатьох випадках **should** та **ought (to)** взаємозамінні:

You **ought to/should be** at school before 8. *Ти повинен/повинна бути в школі до 8-ї години.*

Should вживаємо, коли висловлюємо власну думку; **ought to** вживаємо, коли маємо на увазі обов'язки або правила чи коли хочемо, щоб наша думка видавалася такою ж переконливою, як обов'язок або закон:

He **ought to be punished** for what he did. *Його слід (було б) покарати за те, що він зробив.*

They **ought to look** after their pet animals better. *Їм би треба було краще доглядати своїх улюблених звірят (пестунчиків).*

Exercise 72. Respond to the following, using *ought*.

Example: You shouldn't keep this news from her. You are right. I **ought to tell her**.

1. You shouldn't do this work for Ted.
2. You should go and see Jane some time.
3. You should write them a thank-you letter.
4. He should work harder if he wants to pass his exams.

Dare

<p>Dare, що має значення «сміти, відважуватися», вжив. як головне дієслово і модальне дієслово. Модальне дієслово dare вжив. у питальних і заперечних реченнях.</p>	The verb <i>dare</i>	
	<i>Modal verb</i>	<i>Main verb</i>
	<i>Affirmative</i>	
	—	One day he may dare to ask her.
	<i>Interrogative</i>	
	Dare he/Does he dare ask? Dared he/Did he dare do it?	Does he dare to ask? Did he dare to do it?
	<i>Negative</i>	
	I dare not go. He dared no/didn't dare do it.	I don't dare to stay. He didn't dare to do it.

<i>Модальне дієслово dare виражає:</i>	
1 несхвалення, докір	<p>Don't you dare talk to me like that! <i>Не смій так розмовляти зі мною!</i></p> <p>How dare you take my calculator without asking me? <i>Як ти смієш брати мій калькулятор, не спитавши мене?</i></p>
2 відсутність рішучості	I hardly dare turn to him for help. <i>Навряд чи я посмію/наважуся звернутися до нього по допомогу.</i>
3 Стереотипне (головне) речення з дієсловом dare: dare say/daresay	I dare say/daresay she is right. <i>Насмілюся сказати/Гадаю, вона права.</i>

Exercise 73. Use the correct form of *dare* (followed by *to* if necessary) to fill the spaces in these sentences.

1. It'll rain tonight, I ___ say. 2. I ___ turn to him for help. (*negative*) 3. How ___ you read my letter without asking me! 4. I ___ ask him. (*negative*) 5. I don't know how you ___ say such things! 6. We all knew he was wrong, but none of us ___ tell him.

Exercise 74. Fill in each space with the appropriate modal verb to express the suggested meaning. Use the negative form of the modal verb and *to* after the modal verb where necessary. Alternatives are possible.

1. It ___ be true! (*disbelief*)
2. I ___ get your money back on time. (*promise*)
3. He ___ have called Susan. (*strong likelihood*)
4. What he says ___ be true. (*possibility/supposition*)
5. Let's stop and have a cup of coffee, ___ we? (*suggestion*)
6. He ___ speak French fluently when he was six. (*ability*)
7. You ___ arrive on time. It's important. (*command/advice*)
8. Judging from what you say, the team ___ win. (*possibility*)
9. You ___ worry. I've taken care of it. (*absence of necessity*)
10. If you stay at that hotel, you ___ pay a little more. (*future necessity*)
11. Mr. Parker says that we ___ write more neatly. (*obligation/necessity*)
12. ___ you come for a walk after the meeting? (*polite question/invitation*)
13. If you ___ cook your own dinner, then you ___ to go hungry. (*inability; necessity*)
14. The more difficult the questions are, the less likely you ___ answer them. (*something unavoidable*)
15. I tried to warn him that it was going to be very cold, but he ___ listen. (*unwillingness*)
16. If he ___ succeed in his new profession, he ___ try harder. (*something destined to happen; obligation/necessity*)

Exercise 75. Choose the correct verb or phrase to fill each space in the following sentences taken from King's famous speech "I Have a Dream". Make sure you use *to* where necessary.

1. I have a dream that one day, on the red hill of Georgia, sons of former slaves and the sons of former slave owners ___ sit down together at the table of brotherhood. (*will be able, can*)
2. I have a dream that one day right there in Alabama, little Black boys and little Black girls ___ join hands with little white boys and white girls as sisters and brothers. (*will be able, can*)
3. This is our hope. And if America ___ be a great nation, this ___ become true. (*is, has; has, must*)

Exercise 76. Translate into English, paying special attention to the use of modal verbs.

1. Більшість людей, які йдуть на професійну роботу, повинні мати, крім шкільної, ще й фахову освіту.
2. Дітям не слід користуватися мікрохвильовими печами, доки їм не показали, як це потрібно робити.
3. Коли ти будеш у Філадельфії, тобі варто побачити Дзвін Незалежності.

ІМЕННИК

The Noun

Іменники — це повнозначні слова, які називають предмети, істоти (як то: люди, тварини), місця, абстрактні поняття, почуття тощо.

Nouns	
<i>naming</i>	
people	teacher, student, father, mother, aunt, uncle, boy, girl, child(ren), policeman
animals/ birds	horse, dog, cat, mouse, cow, chicken, pig, lion, tiger, camel, elephant, wolf, sheep, rabbit, bird, blackbird, bee, snake, spider, fish
plants	potato, plant, flower, rose, moss, cactus, cedar/apple/cherry(-tree)
places	house, garage, hall, room, pharmacy, city, town, street, square, country, continent, Europe, Asia
things	ball, pen, pencil, book, dress, cake, nut, stick, coat, bag, table, plate, lamp, album
ideas	health, bravery, action, truth, kindness, wealth, friendship, fancy, imagination, politeness
feelings	love, joy, happiness, nervousness, homesickness, anger, pride, satisfaction, pleasure

Основні групи іменників

Main groups of nouns

За будовою іменники поділяються на *прості* (simple), *похідні* (derived) та *складні* (compound).

Morphological groups of nouns	
<i>Simple nouns</i>	man, boy, girl, bread, food, book, bed, tree, day, cat, dog
Derived nouns noun-forming suffixes: -er, -or, -ee, -ing, -ment, -ness, -ion, -cy, -th, -ure, -ence, -ance, -al, -dom, -hood, -ship, -ette, -ling	teacher, actor, painting, feeling, agreement, management, kindness, coldness, possession, exhibition, excellency, existence, dependence, performance, arrival, survival, warmth, closure, freedom, kingdom, childhood, friendship, kitchenette, duckling

noun-forming prefixes: dis-, ex-, mis-, re-, under-, fore-	dis favour, dis comfort, ex-president, mis fortune, mis fit, re marriage, under graduate, under wear, fore ground
Compound nouns (деякі складні іменники пишуться як одне слово, два слова або через дефіс)	yearbook, brother-in-law; dining room/dining-room, parking meter, high school, get-together, roller-coaster/roller coaster, self-respect, flower shop, police station, ski lift/ski-lift, breath-test, skinhead, owner-occupier

Деякі іменники в написанні можуть збігатися з дієсловами, відрізняючись від них наголосом:

<i>Nouns</i>	<i>Verbs</i>	<i>Nouns</i>	<i>Verbs</i>
'accent наголос	a'scent наголошувати	'increase приріст, збільшення	in'crease збільшувати
'addict наркоман	a'ddict поринати	'insult образа	in'sult ображати
'collect коротка молитва (в католицькій церкві)	co'llect збирати	'misprint (друкарська) помилка	mis'print зробити (друкарську) помилку
'compress компрес	com'press стискати	'object предмет, річ; мета	ob'ject заперечувати
'conduct поведінка	con'duct вести	'permit перепустка, дозвіл	per'mit дозволяти
'conflict конфлікт	con'flict конфліктувати	'produce продукт, результат	pro'duce продукувати, виробляти
'contest змагання	con'test змагатися	'progress прогрес	pro'gress прогресувати
'dispute спір	dis'pute сперечатися	'protest протест	pro'test протестувати
'escort ескорт	es'cort ескортувати	'record запис, протокол	re'cord записувати
'export експорт	ex'port експортувати	'subject тема; підданий	sub'ject підкоряти
'extract екстракт	ex'tract витягати	'suspect підозрюваний	sus'pect підозрювати
'import імпорт	im'port імпортувати	'transport транспорт	trans'port транспортувати

Залежно від значення виокремлюються наступні групи іменників, які можуть відрізнитися своїми граматичними формами, а також вживанням з артиклем:

Загальні та власні іменники
Common and Proper nouns

Загальні іменники виступають як <u>загальні</u> назви предметів, істот, місцевостей тощо і пишуться з маленької літери. <u>Власні</u> іменники — це <u>особові</u> назви окремих предметів, істот, місцевостей тощо й тому пишуться з великої літери:	<i>Common nouns</i>	<i>Proper nouns</i>
	a girl дівчина	Jane Джейн (особове ім'я дівчини)
	a boy хлопець	Kevin Кевін (особове ім'я хлопця)
	a cat кіт	Socks Сокс (особова кличка кота)
	a dog собака	Buddy Баді (особова кличка собаки)
	a country країна	Great Britain Велика Британія (назва країни)
	a city, a town місто	London Лондон, Lubny Лубни (назви міст)
	a river річка	the Thames Темза, the Dnipro Дніпро (назви річок)

Деякі іменники можуть вживатися як загальні і власні (часто з різними значеннями):

<i>used as common (general names)</i>	← <i>Nouns</i> →	<i>used as proper (specific names)</i>
Her father is a baker Її батько пекар.	← baker →	Mr. Baker teaches physics. Пан Пекар викладає фізику.
The butler was an old man. Дворецький був старим чоловіком.	← butler →	Samuel Butler was a British writer. Самуель Батлер був британським письменником.
The lion is the king of the jungle. Лев — король джунглів.	← king →	Magna Carta was granted by King John in 1215. У 1215 році Король Джон дарував Велику хартію вольностей. Martin Luther King won the 1964 Nobel Peace Prize. У 1964 році Мартин Лютер Кінг отримав Нобелівську премію миру.
The unit of power is called the newton . Одиниця сили називається ньютон.	← newton →	Isaac Newton was a great British physicist. Ісаак Ньютон був великим британським фізиком.

The bell has just gone. Дзвоник щойно пролунав.	← bell →	The Liberty Bell is in Philadelphia. Дзвін Незалежності стоїть у Філадельфії.
There are 20 towers in the	← tower →	Tower of London. У лондонському Тауері 20 башт.
Would you like some more turkey? Чи не бажаєте/бажаєш ще індички?	← turkey →	Are there many rivers in Turkey? Чи багато річок у Туреччині?

Обчислювані та необчислювані іменники
Countable and uncountable nouns

Обчислювані іменники називають предмети, які мають певні розміри та форму й тому можуть бути пораховані за одиницями. Необчислювані іменники називають предмети, які не мають певних розмірів або певної форми й тому не можуть бути пораховані за одиницями.

Іменники, які є обчислюваними в англійській мові, можуть бути необчислюваними в українській (чи в іншій мові) і навпаки — іменники, які є необчислюваними в англійській мові, можуть бути обчислюваними в українській мові. З огляду на це, щоб правильно вживати англійські іменники-підмети та дієслова-присудки (у формі однини чи множини), в багатьох випадках треба знати, які іменники є обчислюваними, а які — необчислюваними.

<i>Countable nouns</i>		<i>Uncountable nouns</i>	
<i>naming</i>			
people	teacher, pupil, brother, captain, boy, girl, child, sister	solid substances and materials	bread, butter, flour, rice, sugar, cotton, silk, nectar, gold, chalk, wood
animals	cow, deer, pig, sheep, calf	meat (the flesh of animals used as food)	beef, venison, pork, mutton, veal
plants	tree, palm, olive, rose, tulip, bush, shrub, grass	liquids, gases	water, tea, milk, juice, oil, air, oxygen, smoke
objects having shape	house, pen, book, table, plate, ball, dress, car, hand	feelings and emotions	happiness, anger, shame, danger, hunger, thirst
units of measurement	metre, kilometre, litre, hour, pound, penny, dollar	abstract and other ideas	help, information, advice, leisure, news, honesty, safety, health, truth, luck

Індивідуальні та збірні іменники
Individual and collective nouns

Індивідуальні (обчислювані) іменники називають окремі предмети, істоти тощо. Збірні іменники називають групи предметів, істот, які сприймаються або розглядаються як одне ціле (див. також стор. 148—150).	<i>Individual nouns</i>	<i>Collective nouns</i>
	father, mother, sister, brother, daughter, son	family сім'я
	footballer, soccer player, team-mate, doctor	team команда
	cow, elephant, deer, goats, sheep, zebras	herd стадо
	viewer, listener, spectator, reader	audience аудиторія, публіка
	a royal (person), member (of the royal family)	royalty члени королівської родини
	lion	pride зграя (левів)
	gangster, thief, member, criminal, prisoner, bandit, youth, friend	gang банда, зграя
	musician, drummer, pianist, conductor	band оркестр

Число іменника

The number of the noun

Форми однини та множини іменників *Singular and Plural Forms of Nouns*

Обчислювані іменники вживаються в мовленні у формі однини або множини.

Іменники у формі однини, в якій вони зазвичай подаються у словниках, не мають спеціальних закінчень. Такі іменники називають одну особу, тварину, один предмет тощо.

Іменники, які кількісно означають більше одного, вживаються у формі множини. Регулярною формою множини в більшості іменників є закінчення *-s*, інколи *-es* або *-s/-es*.

Кілька іменників мають іншу, нерегулярну, форму множини.

Регулярна форма множини *Regular plural form*

Переважно загальні іменники (див. перший рядок наступної таблиці) та загальні і власні іменники окремих груп, що наводяться нижче, утворюють форму множини додаванням *-s*.

<i>Singular form</i>	+ -s =	<i>Plural form</i>
girl, student, vegetable, pea, spoon, house, question тощо	← Common nouns →	girl, student, vegetable, pea, spoon, house, question ^s
Ukrainian, American, Canadian, Arab, German, Italian, Russian	← Proper nouns naming nationalities →	Ukrainian ^s , American ^s , Canadian ^s , Arab ^s , German ^s , Italian ^s , Russian ^s
Nouns ending in -o		
bambo <u>o</u> , stere <u>o</u> , radi <u>o</u> , studi <u>o</u> , kangar <u>o</u> , scenari <u>o</u> , vide <u>o</u> , tri <u>o</u> , zoo	← preceded by a vowel →	bambo <u>o</u> ^s , stere <u>o</u> ^s , radi <u>o</u> ^s , studi <u>o</u> ^s , kangar <u>o</u> ^s , scenari <u>o</u> ^s , vide <u>o</u> ^s , tri <u>o</u> ^s , zoo ^s
avocad <u>o</u> , concert <u>o</u> , pian <u>o</u> , solo, soprano, tang <u>o</u> , zer <u>o</u>	← preceded by a consonant →	avocad <u>o</u> ^s , concert <u>o</u> ^s , pian <u>o</u> ^s , solo ^s , soprano ^s , tang <u>o</u> ^s , zer <u>o</u> ^s
auto, kilo, photo, memo (memorandum), micro (microcomputer)	← Abbreviations →	auto ^s , kilo ^s , photo ^s , memo ^s , micro ^s
Filipino, Romeo, Eskimo, Chicano	← Proper nouns →	Filipino ^s , Romeo ^s , Eskimo ^s , Chicano ^s
Nouns ending in -y		
day, play, key, monkey, turkey, boy, toy, donkey	← preceded by a vowel →	day ^s , play ^s , key ^s , monkey ^s , turkey ^s , boy ^s , toy ^s , donkey ^s
Mary, Harry, Kennedy, July, February, Friday, Sunday	← Proper nouns →	Mary ^s , Harry ^s , the Kennedy ^s , July ^s , February ^s
Nouns ending in -f, -fe, -ff		
belief, handkerchief, roof, proof, safe, cliff, chief	← Common nouns →	belief ^s , handkerchief ^s , roof ^s , proof ^s , safe ^s , cliff ^s , chief ^s

Наведені нижче іменники мають -s або -es у множині:

<i>Singular form</i>	+ -es =	<i>Plural form</i>
Nouns ending in -o preceded by a consonant		
potato, tomato, echo, embargo, hero, veto, torpedo		potato ^{es} , tomato ^{es} , echo ^{es} , embargo ^{es} , hero ^{es} , veto ^{es} , torpedo ^{es}
Nouns ending in -y preceded by a consonant		
lady, fly, army, story, berry, dictionary, taxonomy, soliloquy, jetty, colloquy		lady ^{es} , fly ^{es} , army ^{ies} , story ^{ies} , berry ^{ies} , dictionary ^{ies} , taxonom ^{ies} , soliloqu ^{ies} , jett ^{ies} , colloqu ^{ies}

Nouns ending in -f(e), -ff

calf, half, leaf, loaf, knife, life, wife, wolf, shelf, thief, staff	calv _{es} , halv _{es} , leav _{es} , loav _{es} , kniv _{es} , liv _{es} , wiv _{es} , wolv _{es} , shelv _{es} , thiev _{es} , stav _{es}
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Proper nouns

Rocky Mountains, Smoky Mountains	the Rocki _{es} , the Smoki _{es}
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Nouns ending in -(s)s, -sh, -(t)ch, -x, -z

bus, class, dish, bush, speech, match, patch, box, waltz	bus _{es} /buss _{es} AmE, class _{es} , dish _{es} , bush _{es} , speech _{es} , match _{es} , patch _{es} , box _{es} , waltz _{es}
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Singular form

+

-s/-es

=

Plural form

Nouns ending in -o

mango, motto, banjo, cargo, fresco, portico, tornado, zero	mango /mango _{es} , motto /motto _{es} , banjo /banjo _{es} , cargo /cargo _{es} , fresco /fresco _{es} , portico /portico _{es} , tornado /tornado _{es} , zero /zero _{es}
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Nouns ending in -f

hoof, dwarf, elf, scarf, wharf	hoof /hoov _{es} , dwarf /dwarv _{es} , elf /elv _{es} , scarf /scarv _{es} , wharf /wharv _{es}
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Nouns ending in -i

alkali, macaroni (але: taxi)	alkali /alkali _{es} , macaroni /macaroni _{es} (але: taxi)
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Нерегулярна форма множини
Irregular plural forms of nouns

<i>Singular form</i>	<i>Plural form</i>
man, woman, foot, tooth, goose, mouse, louse, child, ox, brother (брат, член релігійного братства); Mrs (Mistress); Mr (Mister)	men, wom _{en} , feet, teeth, ge _{ese} , mice, lice, childr _{en} , ox _{en} , broth _{er} _{en} ; Mrs/Mesdames; Messrs

Іменники з однаковою формою однини та множини
Nouns with the same singular and plural form

<i>Singular form</i>	<i>Plural form</i>
deer, sheep, aircraft, offspring	deer, sheep, aircraft, offspring
means, series, species, gallows, cross- roads, headquarters	means, series, species, gallows, cross- roads, headquarters
Swiss, Chinese, Japanese, Lebanese, Portuguese	Swiss, Chinese, Japanese, Lebanese, Portuguese

Множина скорочень, літер, символів, дат, чисел
Plurals of abbreviations, letters, symbols, dates, numbers

Множина скорочень, літер, символів, дат, чисел, що вживаються як іменники, утворюється додаванням 's або 's/s:	<i>Singular form</i>	<i>Plural form</i>
	VIP (a very important person — дуже поважна особа); UFO (unidentified flying object — неопізнаний літаючий об'єкт); PhD (Doctor of Philosophy — доктор філософії); one <i>t</i> ; & (= «і», «та»); (in) 1990; (one) 7	three VIP's/VIPs; two UFO's/UFOs; two PhD's/PhDs; cross your <i>t</i> 's; two &'s; (in) the 1990's/1990s (читається: <i>nineteen nineties</i>); three 7's

Форма множини складних іменників
Plural form of compound nouns

Складні іменники утворюють форму множини по-різному. Більшість складних іменників, які пишуться одним словом, утворюють форму множини регулярним або нерегулярним способом:

Compound nouns written as one word (without a hyphen)

<i>Singular form</i>	<i>Regular plural form</i>	<i>Singular form</i>	<i>Irregular plural form</i>
blackboard	blackboard s	doorman	doormen
mouthful	mouthful s ; mouth,ful	horseman	horsemen
coachbuilder	coachbuilder s	policeman	policem en
blackboard	blackboard s	policewoman	policewom en
hairdo	hairdo s	washerwoman	washerwom en
handful	handful s	schoolchild	schoolchild ren
babysitter	babysitter s	forefoot	forefe et
toothbrush	toothbrush es	dormouse	dorm ice

Compound nouns written as one word (with a hyphen) and as two (separate) words

Singular form	Plural form in			
	the last element	the first (key) element	either of the elements	both the elements
grown-up	grown-up _s			
six-year-old	six-year-old _s			
forget-me-not	forget-me-not _s			
stand-by	stand-by _s			
boy(-)friend	boy(-)friend _s			
assistant director	assistant director _s			
child prodigy	child prodigie _s			
man-of-war		men-of-war		
coat-of-mail		coat _s -of-mail		
passer-by		passer _s -by		
sister-in-law		sister _s -in-law		
court(-)martial			court _s (-)martial/ court(-)martial _s	
poet laureate			poet _s laureate/ poet laureate _s	
lord-justice				lord _s -justice _s
man/woman driver				men/women driver _s

Exercise 77. A. Match the name of a bird and an animal with the name of its home. Write sentences, telling where they live. Use the nouns in the plural form.

A spider	1 nest	F lion	6 hole
B mole	2 kennel	G mouse	7 stable
C horse	3 hive	H pig	8 corral
D cow, bull	4 den	I bee	9 web
E blackbird	5 burrow	J dog	10 sty

B. Insert in the blank spaces the correct plural form of the nouns given in brackets. See the table below.

1. What we lose on the ___ we make up on the ___. (*swing, roundabout*)
2. ___ see most of the game. (*looker-on*)
3. Bad ___ always blame their ___. (*workman, tool*)
4. Let ___ be ___. (*bygone*)
5. ___ see more than ___. (*stander-by, gamester*)
6. ___ on the ___ of time are not made by sitting down. (*footprint, sand*)
7. A cat has nine ___.

(life) 8. The ___ of the ___ will be announced later. (*result, analysis*) 9. The ___ drink a lot of tea. (*English*) 10. The ___ were making a lot of noise. (*child*) 11. Guard ___ will bark at ___. (*dog, thief*) 12. ___ kill ___ and sometimes attack people. (*wolf, sheep*) 13. The tailor makes clothes for both ___ and ___. (*man, woman*) 14. There are several ___ of solving our ___. (*means, problem*) 15. Physical education is included in most school ___. (*curriculum*) 16. ___ and ___ are important ___ of advertising. (*newspaper, magazine, medium*) 17. ___ and other ___ about the ___ are written in these ___. (*name, datum, class, book*) 18. So many ___, so many ___. (*country, custom*)

Множина іменників іноземного походження

Foreign plurals

Деякі слова, запозичені з латини та грецької, зберігають свої форми утворення множини (інколи поряд з регулярними формами множини — див. наступну таблицю):

Singular form	Plural form	
	Regular plural	Foreign plural
addendum додаток (до книги)		addenda
alumna колишня студентка, випускниця		alumnae
alumnus колишній студент, випускник		alumni
amphora амфора	amphoras	amphorae
analysis аналіз		analyses
antenna антена	antennas	antennae
appendix додаток; апендикс	appendices	appendices
auditorium аудиторія; зал для глядачів	auditoriums	auditoria
axis вісь		axes
bacterium бактерія		bacteria
basis базис, основа		bases
bureau бюро	bureau ^s AmE	bureau ^x
cactus кактус	cactuses	cacti
consortium консорціум		consortia
corrigendum (друкарська) помилка		corrigenda
crisis криза		crises
criterion критерій		criteria
cumulus скупчення, нагромадження		cumuli
curriculum учбовий план; розклад	curriculum ^s	curricula

<i>Singular form</i>	<i>Plural form</i>	
	<i>Regular plural</i>	<i>Foreign plural</i>
datum/data інформація, дані, відомості		dat a
diagnosis діагноз		diagnos es
ellipsis еліпс(ис)		ellips es
emphasis наголос, емфаза		emphas es
erratum (друкарська) помилка		errat a
focus фокус, центр	focus es	foc i
formula формула	formula s	formula e
fungus грибок	fungus es	fung i
genius геній	genius es	geni i
gymnasium гімнастичний зал; гімназія	gymnasium s	gymnasi a
index індекс, покажчик	index es	ind ices
genus рід; вид		gene ra
hypothesis гіпотеза		hypothes s
medium засіб, спосіб; медіум	medium s засоби; медіуми	medi a засоби
medusa медуза	medusa s	medusa e
memorandum меморандум	memorandum s	memorand a
millennium тисячоліття	millennium s	millenni a
moratorium мораторій	moratorium s	moratori a
nucleus ядро, центр		nucle i
parenthesis вставне слово/речення; круг- ла дужка		parenthes es
patois ['pætwa:] місцева говірка		patois ['pætwa:z]
phenomenon явище, феномен		phenomen a
radius радіус	radius es	radi i
spectrum спектр		spectr a
stimulus стимул		stimul i ['stimju:lai]
stratum шар, верства		strat a
syllabus програма, розклад	syllabus es	syllab i
synthesis синтез	synthes es	
terminus кінцева станція	terminus es	termin i
thesis теза, положення; дисертація		thes es

Необчислювані іменники, що не мають форми множини
Singular uncountable nouns

Ми з'ясували, що обчислювані іменники можуть вживатись у формі однини та множини, а необчислювані — лише у формі однини (стор. 135—139). Група необчислюваних іменників включає, крім тих, що наводяться на стор. 135 іменник *news*, а також інші іменники із закінченням *-s*, а саме — назви:

- наук/предметів вивчення (*physics, mathematics*);
- видів спорту (*athletics, aerobics, gymnastics*);
- ігор (*billiards, darts, dominoes, draughts, marbles*);
- хвороб (*measles, mumps, rickets, shingles*).

Дієслова після таких іменників завжди вживаються у формі однини, наприклад:

Flour is used for making bread. *Борошно використовується для випікання хліба.*

Water is an important component of all living things. *Вода — важлива складова всього живого.*

Furniture is often made of wood. *Меблі здебільшого виготовляють з дерева.*

Homework is usually done at home. *Домашнє завдання зазвичай виконують вдома.*

Billiards is becoming more popular. *Більярд стає все популярнішим.*

Bowls is often played outdoors on grass. *У кеглі часто грають на свіжому повітрі.*

Measles is an infectious disease. *Кіп — інфекційна хвороба.*

No news is good news. *Немає вістей — теж гарні вісті.*

Деякі іменники можуть вживатись як обчислювані (у формі однини або множини) і необчислювані, але з різними значеннями, наприклад:

used as <i>countable</i>	← <i>Nouns</i> →	used as <i>uncountable</i>
Our Persian cat is a real beauty . <i>Наш перський кіт — справжній красень.</i>	← beauty →	There is beauty in a fine thought or act. <i>У гарнім помислі або вчинку є краса.</i>
My mother has a few grey hairs . <i>У моєї мами є кілька сивих волосинок.</i>	← hair →	The boy has dark hair . <i>У хлопчика темне волосся.</i>
The chickens were running all around the farm. <i>По фермі бігали курчата.</i>	← chicken →	Would you like some more chicken ? <i>Хочеш ще курятини?</i>
We saw two lambs in the yard. <i>У дворі ми бачили двох ягнят.</i>	← lamb →	We had roast lamb for dinner. <i>На обід у нас була смажена молода баранина.</i>

He drank two glasses of milk. Він випив дві склянки молока.	← glass →	The boy broke two panes of glass . Хлопчик розбив дві шибки.
The guitar has six strings . Гітара має шість струн.	← string →	The package is tied with red string . Пакунок перев'язаний червоною мотузкою.
He spread his papers on the table. Він розклав свої папери на столі.	← paper →	He used three sheets of paper . Він використав три аркуші паперу.
The painter produced 3 works of art. Живописець представив три мистецьких твори.	← work →	The man had a lot of work to do. У чоловіка було багато роботи.
The iron is not very hot. Праска не дуже гаряча.	← iron →	Most living beings need a small quantity of iron . Більшість живих істот потребує невеликої кількості заліза.
The straws in our glasses were yellow. Соломинки в наших склянках були жовтого кольору.	← straw →	The straw strewn over the yard was wet. Солома, розкидана по двору, була мокрою
Two juices , please. Два соки, будь ласка.	← juice →	The juice is very sweet. Сік дуже солодкий.
These statistics are unreliable. Ці статистичні дані ненадійні.	← statistics →	Statistics is a modern branch of mathematics. Статистика — сучасна галузь математики.
Dominoes are used in playing dominoes. Доміно використовують для однойменної гри/гри в доміно.	← dominoes →	Dominoes is a table game. Доміно — це настільна гра.

Вираження значення кількості з необчислюваними іменниками
Expressing quantity with uncountable nouns

Для вираження значення загальної кількості з необчислюваними іменниками вживаються **some, much, little, a little, a lot of, lots of, a great deal of, a good deal of, plenty of**. Порівняємо вираження загальної великої та малої кількості з необчислюваними й обчислюваними іменниками:

Uncountable nouns		Countable nouns	
<i>much</i>		<i>many</i>	
(як правило, у заперечних та питальних реченнях)			
<p>He doesn't eat much <i>meat</i>. Він не їсть багато м'яса. I don't have much <i>work</i> to do. У мене <i>небагато</i> роботи. There is not much <i>sugar</i> in the sugar bowl. У цукорниці <i>небагато</i> цукру. There is not much <i>home-work</i>. Домашнє завдання <i>невелике</i>. He has put too much <i>sugar</i> into his tea. Він поклав <i>надто багато</i> цукру в чай. Do you have much <i>money</i> on you? У вас/тебе при собі <i>багато грошей</i>?</p>		<p>How many <i>pens</i> are there on the table? Скільки на столі ручок? How many <i>mistakes</i> has he made? Скільки помилок він зробив? There are not many <i>visitors</i> in the hall. У залі <i>небагато</i> відвідувачів. He makes too many <i>mistakes</i> in his compositions. Він робить <i>надто багато</i> помилок у творах.</p>	
<i>some</i>			
<p>There is some <i>milk</i> in the cup. У чашці є <i>молоко</i>.</p>		<p>There are some <i>questions</i> to answer. Є кілька питань, на які треба відповісти.</p>	
(a) <i>little</i>		(a) <i>few</i>	
<i>little</i>	<i>a little</i>	<i>few</i>	<i>a few</i>
<p>We have very little <i>money</i> left. У нас залишилося дуже мало грошей.</p>	<p>There is a little <i>milk</i> left. Залишилося трохи молока.</p>	<p>He has made few <i>mistakes</i> this time. Цього разу він зробив мало помилок. There were very few <i>visitors</i>. Було дуже мало відвідувачів.</p>	<p>A few <i>visitors</i> come each day. Кожного дня приходить кілька відвідувачів.</p>
<i>a lot/lots of</i> (in affirmative sentences)			
<p>She eats a lot/lots of <i>cream</i>. Вона їсть багато вершків. We have lots of <i>time</i>. У нас багато часу. There is a lot of <i>sugar</i> in the sugar bowl. У цукорниці багато цукру.</p>		<p>She eats a lot/lots of <i>vegetables</i>. Вона їсть багато овочів. A lot of <i>ladies</i> have applied for the job. По роботу звернулося багато жінок. There are lots of <i>apples</i> here. Тут багато яблук.</p>	

plenty of

There is **plenty of** sugar in the sugar bowl. У цукорниці багато цукру.

There are **plenty of** apples in the fruit bowl. У фруктовниці багато яблук.

a good/great deal of

He received **a good/great deal of** useful advice. Він отримав багато корисних порад.

Exercise 78. In the following sentences, fill in each space with *is* or *are*.

1. Where ___ the dominoes? 2. ___ dominoes still popular? 3. Physics ___ taught by Professor Smith. 4. Darts ___ popular in Canada. 5. ___ the darts heavy? 6. Mathematics ___ my favourite subject. 7. What ___ the news? 8. ___ economics a compulsory subject on the school curriculum?

Exercise 79. Translate the following sentences into English. Take care to express the meaning of quantity correctly.

1. Він дав мені гроші. 2. Ми не купуємо багато хліба. 3. У мене/Я маю дуже мало часу для читання. 4. Нам просто треба трохи води. 5. Їм дали велике домашнє завдання. 6. Він пив багато молока. 7. Він завдав нам багато неприємностей. 8. У плящі багато молока. 9. Є деякі питання, на які треба відповісти. 10. Діти їдять багато овочів.

Для позначення кількості (окремої одиниці маси, матеріалу або її/його частини) з необчислюваними іменниками вживаються іменники *piece*, *bit*, *article*, *loaf*, *slice* тощо:

Countable nouns used with uncountable nouns to express quantity

Singular	Plural
<p>a piece/an item of <i>news/information/advice/work/clothing/furniture</i>: There is an interesting item of news in the newspaper. Газета містить цікаву новину.</p>	<p>two/three etc pieces/items of <i>news/information/advice/work/clothing/furniture</i>: There are two interesting items of news in the newspaper. Газета містить дві цікавих новини.</p>
<p>a piece of <i>chalk/paper/string/furniture/luggage/equipment/advice/information/news/luck</i>: This piece of string is too short. Цей шматок мотузки надто короткий.</p>	<p>two/three etc pieces of <i>chalk/paper/string/furniture/luggage/equipment/advice/information/news/luck</i>: These three pieces of string are too short. Ці три шматки мотузки надто короткі.</p>

<p>a piece/slice of <i>cake/meat/bread/ham</i>: He had a slice of <i>meat</i> with a slice of <i>bread</i> for lunch. <i>На ланч/обід у нього був шматочок м'яса та скибка хліба.</i></p> <p>He has just had a slice of ham. <i>Він щойно з'їв шматок шинки.</i></p>	<p>two/three etc pieces/slices of <i>cake/meat/bread/ham</i>: He had two slices of <i>meat</i> with two slices of <i>bread</i> for dinner. <i>На обід у нього було два шматочки м'яса та дві скибочки хліба.</i></p> <p>He has just had two slices of ham. <i>Він щойно з'їв два шматки шинки.</i></p>
<p>a loaf of bread: Ask the shopkeeper for a loaf of <i>bread</i>. <i>Попроси у продавця буханку хліба/хлібину.</i></p>	<p>two/three etc loaves of bread: Ask the shopkeeper for two loaves of <i>bread</i>. <i>Попроси у продавця дві буханки хліба/дві хлібини.</i></p>
<p>a lump of <i>sugar/coal/clay/lead</i>: I usually drink tea with one lump of sugar in it. <i>Я звичайно п'ю чай зі шматочком цукру.</i></p>	<p>two/three etc lumps of <i>sugar/coal/clay/lead</i>: I usually drink tea with two lumps of sugar in it. <i>Я звичайно п'ю чай з двома шматочками цукру.</i></p>
<p>a sheet of <i>paper/glass/metal/plastic</i>: We need a sheet of <i>paper</i>. <i>Нам потрібен аркуш паперу.</i></p>	<p>two/three etc sheets of <i>paper/glass/metal/plastic</i>: We need six sheets of <i>paper</i>. <i>Нам потрібно шість аркушів паперу.</i></p>
<p>an article of <i>clothing/underwear/furniture</i>: He has only one new article of <i>clothing</i>. <i>У нього лише один новий предмет одягу.</i></p>	<p>two/three etc articles of <i>clothing/underwear/furniture</i>: He has only two new articles of <i>clothing</i>. <i>У нього лише два нових предмети одягу.</i></p>
<p>a bar of <i>chocolate/soap/steel</i>: He bought a bar of <i>chocolate</i>. <i>Він купив плитку шоколаду.</i></p>	<p>two/three etc bars of <i>chocolate/soap/steel</i>: He bought two bars of <i>chocolate</i>. <i>Він купив дві плитки шоколаду.</i></p>
<p>a cake of <i>soap/clay/snow</i>: There is a cake of <i>soap</i> here. <i>Тут є брусок мила.</i></p>	<p>two/three etc cakes of <i>soap/clay/snow</i>: There are two cakes of <i>soap</i> here. <i>Тут є два бруски мила.</i></p>

Exercise 80. Complete the following sentences by inserting in each the singular or plural form of the word given in brackets at its end and a word chosen from the list below. Use *of* in the correct place.

1. Here are two _____. (*paper*) 2. The Romans used richly decorated _____. (*furniture*)
 3. These _____ are very thin. (*meat*) 4. You will need two _____. (*clothing*) 5. That is a very useful _____. (*information*) 6. How many _____ would like to buy? (*bread*) 7. I'd like a _____ with this cheese. (*bread*) 8. I need two _____ for tying these parcels. (*string*)
 9. These three _____ are very important for us. (*news*) 10. The _____ you gave me are very valuable. (*advice*) 11. What a beautiful _____! (*work*) 12. How many _____ would you like with your tea? (*sugar*)
(sheet, loaf, lump, article, slice, piece)

Необчислювані іменники, що вживаються з дієсловами у формі множини

Uncountable nouns used with plural verbs

Деякі необчислювані іменники завжди вживаються з дієсловами у множині.

Uncountable nouns used with plural verbs include:

nouns ending in *-s* naming:

- 1) **articles of dress and tools/instruments consisting of two parts:** *pyjamas/pajamas, trousers, jeans, knickers, braces, tights, trunks, pants, shorts; binoculars, glasses, scissors, tongs, forceps, pliers.*

Your **trousers** are torn. *У тебе розірвані штани.*

Her **jeans** are new. *Її джинси — нові.*

What are these **tongs** for? *Для чого ці щипці?*

Для позначення кількості предметів з цими іменниками вживається слово **pair**:

These two **pairs** of **scissors** aren't very sharp. *Ці дві пари ножниць не дуже гострі.*

He bought a **pair** of **glasses**. *Він купив пару окулярів.*

- 2) **other things and abstract ideas:** *clothes, outskirts, surroundings, remains, savings, thanks:*

Her **clothes** are there. *Її одяг там.*

Our **thanks** are due to you. *Ми повинні вам подякувати.*

The **remains** of the meat were usually fed to the dog. *Залишками їжі зазвичай годували собаку.*

3) the nouns **police, cattle, livestock, poultry, vermin:**

The **police** are here to protect you. Поліція (перебуває) тут для вашого захисту.

Some **cattle** are hornless. Деяка худоба безрога.

Livestock are animals such as cows, sheep, horses and pigs. Худоба — це такі тварини, як корови, коні, вівці та свині.

Poultry are domesticated fowl. Свійські птахи — це птахи одомашнені.

Vermin are harmful organisms. Паразити — це шкідливі організми.

Іменник **people** може вживатися як обчислюваний і необчислюваний. Порівняємо:
 A lot of **people** (= persons) were waiting in the hall. У залі чекало багато людей.
 The Japanese are an industrious **people** (= nation). Японці — працьовитий народ/працьовита нація.
 The **peoples** (= nations) of Asia speak many languages. Народи Азії розмовляють багатьма мовами.

Exercise 81. Choose an appropriate word or phrase from those given in brackets at the beginning to complete these sentences.

1. (**trousers, pair of trousers**) Where are your ____? She has several jackets but only one ____.
 2. (**jeans, pair of jeans**) Harry's ____ were torn as he was climbing the tree. He asked his mother to buy him a new ____.
 3. (**tongs, pair of tongs, pairs of tongs**) They have four ____.
 One ____, sugar ____, is for picking up lumps of sugar, the second ____ is for picking up logs, and the other two ____ are ice ____.

Exercise 82. Fill in the spaces with *is* or *are* in the following sentences.

1. Advice ____ best given when asked for.
 2. My pyjamas ____ at the laundry.
 3. The news ____ very good.
 4. Knowledge ____ power.
 5. This pair of jeans ____ blue and the other two pairs ____ white and red.
 6. There ____ two pairs of glasses on the table. Which pair ____ yours?
 7. Where ____ their luggage?
 8. Mathematics ____ my favourite subject.
 9. This pair of scissors ____ new, the old scissors ____ not sharp enough.
 10. No news ____ good news.
 11. The acoustics of the new concert hall ____ excellent.
 12. Acoustics ____ the science of sound, including its production and effects.

Число збірних іменників

The number of collective nouns

Група збірних іменників (див. стор. 135) не є однорідною. Їх особливість полягає в тому, що вони мають «зовнішнє» і «внутрішнє» число. Одні збірні іменники завжди вживаються у формі однини і мають значення однини, внаслідок чого і дієслова, які вживаються з ними, також стоять у формі однини.

Інші збірні іменники мають форму однини, але означають множину, тому і дієслова, що вживаються після них, завжди мають форму множини.

Деякі збірні іменники можуть вживатись як у формі однини, так і у формі множини.

		<i>Collective nouns</i>		
used in the singular form with		used in the singular or plural form (audience, class, club, company, council, committee, congregation, crew, crowd, family, gang, group, government, mob, jury, staff, team, union, etc.) with		
<i>singular verbs</i>	<i>plural verbs</i>	<i>singular verbs</i>	<i>plural verbs</i>	
The foliage was green and yellow. Листя було зеленим і жовтим. The machinery is kept in good working order. Обладнання утримується в доброму робочому стані.	police cattle live-stock poultry vermin (див. приклади вище — стор. 148).	My family is large. Моя сім'я велика. Our football team participates in this tournament. У цьому турнірі бере участь наша команда. The committee (= члени комітету) is responsible for the attendance. За присутність відповідає комітет.	His family are all tall. У нього в сім'ї всі високі. My family (= члени сім'ї) are early risers. Моя сім'я рано встає. The football team are coming back in an hour. Команда повертається за годину. The committee believe that trade has improved. Комітет вважає, що торгівля поліпшилась.	Our families are not large. У нас невеликі сім'ї. These football teams are very popular. Ці футбольні команди дуже популярні. A few new committees have been formed. Було сформовано кілька нових комітетів.

Exercise 83. Complete the sentences by filling in the blank spaces with the correct (singular or plural) form of the verb given in brackets.

1. The cattle ___ on their way to the market. (*be*) 2. The committee ___ to be divided. (*seem*) 3. The committee ___ in charge of the whole factory when the director is away. (*be*) 4. The committee ___ their hands to vote. (*raise*) 5. The committee ___ in favour of settling this dispute peacefully. (*be*) 6. The cattle ___ grazing in the meadow when we arrived. (*be*) 7. The cat family ___ lions, tigers, and leopards. (*include*) 8. The people ___ waiting in the hall now. (*be*) 9. Two committees ___ been formed to organize the matches. (*have*) 10. The herd ___ wandering over the hills. (*be*) 11. How ___ the police organised? (*be*) 12. Our football team ___ given a great send-off at the airport yesterday. (*be*)

Деякі збірні іменники є назвами певних груп тварин, людей, предметів тощо. Після таких іменників зазвичай вживаються індивідуальні іменники у формі множини:

Collective nouns + of + individual nouns

a **board** of directors/examiners *рада директорів, екзаменаторів*

a **bouquet** of flowers *букет квітів*

a **bunch** of flowers/grapes/bananas/keys *букетик квітів, гроно винограду, в'язка бананів, ключів*

a **colony** of ants/birds/insects/locusts/penguins/plants/(honey) bees *колонія мурашок, птахів, комах, сарани, пінгвінів, рослин; сім'я бджіл*

a **flight** of stairs/aeroplanes *сходовий марш, загін літаків*

a **flock** of sheep/birds/visitors *отара овець, зграя птахів, натовп відвідувачів*

a **herd** of cattle/cows/goats/deer/elephants/sheep *стадо худоби, корів, кіз, оленів, слонів; отара овець*

a **mob** of demonstrators/fans/hooligans/kangaroos *натовп демонстрантів, ботильників, фанів; зборище, збіговище, ватага хуліганів; зграя кенгуру*

a **pack** of wolves/foxes/dogs/submarines/thieves/cards/cigarettes *зграя, тічка вовків, лисниць, собак; підрозділ підводних човнів; зграя, ватага злодіїв, крадіїв; колода карт; пачка сигарет*

a **pride** of lions *зграя левів*

a **school** of fish(es)/dolphins *косяк риби, табунець дельфінів*

a **set** of stamps/clothes/furniture/tools/cutlery/china/dishes/plates *комплект марок, одягу/білизни; гарнітур меблів; набір інструментів, ножових виробів; фарфоровий/столовий сервіз*

a **shoal** of fish(es)/people/boats *косяк риби, натовп людей, безліч човнів*

a **swarm** of insects/bees/people/tourists *рій комах, бджіл; натовп людей, туристів*

Відмінок іменника

The case of the noun

Англійські іменники мають два відмінки: загальний (the common case) та присвійний (the possessive/genitive case). Іменники в загальному відмінку не мають спеціальних закінчень і зазвичай подаються у словниках. У формі присвійного відмінка ('s або * — див. таблицю нижче) іменники вживаються для вираження володіння, належності. Наприклад:

Jane's brother (*брат Джейн*) означає «Jane has a brother.» У Джейн є брат.

Jane's brother is a diligent student. *Брат Джейн — старанний студент.*

Як правило, у формі присвійного відмінка вживаються іменники, що означають істоти, і лише деякі іменники, що означають предмети тощо:

<i>Possessive case of nouns</i>				
<i>naming</i>	<i>singular and irregular plural nouns</i>	<i>regular plural nouns</i>	<i>proper nouns</i>	<i>Greek/other proper names</i>
			<i>ending in -s (pronounced as [ɪz]/[ɪs])</i>	
<i>people</i>	the teacher's remark, my brother's/Chris's watch, my sister's/ Sally's dress, her friend's/Charles's address, a waitress's job, the heiress's uncle, the actress's success, children's games, women's rights, the men's boots, the geese's cry	the babies' toys, the girls' hats, the boys' books	Burns' / Burns's poems, Mr. Jones' / Jones's car, Dickens' / Dickens's nov- els	Sophocles' plays, Socra- tes' work, Onassis' yacht, Archimedes' principle, Francis' voice, Alexis' friend, Pythagoras' Theorem
<i>animals</i>	the lion's share, the lioness's cubs, the sheep's fleece, the deer's tracks, the mice's nests	the birds' nests, the tigers' teeth, the camels' humps		
<i>things</i>	the ship's name, the earth's surface, the plane's engines			
<i>places</i>	the town's beauty, the world's best choc- olate, Canada's popula- tion, Italy's greatest composer			Texas Inde- pendence Day
<i>time</i>	last year's crop, today's homework	two months' holiday, in two years' time		

Деякі іменники у присвійному відмінку вживаються в стійких сполученнях:

(for) goodness' sake *заради всього святого*; razor' s edge *лезо ножа, край прірви*;
at a stone' s throw *поблизу, рукою подати*; at a snail' s pace *черепащачою ходою*;
by/within a hair' s breadth *на волосок, трішки від чогось, ледь не...*

Іменники у присвійному відмінку зазвичай вживаються як означення тих іменників, що йдуть за ними. Такі іменники можуть вживатись, однак, і без наступних іменників

а) для уникнення повторення іменників, що йдуть за ними:

These are my books and Mike' s. (Замість: These are my books and Mike' s books.)
Це мої книжки та Майкла;

б) для позначення відповідного місця, як-то магазин, аптека, місце проживання тощо:

I' m going to stay at my friend' s/ sister' s/ aunt' s. (Замість: at my friend' s/ sister' s/ aunt' s place/ house) *Я житиму/зупинюся у свого друга/сестри/тітки.*
He went to the chemist' s/ baker' s. (Замість: the chemist' s/ baker' s shop)
Він пішов до аптеки/у хлібний магазин (булочну).

Exercise 84. Rewrite these sentences, replacing the plural nouns in the possessive form with the singular nouns.

1. The boys' house is a long way off.
2. The dogs' barking kept me awake all night.
3. The deer' s antlers are beautiful.
4. The babies' toys were spread all over the room.
5. The women' s songs were very moving.
6. We heard the men' s shouts in the distance.

Exercise 85. Translate the following sentences into English. Make sure you use the possessive form of the appropriate nouns correctly.

1. Я зустрів її в мого брата.
2. Їм довелося чекати годину в лікаря.
3. Він купив буханець хліба у хлібному магазині.
4. Чи не могла б ти сходити до аптеки для мене?
5. Він гостює в Білла.
6. У диких овець великі роги.
7. Вдома у грабіжників поліція знайшла крадені речі.
8. Де вчорашня газета?
9. Вони йшли черепащачою ходою.
10. Поки що дитячий велосипед не знайшли.

ПРИКМЕТНИК

The Adjective

Прикметники — це повнозначні слова, що описують іменники, вказуючи на ознаки, якості, властивості предметів, істот тощо, які називають іменники.

Наприклад, у реченні *We saw a film yesterday.* — констатується один лише простий факт. Речення *We saw an interesting film yesterday.* — містить певну інформацію про фільм: слово *interesting* описує іменник *film* (точніше, те, що називає цей іменник), вказуючи на якість фільму; *interesting* — сповіщає про те, якого роду фільм ми бачили. *Interesting* — це прикметник.

За будовою прикметники бувають *прості* (simple), *похідні* (derived) та *складні* (compound).

<i>Morphological groups of adjectives</i>	
<i>Simple adjectives</i>	good, bad, nice, kind, true, fine, red, short, tall, large
<i>Derived adjectives</i> adjective-forming suffixes: -ful, -less, -able, -al, -ic, -ish, -ous, -y, -en, -esque, -ous, -ive, -ly	eatable, comfortable, wearable, acceptable; postal, monumental, algebraic, bashful, beautiful, careful, thankful, greenish, foolish, famous, venomous, careless, fearless, fruitless, thankless, noteworthy, sunny, witty, troublesome, wooden, picturesque, attractive, friendly
adjective-forming prefixes: dis-, un-, in- (im-, il-), pre-, sub-	dishonest, unjust, incorrect, impossible, illegal, prewar, subconscious
<i>Compound adjectives</i>	soundproof, snow-white; blue-eyed, hand-made, ready-made, ready-to-wear, open-ended, light-hearted; breath-taking; two-door, four-wheeled, five-year-old, lead-free, over-qualified, white-collar, make-believe

Прикметники, як правило, вживаються перед іменниками, які описують. Вони можуть вживатися також після дієслів-зв'язок *be* (*become, smell, look, get, seem* тощо), які зв'язують їх з іменниками/займенниками:

<i>Adjectives preceding nouns</i>	<i>Adjectives following verbs</i>
He gave a happy smile. Він задоволено/щасливо посміхнувся. John is a good student. Джон гарний студент. Thank you for the delicious meal. Дякую за смачну їжу. Our school is known for its high standards. Наша школа відома своїм високим рівнем навчання.	She looked happy . У неї був щасливий вигляд. He is good at languages. Він здібний до мов. The omelette smelt delicious . Омлет смачно пахнув. Milk is high in calcium. Молоко багате на кальцій.

Деякі іменники та утворені від них прикметники вживаються як означення, але при цьому — різнозначенні:

Nouns and adjectives used as modifiers/attributes

<i>Nouns</i>	<i>Adjectives</i>
a gold coin/watch золота монета/ золотий годинник	golden hair/beach/memories золотисте волосся/приємні спогади/золотий пляж
silk scarf шовковий шарф	silken hair шовковисте волосся
a lead pipe свинцева труба	lead en clouds/sleep/footsteps свинцеві хмари/важкий сон/важкі кроки
a stone wall кам'яна стіна	a ston y look нерухомий погляд
a silver spoon срібна ложка	silvery hair/clouds сріблясте волосся/ сріблясті хмари

У наступній таблиці наводяться прикметники, які інколи плутають. Прикметники **afloat, afraid, alike, alive, alone, asleep** та **obliged**, на відміну від інших у цьому списку, ніколи не вживаються перед іменниками:

<i>Predicative adjectives</i>	<i>Attributive adjectives/participles</i>
afloat : The tanker is still afloat . Танкер все ще тримається на плаву.	floating : They happened to see a floating mine. Їм випало побачити плавучу міну.
afraid : Ann is afraid of the dog/to stroke the dog/of being bitten by the dog. Ганна боїться собаки/гладити собаку/, що її вкусить собака.	frightened : The frightened girl started crying. Перелякана дівчинка почала плакати.
alike : The two sisters are very much alike . Сестри дуже схожі одна на одну.	likely : That's a likely story. Це правдоподібна історія.
alive : He seemed more alive that morning. Того ранку він здався більш живим/бадьорим.	lively : She has a lively imagination. Вона має жваву уяву.
alone : He was alone in the room. Він був один у кімнаті.	lonely : He led a lonely life. Він вів самотнє життя.
asleep : The children are still asleep . Діти все ще сплять.	sleeping : We didn't want to disturb the sleeping children. Ми не хотіли турбувати сплячих дітей.
obliged : I am very much obliged to you. Я дуже вам вдячна/вдячний.	obliging : He is a very obliging man. Він дуже послужливий чоловік.

Деякі прикметники субстантивуються, тобто набувають предметного значення і вживаються як іменники, не змінюючи при цьому своєї форми.

Прикметники можуть субстантивуватися частково (partially substantivized adjectives) або повністю, вживаючись у формах множини та присвійного відмінка, з означеним і неозначеним артиклем (fully substantivized adjectives):

<i>Substantivised adjectives</i>	
<i>Partially substantivized adjectives</i>	<i>Fully substantivised adjectives</i>
<p>the living, the aged, the rich, the poor, the young, the middle-aged, the old, the homeless, the unemployed, the future, the past, the present, the good, the best, the singular, the English, the Japanese, the French etc.:</p> <p>You should hope for the best. <i>Треба сподіватися на краще.</i></p> <p>That is enough for the present. <i>Поки (що) досить./На цей раз досить.</i></p> <p>The old believe everything; the middle-aged suspect everything; the young know everything. (<i>O. Wilde</i>) <i>Старі вірять усьому; люди середнього віку все підозрюють; молоді все знають</i> (<i>О. Вайлд</i>).</p> <p>The English drink a lot of tea. <i>Англійці п'ють багато чаю.</i></p>	<p>adult, relative, (fe)male, grown-up, right, wrong, Ukrainian, European, American, Russian, Italian etc.: Some adults find it difficult to talk to children. <i>Деяким дорослим важко розмовляти з дітьми.</i></p> <p>There were two Americans on the bus. <i>В автобусі було два американці.</i></p> <p>The Ukrainian's jokes were very funny. <i>Жарти українця були дуже смішними.</i></p>

Зверніть увагу на іменники та прикметники, в тому числі і субстантивовані, що є назвами країн, людей, котрі там живуть, та їхньої національності:

Nationality adjectives and nouns (Substantivised adjectives)				
Countries	Nationality adjectives	Nationality nouns (Перед збірними іменниками, що збігаються з прикметниками, завжди вживається артикль <i>the</i> ; <i>the</i> є не обов'язковим перед збірними іменниками, які мають закінчення <i>-s</i> у формі множини).		
		<i>Singular</i>	<i>Plural</i>	<i>Collective</i>
<i>that have the same form</i>				
China <i>Китай</i>	Chinese	a Chinese	Chinese	the Chinese
Japan <i>Японія</i>	Japanese	a Japanese	Japanese	the Japanese
Portugal <i>Португалія</i>	Portuguese	a Portuguese	Portuguese	the Portuguese

Nationality adjectives and nouns (Substantivised adjectives)

Countries	Nationality adjectives	Nationality nouns		
		<i>Singular</i>	<i>Plural</i>	<i>Collective</i>
Switzerland <i>Швейцарія</i>	Swiss	a Swiss	Swiss	the Swiss
Vietnam <i>В'єтнам</i>	Vietnamese	a Vietnamese	Vietnamese	the Vietnamese
<i>that have -s in the plural</i>				
Albania <i>Албанія</i>	Albanian	an Albanian	Albanians	the Albanians
America <i>Америка</i>	American	an American	Americans	the Americans
Armenia <i>Вірменія</i>	Armenian	an Armenian	Armenians	the Armenians
Australia <i>Австралія</i>	Australian	an Australian	Australians	the Australians
Austria <i>Австрія</i>	Austrian	an Austrian	Austrians	the Austrians
Belgium <i>Бельгія</i>	Belgian	a Belgian	Belgians	the Belgians
Britain <i>Британія</i>	British	a Briton	Britons	the British
Canada <i>Канада</i>	Canadian	a Canadian	Canadians	the Canadians
Cuba <i>Куба</i>	Cuban	a Cuban	Cubans	the Cubans
Egypt <i>Єгипет</i>	Egyptian	an Egyptian	Egyptians	the Egyptians
Estonia <i>Естонія</i>	Estonian	an Estonian	Estonians	the Estonians
Georgia <i>Грузія</i>	Georgian	a Georgian	Georgians	the Georgians
Germany <i>Німеччина</i>	German	a German	Germans	the Germans
Greece <i>Греція</i>	Greek	a Greek	Greeks	the Greeks
Hungary <i>Угорщина</i>	Hungarian	a Hungarian	Hungarians	the Hungarians
India <i>Індія</i>	Indian	an Indian	Indians	the Indians
Italy <i>Італія</i>	Italian	an Italian	Italians	the Italians
Iraq <i>Ірак</i>	Iraqi	an Iraqi	Iraqis	the Iraqis
Korea <i>Корея</i>	Korean	a Korean	Koreans	the Koreans
Latvia <i>Латвія</i>	Latvian	a Latvian	Latvians	the Latvians

Nationality adjectives and nouns (Substantivised adjectives)

Countries	Nationality adjectives	Nationality nouns		
		<i>Singular</i>	<i>Plural</i>	<i>Collective</i>
Lithuania <i>Литва</i>	Lithuanian	a Lithuanian	Lithuanians	the Lithuanians
Macedonia <i>Македонија</i>	Macedonian	a Macedonian	Macedonians	the Macedonians
Norway <i>Норвегія</i>	Norwegian	a Norwegian	Norwegians	the Norwegians
Russia <i>Росія</i>	Russian	a Russian	Russians	the Russians
Ukraine <i>Україна</i>	Ukrainian	a Ukrainian	Ukrainians	the Ukrainians
Holland/the Netherlands <i>Голландія/Нідерланди</i>	Dutch	a Dutchman/ woman	Dutchmen/ women	the Dutch (Dutchmen)
England <i>Англія</i>	English	an Englishman/ woman	Englishmen/ women	the English (Englishmen)
France <i>Франція</i>	French	a Frenchman/ woman	Frenchmen/ women	the French (Frenchmen)
Ireland <i>Ірландія</i>	Irish	an Irishman/ woman	Irishmen/ women	the Irish
Wales <i>Уельс</i>	Welsh	a Welshman/ woman	Welshmen/ women	the Welsh (Welshmen)
<i>that have different forms</i>				
Britain <i>Британія</i>	British	a Briton <i>formal</i> , Britisher <i>AmE</i> (британець/ британка)	Britons (<i>підк.</i>)	the British
Denmark <i>Данія</i>	Danish	a Dane (датчанин/ датчанка)	Danes (датчани)	(the) Danes/ the Danish
Finland <i>Фінляндія</i>	Finnish	a Finn (фін/фінка)	Finns (фіни)	(the) Finns/the Finnish
Poland <i>Польща</i>	Polish	a Pole (поляк/полька)	Poles (поляки)	(the) Poles

Nationality adjectives and nouns (Substantivised adjectives)

Countries	Nationality adjectives	Nationality nouns		
		<i>Singular</i>	<i>Plural</i>	<i>Collective</i>
Scotland <i>Шотландія</i>	Scottish (but: Scotch whiskey)	a Scot (шотландець/ шотландка); a Scotsman, Scotswoman	Scotsmen, Scotswomen	(the) Scots
Spain <i>Іспанія</i>	Spanish	a Spaniard, a Spanish woman	Spaniards	(the) Spaniards/ the Spanish
Sweden <i>Швеція</i>	Swedish	a Swede (швед/шведка)	Swedes (шведи)	(the) Swedes/ the Swedish
Turkey <i>Туреччина</i>	Turkish	a Turk (турок/ туркеня)	Turks (турки)	(the) Turks

Ступені порівняння прикметників

Degrees of comparison of adjectives

Прикметники переважно називають ознаки, які можуть бути виражені більшою/меншою мірою.

Спеціальні форми, що показують ступінь ознаки, називаються **ступенями порівняння (degrees of comparison)**.

Наприклад, форми *strong*, *diligent* (сильний, старанний), *stronger*, *more diligent*, *strongest*, *most diligent* можуть вживатися для опису людей, які є сильними та старанними різною мірою:

Phil is <i>strong</i> , Філ сильний,	Ed is <i>stronger</i> Ед сильніший,	and Len is the <i>strongest</i> of them all. а Лен найсильніший з них усіх.
↓	↓	↓
<i>позитивний ступінь</i>	<i>вищий ступінь</i>	<i>найвищий ступінь</i>
<i>positive degree</i>	<i>comparative degree</i>	<i>superlative degree</i>
↑	↑	↑
Phil is <i>diligent</i> , Філ старанний,	Ed is <i>more diligent</i> Ед старанніший,	and Len is the <i>most diligent</i> of them all. а Лен найстаранніший з них усіх.

Форми ступенів порівняння

Forms of Comparison

Позитивний ступінь виражає просту якість. Це основна форма прикметників, що не має спеціального закінчення.

Вищий ступінь, який виражає вищу міру якості, утворюється додаванням *-er* до основної форми односкладових і деяких двоскладових прикметників (як, наприклад, *heavy*) або вживанням *more* перед більшістю двоскладових та довших прикметників.

Нижча міра якості виражається за допомогою *less*, що ставиться перед прикметником незалежно від кількості складів: *less big, less heavy, less intelligent*.

Найвищий ступінь, що виражає найвищу міру якості, утворюється додаванням *-est* до основної форми односкладових та деяких двоскладових прикметників (як, наприклад, *heavy*) або вживанням *most* перед більшістю двоскладових та довших прикметників.

Найнижча міра якості виражається за допомогою *least*, що ставиться перед прикметником незалежно від кількості складів: *least big, least heavy, least intelligent*.

Прикметники, що закінчуються на *-er, -le, -ow, -ure, -y*, зазвичай утворюють вищий та найвищий ступені за допомогою *-er* та *-est* відповідно.

Односкладові та двоскладові прикметники *antique, bizarre, breathless, constant, eager, exact, futile, like, proper, proud, real, right, steadfast, tired, wrong* утворюють вищий і найвищий ступені за допомогою *more* та *most* відповідно.

Прикметники *clever, common, cruel, extreme, gentle, handsome, honest, happy, simple, lovely, narrow, obscure, pleasant, polite, quiet, remote, shallow, serene, solemn, stupid, tranquil, wealthy, wicked* утворюють вищий і найвищий ступені за допомогою *-er* або *more* та *-est* або *most* відповідно.

Зверніть увагу, що кінцева літера *l* подвоюється в БрА: *cruel, crueller, cruellest*.

Зверніть також увагу на зміни в написанні прикметників, що мають місце при додаванні *-er* та *-est*, які виділено в наступній таблиці форм ступенів порівняння.

Comparison of adjectives			
	Positive degree	Comparative (higher) degree	Superlative (highest) degree
		-er	-est
one-syllable adjectives	warm, large, nice; big, thin, hot; dry, shy, grey	warmer, larger, nicer; bigger, thinner, hotter; drier, але: shyer, greyer	warmest, largest, nicest; biggest, thinnest, hottest; driest, але: shyest, greyest
two-syllable adjectives ending in -y	heavy, (un)tidy; dirty, merry, wealthy	heavier, (un)tidier; dirtier, merrier, але: wealthier/more wealthy	heaviest, (un)tidiest; dirtiest, merriest, але: wealthiest/most wealthy

		-er/more	-est/most
other two-syllable adjectives	clever	clever er/more clever	clever est/most clever
	common	common er/more common	common est/most common
	gentle	gentle er/more gentle	gentle est/most gentle
	narrow	narrow er/more narrow	narrow est/most narrow
	polite	polite er/more polite	polite est/most polite
	quiet	quiet er/more quiet	quiet est/most quiet
two-syllable and longer adjectives	exact, famous	more exact, more famous	most exact, most famous
	beautiful intelligent, fearless	more beautiful more intelligent, more fearless	most beautiful most intelligent, most fearless

Кілька прикметників утворюють форми вищого та найвищого ступенів нерегулярним способом:

Irregular comparisons of adjectives		
Positive	Comparative	Superlative
good	better : The situation is better than you think. <i>Ситуація ліпша, ніж ти думаєш.</i>	best : What's the best way of making tea? <i>Який найкращий спосіб приготування чаю?</i>
bad	worse : The situation is even worse than you think. <i>Ситуація навіть гірша, ніж ти думаєш.</i>	worst : It's the worst food I have ever had. <i>Це найгірша їжа, яку я коли-небудь їв/їла.</i>
far	farther/further : Rome is farther/further away than Milan. <i>Рим далі, ніж Мілан.</i> Further у значенні «подальший, додатковий» не взаємозамінюється з farther : I'll give further information later. <i>Згодом я дам подальшу інформацію.</i>	farthes/furthest : Which town is the farthes/furthest from Kyiv? <i>Яке місто найдальше/найвіддаленіше від Києва?</i>

old	older, elder: The older boy was polite. <i>Старший хлопчик був ввічливим.</i> Elder (eldest) вживається перед іменниками, що називають членів тієї ж сім'ї; <i>than</i> вживається після older: My elder sister is seven years older than I (am). <i>Моя сестра на сім років старша за мене.</i>	oldest, eldest: He is the oldest boy here. <i>Він тут найстарший хлопчик.</i> Which of the boys is the oldest? <i>Котрий із хлопчиків найстарший?</i> Kevin is my eldest brother. <i>Кевін — мій найстарший брат.</i>
little*	lesser (= smaller; less important) вжив. лише в кількох випадках: to a lesser degree/extent меншою мірою, the lesser of two evils менше з двох зол; lesser men <i>менш важливі люди</i> ; lesser breaches of the law <i>дрібні порушення закону</i> ; Lesser Bear <i>астр. Мала Ведмедиця/Малий Віз</i>	least (= smallest) вжив. лише в кількох випадках: the least radius <i>найменший радіус повороту</i> ; least sand-piper <i>орн. найменший (американський) кулик</i> ; least weasel <i>малий (найменший) горностай</i>

Exercise 86. Point out the word that best keeps the meaning of the original sentence if it is substituted for the underlined word.

I will give further information later.

- A. farther
- B. far
- C. moreover
- D. additional

Exercise 87. Complete these sentences using the underlined adjectives in the *comparative* or the *superlative* form.

1. My handwriting is bad, yours is still ___ and Sally's is the ___. 2. Your essay is good, mine is ___ and John's is the ___. 3. Oxford is far from London, but Edinburgh is still ___. 4. There is little to choose between them, but let us choose, as they say, the ___ of two evils. 5. Is your ___ brother as old as Julia's sister? My ___ brother is two years ___ than Julia's sister.

Exercise 88. Fill in each space in these sentences with an appropriate adjective in the correct comparative or superlative form. See the example:

— What is your *best* subject at school? — English is my *best* and maths is my *worst* subject.

1. — What is your *worst* subject at school? — French is my ___ and maths is my ___. 2. — Which of the boys is your *eldest* brother? — Phil is my ___ brother and Tony is my ___ friend. Phil is three years ___ and Tony is a year ___ than I am. Phil is

* Зверніть увагу на можливість взаємозамінювання прикметників *little* та *small*, що означають «малий», і можливість вживання лише *smaller* і *smallest* для вираження вищого та найвищого ступенів цієї ознаки:

They have two *small/little* children. *У них двоє малих/маленьких дітей.*

Their children are *smaller* than ours. *Їхні діти менші/молодші за наших.*

Mary is the *smallest* child in the nursery school. *Мері — найменша дитина в дитячому садку.*

the ___ of us all. 3. — How far is it from here to Lviv? — A hundred miles by plane, by train it is ___ and by car it is the ___.

Exercise 89. Translate the following proverbs.

1. Не пощастило зараз — пощастить наступного разу. 2. Без зусиль не витягнеш і рибу зі ставка. (Краща риба біля дна ходить). 3. Із двох зол обирай менше.

Вживання ступенів порівняння

Uses of comparisons

Позитивний ступінь виражає: 1) просту якість, коли порівняння не має місця; 2) ту ж саму (однакову) міру якості: *as + adjective + as*; 3) меншу міру якості: *not as + adjective + as*.

Вищий ступінь вживається, коли порівнюються дві (не більше!) особи або два предмети. Після прикметника у формі вищого ступеня може вживатися *than* (у такому разі *the* перед прикметником не вживається) або *of* (у такому разі перед прикметником вживається *the*), які вводять інші елементи в порівняння.

Крім того, вищий ступінь може застосовуватися, коли порівнюється більше двох осіб, предметів тощо, які, однак, вживаються як дві групи, наприклад:

Maths is *more/less difficult than* the other three subjects. *Математика важча, ніж (не така важка, як) інші три предмети.*

Найвищий ступінь вживається, коли порівнюються три або більше особи, предмети тощо. Перед прикметником у найвищому ступені, як правило, вживається артикль *the*, а після прикметника — прийменники *of* або *in*, які вводять інші елементи в порівняння.

Uses of the positive form of adjectives		
<i>The simple quality</i>	<i>The same degree of quality</i>	<i>A lower degree of quality</i>
Tim is tall. Тим високий.	Tim is <i>as tall as</i> Tom. Тим такий же високий, як Том.	Tim is <i>not as tall as</i> Tom. Тим не такий високий, як Том.
Uses of the comparative form of adjectives		
<i>Higher degree</i>		<i>Lower degree</i>
The sun is <i>brighter than</i> the moon. Сонце яскравіше за місяць. Maths is <i>more difficult than</i> chemistry. Математика важча за хімію.		The moon is <i>less bright than</i> the sun. Місяць не такий яскравий, як сонце. History is <i>less difficult than</i> maths. Історія не така складна, як математика.
Maths is <i>the more difficult of</i> the two subjects. Математика більш складна/важча з двох предметів.		Maths is <i>the less difficult of</i> the two subjects. Математика легша/менш складна з (цих) двох предметів.

Uses of the superlative form of adjectives

Highest degree	Lowest degree
Maths is <u>the most difficult</u> subject <u>of</u> all. <i>Математика найскладніша з усіх предметів.</i> He is the <u>fastest</u> runner <u>in the world</u> ./He is <u>the world's fastest</u> runner. <i>Він найшвидший бігун у світі.</i>	History is <u>the least difficult</u> <u>of</u> these subjects. <i>Серед цих предметів історія найлегша (найменш складна).</i> He is the <u>least fast</u> runner <u>of</u> them all. <i>Він найповільніший (найменш швидкий) бігун серед них.</i>
It's <u>the most</u> friendly place I've <u>ever been</u> to. <i>Це — найприємніше/найбільш приємне місце з усіх, де я бував.</i>	It's <u>the least</u> friendly place I've <u>ever been</u> to. <i>Це — найнеприємніше/найменш приємне місце з усіх, де я бував.</i>

Exercise 90. Complete these sentences with the *comparative* or *superlative* form of the adjective given in brackets at the beginning. If an adjective has two comparative/superlative forms, give the other form in brackets. Make sure you use *the* before the superlatives.

- (little)* That's ___ of my problems. John can be trusted to a ___ degree than Jack.
- (hard)* This test is ___ than last month's test.
- (fine)* Silk is ___ than wool.
- (quiet [the lowest degree])* This is ___ place in the neighbourhood.
- (bad)* It was ___ storm of the year.
- (young)* He ___ in our class.
- (clever)* Lions are ___ than tigers and leopards. ___ wild animal is the chimpanzee, and ___ domestic animals are the horse and the dog.
- (careful)* Try to be ___ this time and make no mistakes in your homework. ___ person can sometimes make mistakes.
- (important)* ___ element in coal is carbon. Is imagination ___ than knowledge?
- (soft)* Lead is one of ___ metals. Wood is ___ than glass.
- (old)* He is three years ___ than I am. Which is the ___ of the two brothers? Which is ___ of the three sisters? My ___ sister is supposed to come too.
- (expressive)* "His skin hung on his bones" is a ___ sentence than "He was very thin." That was ___ language he had ever used.

Exercise 91. Answer the following questions.

- What is the laziest animal in the world?
- What is the longest river in the world?
- What is the lightest gas?
- What is the hottest place in the world?
- Which is the most valuable of all metals?
- What science is thought to be the oldest one?
- What is the most ancient city in England?
- What is the highest of all the mountains?

9. What is the highest mountain on the British Isles?
10. What is the largest bird with the smallest number of toes?
11. Which is the brightest star of all?
12. What is the commonest gas in the atmosphere?
13. What is the heaviest element?
14. What is the oldest university in the world?
15. What is the oldest university in Ukraine?
16. What is the longest river in Ukraine?
17. Which is the driest part of Ukraine?
18. Are July and August in Ukraine as warm as May?
19. What is one of the oldest, best-known and most imposing fortresses in England?
20. Which English-speaking country is the largest in land-size?

Exercise 92. Translate the following sentences into English. Make sure you use the correct *comparative* or *superlative* form of the appropriate adjectives.

1. Твій брат завжди був найтактовнішим молодим чоловіком з тих, кого я знала; але він також і найвимогливіша людина, наскільки я знаю.
2. Ввечері метро менш безпечно, ніж удень.
3. Рух на дорогах був трохи жвавішим, ніж звичайно.
4. Хата Джона далі від бібліотеки, ніж Стівова, а домівка Мері — найдальша.
5. Бібліотека буде зачинена до подальшого повідомлення.
6. Він був найменш досвідченим спортсменом у команді.

Артикль

The Article

Артикль — це слово, яке відноситься до наступного іменника, встановлюючи його означеність або неозначеність. Артикль може стояти безпосередньо перед іменником або прикметником, що передує іменникові. В англійській мові існує два артиклі: **неозначений** (the indefinite article) *a/an* та **означений** (the definite article) *the*.

Неозначений артикль

The indefinite article

Неозначений артикль має дві форми: *a* та *an*, що вживаються перед словами, які починаються з приголосного або голосного звука відповідно.

Forms of the indefinite article

a + word beginning with a consonant		an + word beginning with a vowel	
[m, b, p, s, t]	a Member of Parliament, a book, a pencil, a student, a table	[ə, i, i:, æ]	an MP, an apple, an artist, an insect, an eagle
[w, v]	a one-way ticket, a one-humped camel, a week, a valley	[ʌ, ɒ, ɔ:, əʊ]	an onion, an orderly, an offer, an operator, an owl, an outline
[ju:]	a European, a eucalyptus, a ewe, a union, a uniform, a U-turn	[ɪə, e, z:, ʌ]	an ear, an egg, an elephant, an urgent message, an uncle,
[h]	a hall, a hill, a habitual exerciser, a host, a hare, a hotel	[aʊə, eə, ɒ]	an hour, an heir, an honest boy, an honourable intention

Вживання неозначеного артикля

Uses of the indefinite article

Артикль *a/an*, який виник з давньоанглійського числівника *an* (one) і з самого початку означав *один*, обумовлює одиницу та невизначеність наступного іменника. Отже, неозначений артикль вживається перед загальними обчислюваними іменниками у формі однини, що називають невизначену особу, невизначений предмет, коли:

- 1) неясно або не має суттєвого значення, про що/кого саме йдеться;
- 2) мається на увазі будь-яка особа, будь-який предмет із класу подібних до неї/нього;
- 3) мається на увазі клас, до якого належить особа, предмет тощо, про котру/котрий ідеться (після дієслів *be, become, seem* тощо).

Артикль *a/an* часто вживається у визначеннях. Перед невизначеними іменниками (після неозначеного артикля) може стояти означення описового характеру. На аналогічний невизначений характер іменників у формі множини та необчислюваних іменників вказує нульовий артикль (zero article), тобто сам факт відсутності артикля. Порівняємо:

<i>The indefinite article</i>	<i>Zero (No) article</i>
1 He's reading a book. Він читає книжку. (Я не знаю, яку саме книжку він читає).	They are reading books. Вони читають книжки. (Я не знаю, які саме книжки; books — іменник у формі множини).
2 A student must work hard. Студент повинен багато працювати (= кожний/будь-який студент).	Students must work hard. Студенти повинні багато працювати (= студенти взагалі, будь-які студенти).

3 I am **a** student. *Я студент(ка).*
 (= Я належу до класу студентів).
 A whale is **a**n aquatic mammal.
Кит — водяний ссавець. A sonnet
 is **a** poem of fourteen lines. *Со-
 нет — вірш із чотирнадцяти ряд-
 ків.* He is **a**n honest boy. *Він чес-
 ний хлопчик.* (= Він належить до
 класу чесних хлопчиків — перед
 іменником *boy* стоїть означення
honest).

We are students. *Ми студенти.*
 (= Ми належимо до класу студен-
 тів.) Whales are aquatic mammals.
Кити — водяні ссавці. Sonnets are
 poems of fourteen lines. *Сонети —
 вірші з чотирнадцяти рядків.* They
 are honest boys. *Вони чесні хлопчи-
 ки.* His greatest virtue is honesty.
*Чесність — його найбільше досто-
 їнство.*

Коли абстрактний необчислюваний іменник вживається як (1) конкретний або ко-
 ли (2) власний іменник означає тип людей, (3) особу, яку мовець не знає, вживає-
 ється неозначений артикль:

- 1 He showed **a** kindness by telling me the truth. *Він виявив люб'язність, сказавши мені правду.*
- 2 He was **a** Socrates in wisdom. *За своєю мудрістю він був Сократом.*
- 3 There's **a** (certain) Mr. Brown waiting for you. *На вас чекає якийсь пан Браун.*
 (= Я не знаю, хто він).

A/an та **one** є взаємозамінюваними, коли артикль зберігає своє первісне значення *один*. Коли **a/an** має те ж саме значення, що й *any* (будь-який), *each* (кожний, уся-кий), замість нього не може вживатися *one*. Порівняємо:

He bought **a/one kilo** of apples. *Він купив кіло яблук.*

They will stay with us for **a/one week**. *Вони пробудуть у нас тиждень.*

Але: It's best to come on **a weekday**. *Найкраще прийти в будній день* (= *any weekday* будь-який будній день).

She used to exercise three times **a week**. *Вона зазвичай виконувала вправи тричі на тиждень* (= *three times each week* тричі кожного тижня).

Exercise 93. Fill in the spaces with *a, an* or *one*. Alternatives are possible. If you are not sure whether the initial sound of the word that follows the space is a consonant or a vowel, read the word aloud (sentence 16 is a riddle).

1. Do you know what ___ euphemism is? 2. It is ___ honour to play for your college.
3. Where there is ___ will there is ___ way. 4. ___ MA is ___ master's degree in ___ arts or ___ social science subject. 5. ___ eucalyptus is ___ evergreen tree that produces ___ oil used in medicine. 6. ___ helicopter is ___ aircraft that is capable of moving vertically and horizontally. 7. ___ Member of Parliament, or ___ MP, is ___ title given to ___ person who has been elected to represent people in ___ parliament. 8. ___ yard is ___ unit of length equal to thirty-six inches; ___ inch is ___ imperial unit of length, approximately equal to 2.54 centimetres. 9. ___ heiress is ___ woman or ___ girl who has the right to inherit ___ property. 10. There are twenty-four hours in ___ day. 11. You

should have at least three meals ___ day. 12. Mother asked me to buy ___ kilo and ___ half of plums. 13. They waited for ___ week. 14. He lived ___ honest life. 15. The car was travelling ___ hundred kilometres ___ hour. 16. As I was going down Oak Street, I met ___ man who had six children. Each child had ___ bag; each bag held ___ cat; each cat had ___ kitten. How many persons were going down Oak Street?

(Only one man was going down Chestnut Street: the others were going up.)

Означений артикль

The definite article

The

вимовляється як [ðə] перед приголосним та як [ði:] перед голосним звуком.

Pronunciation of the definite article	
[ðə] before a consonant	[ði:] before a vowel
the yard, the house, the Ukrainian, the union, the cat, the member of Parliament, the president	the ant, the aunt, the end, the ice, the onions, the hour, the heiress, the MP, the ex-president

Вживання означеного артикля

Uses of the definite article

Артикль **the** виник з давньоанглійського вказівного займенника *se* (*this*), що великою мірою обумовлює значення визначеності, яке артикль надає наступному іменнику. **The** вживається як перед обчислюваними іменниками у формі однини або множини, так і перед необчислюваними іменниками, що називають визначені особи, предмети, коли:

- 1) ясно, про що/кого саме йдеться;
- 2) особа/особи, предмет/предмети згадуються вдруге/втретє;
- 3) йдеться про цілий клас осіб, предметів;
- 4) йдеться про унікальні речі (назви країн, міст; гір, океанів, морів, річок, озер, островів тощо; унікальних предметів та понять — *the United States, the United Kingdom, the Sudan, the Netherlands, the Hague; the Rocky Mountains, the Atlantic Ocean, the Black Sea, the Thames, the Ontario, the British Isles; the universe, the galaxy, the world, the globe, the ground, the atmosphere, the horizon, the equator, the present/past/future, the press, the Seven Wonders of the Ancient World*). Порівняємо:

<i>The indefinite article</i>	<i>The definite article</i>	<i>Zero (No) article</i>
<p>1 Give me <u>a pencil</u>, please. <i>Дай мені, будь ласка, олівець</i> (= будь-який олівець, не має значення який).</p>	<p>Give me <u>the pencil(s)</u>, please. <i>Дай мені, будь ласка, олівець/олівці</i> (ти знаєш, який саме олівець/які саме олівці я маю на увазі).</p>	<p>Pencils are used for writing or drawing. <i>Олівці використовують для письма або малювання</i> (= будь-які олівці; олівці як клас).</p>
<p>2 <u>A car</u> passed; someone in it waved. <i>Проїхав автомобіль; хтось у ньому помахав</i> (ми не знаємо, який автомобіль: <u>car</u> згадується вперше).</p>	<p><u>The car</u> stopped. <i>Автомобіль зупинився</i> (ми знаємо, який саме автомобіль: той, який проїхав; <u>car</u> згадується вдруге).</p>	<p>They never use cars. <i>Вони ніколи не користуються автомобілями</i> (= будь-якими автомобілями).</p>
<p>3 <u>An elephant</u> is strong. <i>Слон сильний</i> (будь-який слон; слон як представник класу слонів).</p>	<p><u>The elephant</u> is strong. <i>Слон сильний</i> (слон як клас /слонів/).</p>	<p><u>Elephants</u> are very strong. <i>Слони дуже сильні</i> (слони взагалі; цілий клас слонів).</p>
<p>4 We live in <u>a white house</u> not far from the port. <i>Ми живемо в білому будинку недалеко від порту</i> (= в одному з білих будинків).</p>	<p><u>The President of the United States</u> lives in <u>the White House</u>. <i>Президент Сполучених Штатів живе в Білому домі</i> (= Білий дім — офіційна резиденція Президента).</p>	<p>A lot of people live in white <u>houses</u> here. <i>Багато людей живе тут у білих будинках. Lincoln became <u>President</u> of the United States in 1861. У 1861 році Лінкольн став Президентом Сполучених Штатів.</i></p>

Артикль *the* вживається з назвами музичних інструментів:

I can play *the piano* and *the violin*. Я граю/вмію грати на фортепіано та скрипці.

Зверніть увагу на вживання артикля *the* в наступних словосполученнях перед іменниками *school, bed, bus* тощо, які виступають як обчислювані, та на відсутність артикля, коли ці іменники виступають як необчислювані:

The	Zero (No) article
in/during <i>the morning/afternoon/daytime/evening; the other day; the day after tomorrow</i>	at dawn/noon/sunset/sunrise/night; from morning to/till night
to be/meet in <i>the school/college/university; at/in the school</i> (as teacher/як учитель); at/in <i>the hospital</i> (as an outpatient/як амбулаторний хворий); to be invited to the school/college (school/college/як будинок); to be at/in the church (бути в церкві не для того, щоб молитися, а з іншою метою); to sit on <i>the bed</i> (мається на увазі певне ліжко)	to be at school (as a student/pupil); to stay away/be expelled from school/college; to be late for school/work; before/after school; to go to school/college (to study); go home; be at home/college/school/university/church; to go to bed; to be in bed (= to sleep <i>спати</i>); to stay in bed (= to be sick <i>хворіти</i>); to be at/in church (to pray <i>щоб молитися</i>); to be in hospital; to be discharged from hospital (as a patient); to go/be taken/sent to hospital (for medical treatment)

Exercise 94.

Match the phrases on the left with the phrases on the right so as to form sentences.

A The House of Windsor is	1 a public holiday.
B The House of Lords is	2 the name of the royal dynasty.
C The House of Commons is	3 a public holiday.
D New Year's Day is	4 the first day after Christmas.
E Boxing Day is	5 the upper house of the British Parliament.
F In BrE, a bank holiday is	6 the lower house of the British Parliament.
G In AmE, a national holiday is	7 a public holiday throughout Britain.

Exercise 95. Complete these sentences, using *a* or *an* before the nouns mentioned for the first time and *the* before the nouns mentioned for the second time.

1. We saw ___ cat. ___ cat was chasing ___ mouse. 2. I am reading ___ book. ___ book is very interesting. 3. We saw ___ girl. ___ girl was carrying ___ basket in her hand.

4. There was ___ boy in the room. ___ boy was drawing something. 5. He brought ___ tray with ___ apple-pie and ___ knife. He took ___ knife and cut ___ apple-pie into eight pieces.

Exercise 96. In these sentences, fill in the spaces with *a*, *an* or *the* if necessary. Otherwise leave the space blank.

1. ___ eagle is ___ symbol of ___ United States. 2. Which of you can play ___ guitar or ___ violin? 3. Which do you like better: ___ milk or ___ yoghurt? 4. ___ Amazon carries more water than any other river in ___ world. 5. I received ___ letter from ___ old friend. ___ letter gave me ___ hope and ___ inspiration. 6. ___ sphinx was represented in ___ sculpture usually in ___ recumbent position with ___ head of ___ man and ___ body of ___ lion. 7. She could not drink ___ cold milk you brought because she had ___ sore throat. 8. ___ Hellenistic traveller first compiled ___ list of manmade wonders in ___ second century B.C. ___ Seven Wonders of ___ Ancient World were ___ Great Pyramid of Khufu, which was built by Cheops (originally Khufu); ___ Hanging Gardens of Babylon, which was established as ___ capital of ancient Babylonia in Mesopotamia; ___ Mausoleum at Halicarnassus which ___ Queen Artemisia built for her husband, ___ King Mausolus, in ___ fourth century B.C.; ___ Artemision, ___ temple which was dedicated to Artemis, at Ephesus; ___ Colossus of Rhodes, ___ bronze statue which was erected in 292—280 B.C; ___ Olympian Zeus, ___ statue which was designed by Phidias; and ___ Pharos, ___ ancient lighthouse, at Alexandria, or, instead, ___ walls of Babylon. 9. ___ metric system of ___ weights and measures, used in most of ___ world, is based on ___ decimal system. 10. I'd like to do ___ maths, ___ physics, and ___ chemistry at ___ university. 11. ___ poultry family includes ___ following birds: ___ chicken, turkey, guinea fowl, pheasant, quail, and peacock.

Exercise 97. Rewrite the following short text by using the articles where you consider necessary.

Term *philatelist* means person who collects and studies postage stamps. Therefore, if you collect and study stamps, you will become philatelist. Stamp collecting is very interesting pastime. You can collect art gallery or perfect zoo with many animals and birds in it. Besides being very entertaining pastime, stamp collecting is also very useful one: you will find that your knowledge of many subjects will greatly improve. If you have not joined great army of stamp collectors, do it.

ЗАЙМЕННИК

The Pronoun

Займенники — це слова, які вказують на особи, предмети, ознаки, кількість, не називаючи їх (слово *pronoun* означає «замість іменника»). Основні групи займенників: особові, присвійні, зворотні, взаємні, вказівні, питальні, відносні та неозначені.

Особові займенники

The personal pronouns

Особові займенники (personal pronouns) вказують на особи, предмети, поняття.

Особові займенники мають два відмінки: **називний відмінок** (the nominative case) та **об'єктний відмінок** (the objective case). У формі називного відмінка вони вживаються переважно як підмет, у формі об'єктного відмінка — як додаток. Крім цього, особові займенники мають форми однини і множини; жіночого, чоловічого та середнього роду.

Personal pronouns

	<i>Subjective form (Nominative case)</i>		<i>Objective form (Objective case)</i>	
<i>1st person singular</i>	<i>I</i>	<i>I need the book. Мені потрібна книжка.</i>	<i>me</i>	Give it (the book) to <i>me</i> . Дай її (книжку) мені.
<i>1st person plural</i>	<i>we</i>	<i>We'll go camping tomorrow. Завтра ми (по)ідемо з наметами.</i>	<i>us</i>	Will you join <i>us</i> ? Приєднаєшся до нас?
<i>2nd person singular</i>	<i>you</i>	<i>You may go. Можеш/можете йти. You are late. Ти запізнився/запізнілась/Ви запізнились.</i>	<i>you</i>	I'll tell <i>you</i> everything. Я все розповім тобі/вам.
<i>2nd person plural</i>	<i>you</i>	<i>You may go. Можете йти. You are late. Ви запізнились.</i>	<i>you</i>	I'll tell <i>you</i> everything. Я все розповім вам.

3rd person singular	masculine	he	He is here. Він тут.	him	Give him this book. Дай йому цю книжку.
	feminine	she	She is also here. Вона також тут.	her	Give her that book. Дай їй ту книжку.
	neuter gender	it	It (the book) is on the shelf. Вона (книжка) на полиці.	it	Read it during your holidays. Прочитай її (книжку) під час канікул.
3rd person plural		they	They arrive on Sunday. Вони приїдуть у неділю.	them	I'll meet them off the train. Я зустріню їх біля поїзда.

Займенник **I** — єдиний особовий займенник, який завжди пишеться з великої літери. З огляду на вимоги ввічливості **I** вживається після інших слів у складі підмета, наприклад:

Jane/My friend and I enjoyed the party. Джейн/Мій друг/Моя подруга//Ми з Джейн/з моїм другом/моєю подругою втішалися вечіркою.

Українські займенники *ти* і *ви* (*ви* може мати значення множини та однини, коли його вживання обумовлено правилами етикету і ввічливості) мають один англійський відповідник — **you**. Займенники **you** та **it** мають однакову форму в обох відмінках, тобто коли вживаються в реченні як підмет або додаток; **it** вживається переважно відносно предметів, тварин та немовлят, стать яких невідома.

Хоч **you** вживається стосовно однієї або кількох осіб (пор. укр. *ти* і *ви*; див. також стор. 35), **you**-підмет завжди вимагає вживання дієслова-присудка у формі множини.

Exercise 98. Complete the following sentences by filling the spaces with the appropriate pronouns.

- The princess takes the title of queen when ___ marries the king.
- A rolling stone gathers no moss. But ___ gains a fine polish.
- New Year is a very important time for the Scots. ___ have many customs connected with ___.
- If the cap fits, wear ___.
- Custom reconciles ___ to everything.
- If a man deceives ___ once, shame on ___; if he deceives ___ twice, shame on ___.
- If ___ don't like it you may lump ___.
- Men are known by the company ___ keep.
- A wise man is never less alone than when ___ is alone.
- ___ cannot have your cake and eat ___.

Присвійні займенники

The possessive pronouns

Присвійні займенники (possessive pronouns) виражають належність предмета певній особі і відповідають на питання *Чий?* (*Whose?*).

Присвійні займенники мають дві форми — прилеглу (conjunct), яка вживається перед іменником (My brothers iron *their* shirts. *Мої брати прасують свої сорочки.* [*Whose shirts?*]), та абсолютну (absolute), що вживається самотійно, тобто без

іменника (This car is *ours*. Цей автомобіль — наш. [Whose is this car?]). Кожний особовий займенник співвідноситься з певним присвійним займенником.

Personal pronouns		Possessive pronouns used			
		before nouns (Conjoint form)		without the following noun (Absolute form)	
singular	plural	singular	plural	singular	plural
I have a cup.	We have cups.	That is my cup.	Those are our cups.	The cup is mine .	The cups are ours .
You have a cup.	You have cups.	That is your cup.	Those are your cups.	The cup is yours . Yours is this cup.	The cups are yours . Yours are these cups.
He has a cup.	They have cups/ plates.	That is his plate.	Those are their cups/ plates.	The cup is his .	The cups/ plates are theirs .
She has a cup.		That is her cup.		The plate is hers .	
It (the cat) has a plate.		That is its (the cat's) plate.		The dog has its plate and the cat has its .	

На відміну від іменників у формі присвійного відмінка, присвійні займенники ніколи не пишуться з апострофом:

Mr. Brown's house is very similar to **yours**. Будинок пана Брауна дуже схожий на ваш.

The city's water supply is no longer adequate for **its** growing population. Водопостачання міста більше не відповідає потребам населення, що зростає.

Harley Street in London is known for **its** many private medical specialists. Харлі Стріт у Лондоні відома багатьма приватними медичними фахівцями.

Exercise 99. In the following sentences, fill in the spaces with appropriate *possessive* pronouns.

1. We made ___ reservations for the early morning flight. 2. When ___ ship comes in, I'll travel around the world. 3. Jody, can I borrow ___ notebook? 4. Cheryl makes ___ own clothes. 5. Though young cuckoos are hatched in the nests of other birds, they always sing ___ own songs. 6. I'll go to the party in ___ own car. 7. The tourists did all ___ shopping in London. 8. *Philip at Blackstable* by Somerset Maugham contains much from ___ own life. 9. Rome's power reached ___ zenith under the emperor Trajan.

10. A bird is 72 times stronger than a man in proportion to ___ weight. 11. The Browns have a large dog. That dog is ___. 12. In 1912, the Titanic sank on ___ maiden voyage.

Узгодження присвійних займенників Agreement in possessive pronouns

Так само, як інші займенники, присвійні займенники повинні узгоджуватися в числі, особі та роді з іменниками і займенниками, до яких вони відносяться, причому слово, до якого відноситься присвійний займенник, не обов'язково має стояти в тому ж реченні, що і займенник. (У наведених нижче прикладах слова, до яких відносяться присвійні займенники, підкреслено).

		<i>Agreement in possessive pronouns</i>
<i>Number</i>	<i>singular</i>	I took off <u>my</u> coat. Я зняла пальто. Ed is doing <u>his</u> homework. Ed робить домашнє завдання. My class had <u>its</u> final examination yesterday. Учора мій клас склав останній іспит. (<u>it</u> співвідноситься зі збірним іменником <u>class</u> , показуючи, що <u>class</u> розглядається як цілісна група). Everyone in our class reads <u>his</u> or <u>her</u> report aloud. Усі в нашому класі читають вголос свої доповіді. (Everyone вжив. з дієсловом в однині, але група включає осіб жіночої та чоловічої статі, тому з <u>everyone</u> узгоджуються два займенники: <u>his</u> та <u>her</u> .)
	<i>plural</i>	<u>We</u> took off <u>our</u> coats. Ми зняли пальто. John and Helen are doing <u>their</u> homework. Джон та Елен роблять домашнє завдання. The students in our class read <u>their</u> reports aloud. Учні в нашому класі читають вголос свої доповіді. Most of <u>my</u> class are taking <u>their</u> holidays abroad this summer. Цього літа більшість мого класу проводить канікули за кордоном. Two people are helping the <u>police</u> with <u>their</u> inquiries. Двоє людей/осіб допомагають поліції у розслідуванні.
<i>Person</i>	<i>first</i>	<u>I</u> always keep <u>my</u> promises. Я завжди дотримую обіцянок.
	<i>second</i>	Have <u>you</u> passed <u>your</u> English examination? Ти склав/склала англійську/екзамен з англійської? Do <u>your</u> homework now. Роби домашнє завдання зараз (<u>your</u> узгоджується з підметом <u>you</u> , що домислюється (= <u>You</u> do <u>your</u> homework).
	<i>third</i>	<u>Harry</u> gave <u>his</u> report on Monday. У понеділок Гаррі подав (свою) доповідь. The students gave <u>their</u> reports on Tuesday. У вівторок студенти подали (свої) доповіді.

Gender	<i>masculine</i>	My <u>father</u> came in and sat down in <u>his</u> chair. <i>Увійшов (мій) татко і сів у своє крісло. Have you fed Spot? Where is <u>his</u> plate? Ти нагодував Спота? Де його тарілка? <u>Cook's</u> orders were to return to England. <u>His</u> orders were obeyed. Кук наказав повертатися до Англії. Його наказам підкорилися.</i>
	<i>feminine</i>	My <u>mother</u> came in and sat down in <u>her</u> chair. <i>Увійшла (моя) мама і сіла у своє крісло. <u>The lioness</u> won't let you touch <u>her</u> cubs. Левиця не дозволить (вам) торкнутися своїх малят.</i>
	<i>neuter</i>	<u>The tiger</u> is found in the forests of Asia. <u>Its</u> coat is orange-yellow with numerous black stripes. <i>Тигр зустрічається в лісах Азії. У нього оранжево-жовтий смуг з численними чорними смужками. He put <u>the clock</u> back in <u>its</u> place. Він повернув годинник на місце.</i>

Зверніть увагу на можливість вживання займенників **her (hers)** відносно неживих предметів, зокрема кораблів, автомобілів, а також країн, хоча можливим є і вживання займенника **its**:

This photograph was taken from the Prince Charles's deck by one of her passengers.

Цей знімок зроблено з палуби «Принца Чарльза» одним з його пасажирів.

The ship and all its crew were rescued.

Було врятовано корабель та всю (його) команду./Корабель та вся (його) команда були врятовані.

Last year China increased her/its exports by 5 per cent.

Китай минулого року збільшив експорт на 5 відсотків.

Англійськими варіантами українського займенника **свій** виступають присвійні займенники відповідної особи:

У тебе є своя кімната? Do you have **your** own room?

Він подарував мені свою колекцію марок. He gave me **his** collection of stamps.

Вона розповіла мені про свої плани. She told me about **her** plans.

Зверніть увагу на розбіжності у вживанні присвійних займенників в англійській та українській мовах. В англійській мові, на відміну від української, вживання присвійних займенників є обов'язковим у більшості випадків, коли виражається приналежність. Порівняємо:

Children in school raise **their** hands to answer. *Щоб відповісти, у школі діти піднімають руки.*

Don't raise **your** voice. *Не підвищуй голос.* He shrugged **his** shoulders. *Він знизав плечима.*

Exercise 100. In the following sentences, fill in the spaces with the appropriate *possessive* pronouns that agree in *number*, *person* and *gender* with the underlined words.

Examples: The team will have *its* chance to win.
Dill's and Jerry's bike is in the garage. This bike is *theirs*.

1. The committee are still arguing about ___ report. 2. We had ___ priorities and they had ___. 3. Don't be in a hurry. If you hurry ___ work may be poor. 4. I'm sure the government will carry out ___ promises. 5. The football belongs to Pam and Tony. The ball is ___. 6. He asked us to give these books to ___ friend. 7. Sue and her two brothers have gone to visit ___ uncle. 8. The jury has just announced ___ verdict. 9. Our neighbours have ___ swimming pool and we have ___. 10. Mr. Brown or my brother will lend us ___ tape recorder. 11. The company has decided to close ___ Glasgow branch. 12. Each student may bring ___ or ___ cassettes to the party. 13. The kitten has already drunk ___ milk. 14. Julia failed ___ driving test four times. 15. Sam is doing ___ homework now. 16. Our cat often plays with ___ kittens. 17. The baby was crying in ___ cot. 18. The cat had ___ plate and the dog had ___.

Зворотні займенники

The reflexive pronouns

Зворотні займенники (reflexive pronouns), що утворюються за допомогою *-self*, вказують (reflect «звертають») на того, хто виконує дію.

У реченні зворотні займенники виступають як прямий додаток або додаток, якому передує приєменник.

<i>Personal pronouns: Subjective/Objective form</i>	<i>Possessive pronouns: Conjoint form</i>	<i>Reflexive pronouns</i>	<i>Emphasising '-self' pronouns</i>
<i>Singular</i>			
I/me	my	I can cook for myself .	I myself washed the car./ I washed the car myself .
you/you	your	Help yourself !	You yourself washed the car./ You washed the car yourself .
he/him	his	Tim has hurt himself .	He himself washed the car./ He washed the car himself .
she/her	her	She prides herself on cooking.	She herself washed the car./ She washed the car herself .
it/it	its	The cat was cleaning itself .	The cat itself washed the kitten./ The cat washed the kitten itself .

Plural			
we/us	our	We cook for ourselves .	We ourselves washed the car./ We washed the car ourselves .
you/you	your	You can cook for yourselves .	Did you yourselves wash the car?/Did you wash the car yourselves ?
they/them	their	They cook for themselves .	They themselves washed the car./They washed the car themselves .

Після прийменника, що **вказує на місце**, вживаються особові займенники в об'єктному відмінку, а не зворотні займенники. Порівняємо:

Reflexive pronouns	Personal pronouns in the objective form
The girls were looking at themselves in the mirror. <i>Дівчатка розглядали себе у дзеркалі.</i>	They placed their books in front of them . <i>Вони поклали книжки перед собою.</i>
He thinks too much of himself . <i>Він надто високої думки про себе.</i>	Harry brought his father with him . <i>Гаррі привів із собою батька.</i>
I can take care of myself . <i>Я сам/сама можу подбати про себе.</i>	I didn't have any money on me . <i>У мене при собі не було грошей.</i>

Взаємні займенники

The reciprocal pronouns

Взаємні займенники **each other** та **one another** вказують на взаємну дію, взаємні зв'язки двох чи більше осіб/предметів. У граматиках нерідко наголошується, що **each other** вживається, коли йдеться про дві особи/два предмети, а коли йдеться про більше двох осіб/предметів, перевага віддається **one another**. Насправді ж для сучасної англійської мови це не є категоричним правилом вживання таких займенників. Порівняємо:

They were talking to **each other/one another**. *Вони розмовляли один з одним/одна з одною.*

Chris and I have known **each other** for seven years. *Ми з Крісом знаємо один одного сім років.*

You should write to **one another** more often. *Вам слід частіше писати один одному/одна одній.*

She put all the pancakes on top of **one another**. Вона поклала всі млинці один на один.

The cups fit into **each other**. Чашки входять одна в одну.

Ці займенники можуть вживатись у родовому відмінку:

The students often use **each other's/one another's** notes. Студенти часто користуються конспектами один одного.

Зверніть увагу на різницю у значенні *взаємних* та *зворотних* займенників:

The girls looked at **each other**. (= Each of the girls looked at the other.) Дівчата подивилися одна на одну.

The girls looked at **themselves** in the mirror. (= Each of the girls looked at herself in the mirror.) Дівчата подивилися на себе в дзеркало.

Вказівні займенники

The demonstrative pronouns

Вказівні займенники **this**, **that**, **such** та **same** вказують на предмети або їхні ознаки, не називаючи їх.

Займенники **this** і **that** мають форми множини **these** та **those** відповідно. Займенники **this/these** вказують на предмети, особи та явища, близькі до мовця; **that/those** вказують на предмети, особи та явища, більш віддалені від мовця у просторі або часі.

Займенники **such** та **same** мають лише одну форму для однини та множини. Займеннику **same**, як правило, передує означений артикль (the).

<i>Demonstrative pronouns</i>	
<i>Singular</i>	<i>Plural</i>
This book is mine. Ця книжка — моя.	These are my books. Це мої книжки.
That book was yours. Та книжка була твоя.	Those are your books. То твої книжки.
That was such an interesting book. То була така цікава книжка.	I like such books. Мені подобаються такі книжки.
You've made the same mistake twice. Ти двічі зробив ту ж саму помилку.	You make the same mistakes again. Ти знову робиш ті ж самі помилки.

Вживаючи вказівні займенники, можна уникнути повторення одних і тих же слів:

I need **these** shoes, but I like **those** (= those shoes) better. *Мені потрібні ці черевички, хоч ті подобаються більше.*

I'll take **this** apple and you take **that one** (= that apple). *Я візьму це яблуко, а ти візьми он те.*

Зверніть увагу на особливості вживання неозначеного артикля перед іменниками, яким передує займенник **such** або прислівник **so** + *прикметник*:

We have never had **such** a hot summer. } *У нас ніколи не було такого*
 We have never had **so** hot a summer. } *спекотного літа.*

Exercise 101. Translate the following sentences into English, paying attention to the use of the demonstrative pronouns.

1. Це книжки, які мені потрібні, а то книжки, які потрібні тобі. 2. Ця контрольна важка; та контрольна була також важкою. 3. Це одне й те ж. 4. Він не міг повірити такому. 5. Найбільш відомими недержавними прапорами є прапор Об'єднаних Націй, Олімпійський прапор та деякі інші.

Питальні займенники

The interrogative pronouns

Питальні займенники **what, which, who, whom, whose** вживаються на початку питальних речень (спеціальних питань), які містять питання про особу (**who**), предмет або ознаку (**what, which, whose**).

Who, what, which та **whose** вживаються в питаннях про підмет речення, точніше, про особу/предмет, виражену/виражений підметом речення. Такі речення мають прямий порядок слів — такий же, як і в розповідних реченнях.

Whom, who (в розмовній мові), **what, which** та **whose** вживаються в питаннях про дієслівний додаток або інші члени речення. (У розмовній мові **who** може вживатися замість **whom**, якщо перед ним немає прийменника). У таких реченнях порядок слів непрямий, а саме: питальний займенник + допоміжне дієслово + підмет + головне дієслово + інші члени речення.

Порівнюємо наступні питальні речення з питальними займенниками і речення-констатації, які є відповідями на запитання (слова, що називають особу/предмет, якої/якого стосується питання, підкреслено):

Questions	Statements	Questions	Statements
Who saw you? <i>Хто бачив тебе?</i>	<u>No one</u> saw me. <i>Мене ніхто не бачив.</i>	Whom did you see? (formal) Who did you see? (informal) <i>Кого ти бачив?</i>	I saw <u>no one</u> . <i>Я нікого не бачив.</i>
Who is going to answer the phone? <i>Хто відповідь на телефонний дзвінок?</i>	<u>Ron</u> is going to answer the phone. <i>Рон відповідь на телефонний дзвінок.</i>	To whom did you give it? (formal) Who/Whom did you give it to? (informal) <i>Кому ти це дав?</i>	I gave it to <u>Tom</u> . <i>Я дав це Тому.</i>
What is on the table? <i>Що (є) на столі?</i>	<u>A vase</u> is on the table. <i>На столі ваза.</i>	What do you read? <i>Що ти читаєш?</i> What are you looking at?/At what are you looking? (formal) <i>На що ти дивишся?</i>	I read English <u>books</u> . <i>Я читаю англійські книжки.</i> I am looking at <u>the sky</u> . <i>Я дивлюся на небо.</i>
Which is the fastest car? <i>Який автомобіль найшвидший?</i>	<u>The Ferrari</u> is the fastest car. <i>Ферарі — найшвидший автомобіль.</i>	Which (of the poems) do you like best? <i>Який (з віршів) тобі найбільше подобається?</i> Which form/grade are you in?/In which form are you? <i>В якому ти класі?</i>	The <u>poem</u> I like best is 'If' by Rudyard Kipling. <i>Найбільше мені подобається вірш «Якщо» Редьярда Кіплінга.</i> I am in the <u>tenth</u> form/grade. <i>Я в десятому класі.</i>
Whose is this? <i>Чий це?</i>	This is <u>mine</u> . <i>Це моє.</i>	Whose report did you like best? <i>Чия доповідь тобі найбільше сподобалась?</i>	I liked <u>your</u> report best of all. <i>Найбільше з усіх мені сподобалася твоя доповідь.</i>
Whose (shoes) are these? <i>Чий це (черевики)?</i>	They are <u>ours</u> . <i>Вони наші.</i>	After <u>whom</u> did Lincoln become president? <i>Після кого Лінкольн став президентом?</i>	He became president after <u>James Buchanan</u> . <i>Він став президентом після Джеймса Бакенена.</i>

What вживають, коли йдеться про вибір з більш-менш необмеженої за кількістю невідомої групи людей/речей. *Which* вживають, коли йдеться про вибір з обмеженої за кількістю відомої групи людей/речей:

- What would he like, tea, milk or juice? **Which** would you prefer, tea or juice?
 What is your favourite song? **Which** (of the songs) do you like best?
 What colour is the Ukrainian flag? **Which** colour is your favourite?
 What kind of vegetable do you like best? **Which** type of green vegetables do you prefer?

Зверніть увагу на можливість скорочення у розмовному мовленні та не-офіційному письмовому мовленні сполучень *питальний займенник + (допоміжне) дієслово*:

<i>Interrogative pronoun + verb</i>	<i>Examples</i>
Who's (= who is)	Who's there? <i>Хто там?</i>
Who'd (= who had; who would)	Who'd left before he came? <i>Хто пішов перед тим, як він прийшов?</i> Who'd help her? <i>Хто б допоміг їй?</i>
Who'll (= who will)	Who'll make a speech? <i>Хто виступить з промовою?</i>
Who've (= who have)	Who've you called? <i>Кому ти дзвонив/дзвонила?</i>
What's (= what is; what has)	What's the time? <i>Котра година?</i> What's happened? <i>Що трапилось?</i>
What'll (= what will)	What'll it lead up to? <i>До чого це приведе?</i>

Exercise 102. Write your answers to these questions, making use of the suggestions in brackets.

1. What are your hobbies? (*gardening, fishing, playing the piano, photography*)
2. What are your favourite subjects? (*English, maths*)
3. What breeds of dogs do you know? (*the bulldog, poodle, collie, setter, spaniel*)
4. What computer terms do you know? (*a floppy disc, disc drive, modem, hardware, software*)
5. What nuts are considered to be true nuts? (*the acorn, chestnut and hazelnut*)
6. What animals are considered endangered species? (*the blue whale, the Bengal tiger, the California condor, grizzly bear, the bald eagle*)
7. What groups of words do parts of speech include? (*nouns, verbs, adjectives, adverbs, pronouns, prepositions, conjunctions, articles, numerals, interjections*)
8. In which cities/countries were the Olympic games held? [*Athens (Greece), Atlanta, Los Angeles (the United States), Calgary (Canada), Munich (Germany), Nagano, Sapporo (Japan), Seoul (South Korea), Sydney (Australia)*].

Exercise 103. Match the questions on the left with the answers on the right. Underline the *interrogative* pronouns and the words in the statements replaced by the pronouns in the questions.

- | | |
|--|--|
| A Without whom did President Franklin Roosevelt never go anywhere? | 1 Macaroni, Caroline Kennedy's pony, was (given the run of the White House grounds). |
| B What breed was President Franklin Roosevelt's dog? | 2 Warren Harding's dogs often performed at cabinet meetings. |
| C Which President's dogs were trained to do tricks? | 3 His children played with a one-legged rooster. |
| D Between whom is Fala sitting in her most famous photograph? | 4 He never went anywhere without Fala, his dog, black Scottish terrier. |
| E Whose pony was given the run of the White House grounds? | 5 George Washington's beloved dogs were (treated as members of the family). |
| F What/Whose pets often performed at cabinet meetings? | 6 Warren Harding's dogs were trained to do tricks. |
| G What President owned a cow? | 7 They grazed on the White House lawn. |
| H What was Howard Taft's cow's name? | 8 He had sheep. |
| I What pets did Woodrow Wilson have? | 9 His dog was Scottish terrier. |
| J On what lawn did his sheep graze? | 10 William Howard Taft did. |
| K With whom did Teddy Roosevelt's children play? | 11 His cow's name was Poline. |
| L Whose dogs were treated as members of the President's family? | 12 In her most famous photograph Fala is sitting between President Roosevelt and Prime Minister Winston Churchill. |

Exercise 104. Translate the following into English.

1. Хто автор «Аліси в Країні Чудес»? — Льюїс Керролл автор «Аліси в Країні Чудес». 2. Кого ти відвідуєш? — Я відвідную (свою) сестру. 3. Про кого він говорить? 4. Якому типу автомобіля ви віддасте перевагу — на двоє чи на четверо дверей?

Exercise 105. Read the following story of *the Loch Ness Monster* and ask questions on the underlined words. Make sure you use the appropriate interrogative pronouns.

The longest and the deepest lake, or loch, in Scotland is Loch Ness. This is the home of the legendary Loch Ness Monster or "Nessie" (as the Monster is affectionately known) — a huge creature said to live in the depths, occasionally surfacing to be seen by solitary visitors. True or not, the legend certainly benefited tourism in the area.

In March 1994 London's Sunday Telegraph reported that the famous 1934 snapshot of Scotland's Loch Ness Monster is a fake. The last of 5 pranksters who created it confessed just before dying that Nessie was actually a toy submarine fitted with a plastic head and neck. One poll showed that only about 14 % ever believed the monster was real anyway.

Exercise 106. Ask questions to identify the underlined words. Make sure you use the appropriate *interrogative pronouns* and correct (*singular* or *plural*) verbs.

1. They know the truth. 2. I am writing a composition. 3. Jane and Paul are reading a story. 4. These (books) are hers. 5. My brother is a writer. 6. Tom and Jerry are my friends. 7. Sam and Tim will help you. 8. Either Ann or the boys were late.

Відносні займенники

The relative pronouns

Займенники **what, which, who, whom, whose, that, as** становлять групу відносних займенників: вони приєднують («відносять»/«relate») підрядні означальні речення (attributive clauses) до головних, виконуючи роль сполучних слів.

Relative pronouns	
Займенникам which, whom , на відміну від that , можуть передувати прийменники.	Here is the book for which he asked./Here is the book (which) he asked for. <i>Ось книжка, про яку він запитував.</i> This is the bus that they came in. <i>Це автобус, в якому вони приїхали.</i>
Whose вжив. відносно будь-кого/чого.	The boy whose work got the prize is the youngest in his class. <i>Хлопчик, чия робота отримала приз, наймолодший у класі.</i> The car whose parts are too small to be seen is in a display case. <i>Автомобіль, деталі якого занадто малі, щоб їх можна було побачити, розміщено на демонстраційному стенді.</i>
Who та whom вжив. відносно людей (інколи — тварин, коли їх називають).	I don't know the girl who Ed writes <u>to</u> . (розм.) <i>Я не знаю дівчини, якій Ед пише.</i> This is the girl <u>to whom</u> Sue writes. (пис.) <i>Це дівчина, якій пише Сью.</i> Our cat, who had been lost for a week, was brought home by my friend. <i>Мій друг приніс додому нашого кота, який зник на тиждень.</i>
That вжив. відносно речей і людей, хоча щодо людей перевага надається займеннику who .	I'll stay with my sister — the one who/that lives in Ukraine. <i>Я житиму в сестри — тієї, що живе в Україні.</i>

<p>Which вжив. переважно щодо речей та ситуацій. Якщо складне речення містить два підрядних означальних речення, лише which вжив. для приєднання другого речення.</p>	<p>This is the photo that/which I took./This is the photo I took. Це знімок, який я зробив. He invited us to dinner, which was very kind of him. Він запросив нас на обід, що було дуже люб'язно з його боку. This is the newspaper I read regularly and which I find so interesting. Це газета, яку я регулярно читаю і вважаю дуже цікавою.</p>
<p>Which та that вжив. відносно дітей/тварин, чия стать не уточнюється.</p>	<p>This is the <u>baby</u> which/that needs inoculation. Це дитина, якій необхідно зробити щеплення. This is the dog which/that needs training. Це собака, який потребує тренування.</p>
<p>That вжив. після <i>all, much, everything, anything, the little/few, only, it is/was</i>; іменника, якому передують <i>first, last</i>, прикметника у найвищому ступені.</p>	<p><u>All (everything/anything)</u> that remains is yours. Усе, що залишається — твоє. It's the <u>best film</u> that's ever been made in this country. Це найкращий фільм, що будь-коли був зроблений у цій країні.</p>
<p>As вжив. відносно речей і людей.</p>	<p>I don't admire such films as he sees. Я не в захопленні від фільмів, які він дивиться.</p>

Exercise 107. Fill in the spaces with *who, whom, whose, which* or *that*.

1. Who is the student ___ bag was found in the hall? 2. Daniel, ___ is a good friend of mine, repaired my bike. 3. That's the man ___ dog can shake hands. 4. The visitor ___ you were expecting has arrived. 5. Mr. Black is the man to ___ you must speak. 6. Richard, ___ lives across the street, has a computer. 7. My brother often sees friends ___ were at school with him. 8. Ted said he had lost the book, ___ was not true. 9. He ___ hesitates is lost. 10. This is the car ___ overtook them in the morning. 11. Carol has a brother, ___ is an artist. 12. The longest tunnel through ___ I drove was over a kilometre long. 13. The ostrich, ___ is the largest of all birds, cannot fly. 14. Lions ___ are raised in captivity are surprisingly tame. 15. Stanley changed his mind, ___ made me very angry. 16. The shop opposite ___ the car is parked is a grocer's. 17. This is the letter ___ came today but ___ you will give her tomorrow.

Неозначені та заперечні займенники

The indefinite and negative pronouns

Неозначені займенники вказують на неозначені особи, предмети, кількості, якості. Заперечні займенники вказують на відсутність осіб, предметів тощо.

Неозначені та заперечні займенники бувають:

прості/simple (some, any, every, other, either, all, each, much, many, little, few, both, one),

похідні/derived (neither, none) та

складні/compound (something, somebody, someone, anyone, anybody, anything, everything, everybody, another, nothing, nobody, no one).

Складні займенники з компонентами **-body** та **-one**, які переважно є взаємозамінюваними, можуть розрізнятися тим, що перші відносяться до осіб як групи, а другі — до однієї (окремої) особи. Порівняємо:

There was **nobody/no one** in the room. У кімнаті не було нікого.

There was **nobody** invited. Запрошених не було.

There was **no one** invited. Не було жодного запрошеного.

No one has ever mentioned his name. Ніхто/Жодна людина ніколи не згадував/згадувала його ім'я.

Everybody enjoys the party. Усім подобається вечірка.

Everyone has a right to their own opinion. Кожен має право на власну думку.

Більшості неозначених займенників відповідають певні заперечні займенники.

	<i>Indefinite pronouns</i>	<i>Negative pronouns</i>
	some	no, no one
	something, somebody, someone	nothing, nobody, no one, none
	everything	nothing
	all, everybody, each, every	no, none, nobody
	both, either	neither

Займенники, подані праворуч, мають форми загального та присвійного (родового) відмінків, а також форми однини і множини.

	<i>Common case</i>	<i>Possessive case</i>
	somebody, someone	somebody's/someone's
	everyone, everybody	everyone's/everybody's
	one, anybody, anyone	one's, anybody's/anyone's
	nobody, no one	nobody's, no one's
	other	other's
	<i>Singular</i>	<i>Plural</i>
	one, other	ones, other's

Коли після складних займенників іде слово **else**, закінчення **'s** додається до цього слова, а не до займенника:

This is not my bag. It is **somebody else's**.
 Це не моя сумка, а когось іншого.

Після займенників

1 anyone, anybody, anything, everything, something, somebody, someone, much, little, everybody, everyone, another, nothing, nobody, no one, either, neither, one, other, another, each,

2 both, several, few, many,

3 none, all, some, any, more/most,

що виступають підметом речення, вживаються дієслова відповідно у формі:

(1) однини, (2) множини, (3) однини або множини.

The indefinite and negative pronoun — verb agreement

1 Singular	2 Plural	3 Singular or Plural	
<p>Everything is going according to plan. Усе йде за планом. Much has been said but nothing/little has been done. Багато було сказано, але нічого не/мало зроблено. Is there anything on the table? На столі щось є? Is either of you learning German? Чи кожний/кожна з вас вивчає німецьку? Someone has to do this. Хтось/Хто-небудь має зробити це. There is somebody on the telephone for you. Тебе хтось просить до телефону.</p>	<p>Both of my sisters are students. Обидві мої сестри — студентки. Several (of us) were there for the first time. Дехто з нас був там уперше. Many have been invited, but few are going to the party. Запросили багатьох, але мало хто йде на вечірку.</p>	<p>None (of them) was tired. Ніхто з них не втомився. All is well. Усе добре. Some/Most (of the bread) has been eaten. З'їли трішки хліба/майже увесь хліб. More (money) has been spent on books. Більше (грошей) (було) витрачено на книжки.</p>	<p>None (of them) were tired. All (of us) are going. Усі йдуть. Some are born great. Дехто народжується великим. Most of them are students. Більшість із них — студенти. More of us are going. Нас йде ще декілька чоловік.</p>

Uses of the indefinite pronouns

	<i>Affirmative sentences</i>	<i>Negative sentences</i>	<i>Interrogative sentences</i>
some	I'd love some fruit. Я б дуже хотів/хотіла фруктів. Some people are wise. Деякі люди тямуючі.	He couldn't answer some of the questions. На деякі питання він не зміг відповісти.	Would you like some fruit? Хочеш фруктів?/Чи не бажаєте фруктів?
something	He wanted to say something . Він хотів сказати щось.		
someone/ somebody	He wanted someone to talk to. Йому потрібен був хтось, з ким можна було б поговорити.		Will someone please explain what's going on? Чи не міг би хтось пояснити, що відбувається?
any	Any fruit will do. Підійдуть будь-які фрукти.	We haven't got any fruit. У нас немає ніяких фруктів*.	Have you got any fruit? У вас є фрукти? Do you know any girls here? Ти знаєш тут якихось дівчат?
anything	I'll do anything for her. Я що завгодно зроблю для неї. If there is anything you need, just let her know. Якщо тобі що-небудь треба, лише дай їй знати.	I don't need anything . Мені не треба нічого.	Do you need anything ? Тобі що-небудь треба/потрібно?
anyone/ anybody	If anybody asks for him, I'll tell them he's gone out. Якщо його запитують, я скажу, що він вийшов. If anyone knocks, open the door. Якщо хтось постукає, відчини двері. Anybody/Anyone can cook if they try. Усі можуть/Кожний може готувати, якщо постараться/постарається.	There isn't anyone in the room. В кімнаті нікого немає. I don't know anyone here. Я нікого тут не знаю*.	Is there anyone/anybody here? Тут є хто-небудь? Do you know anyone/anybody here? Ти знаєш тут кого-небудь?

* В англійському реченні, на відміну від українського, може вживатися лише одне слово, яке виражає заперечення.

Займенники **much**, **little** вживаються з необчислюваними іменниками, а **many**, **few** — з обчислюваними іменниками. Ці займенники мають ступені порівняння, які показують різну міру неозначеної кількості. **Much** і **many** вживаються переважно в питальних та заперечних реченнях. У стверджувальних реченнях їм, як правило, передують прислівники *too*, *as*, *so*, *how*:

He has put **little/too much** salt into the soup. *Він укинув забагато солі в суп.*

Comparisons of many , much , little , few		
Positive	Comparative	Superlative
many , much	more	most
little	less	least
few	fewer	fewest

Exercise 108. Note the use of the pronouns given in bold type in the following questions. Answer the questions, paying attention to the use of pronouns.

1. **What** do **you** think makes a great person? Do **you** agree with the statement that a great person makes a marked impact on human culture? 2. Would **you** like to be famous **some** day? 3. Are there **any** people alive **who** **you** think will be famous in a hundred years? 4. If **you** could be **one** famous person in history, **who** would it be? 5. **Some** people say that fame is fleeting. Do **you** think it is true? 6. **Who** do **you** think is the most famous person in the history of Ukraine? 7. Do you agree with Philip Chesterfield, who once said, 'the less **one** has to do, the less time **one** finds to do it'?

Exercise 109. In the following short texts, fill the spaces with appropriate *personal*, *possessive*, *relative* and *indefinite* pronouns.

1. Somerset Maugham was an English writer famous for ___ novels, plays and short stories. ___ was born in 1874 and lived in Paris until ___ was ten. The writer has travelled all over the world and ___ stories are wonderful. The story 'Philip at Blackstable' by Somerset Maugham contains much from ___ own life. 2. Jane Austen was a great English novelist ___ wrote about people and manners in England. ___ works include *Emma*, *Pride and Prejudice* and *Sense and Sensibility* — ___ recently dramatised on film and TV to critical acclaim. 3. Charlotte Brontë, best known for ___ *Jane Eyre*, and Emily, best known for ___ *Wuthering Heights*, were talented 19th-century women novelists ___ works are regarded as classics today. ___ novels feature strong, independent heroines. 4. *Alice in Wonderland*, ___ is filled with wonder, is a book ___ like. ___ was written by Lewis Carroll, ___ real name was Charles Lutwidge Dodgson. 5. Daniel Defoe (1660—1731) was a British writer ___ most famous novel, *Robinson Crusoe*, was inspired by the exploits of the Scottish sailor and castaway, Alexander Selkirk. 6. Rachel Luoise Carson (1907—1964), an American environmentalist and writer, condemns the use of pesticides, hazardous to wildlife, in ___ best-known work *Silent Spring* (1962). 7. Crocodiles kill many people. They kill ___ people in Africa than any other wild animals.

Exercise 110. Translate the following sentences into English, paying special attention to the use of pronouns.

1. Зараз ми витрачаємо менше грошей на їжу і більше на книги. 2. Вона попросила дітей менше галасувати. 3. Цього разу він зробив менше помилок, але й виконав менше роботи, ніж ми сподівалися. Цікаво, хто зробив найменше помилок? 4. У цьому ніхто не винний. Тихіше їдеш — далі будеш. 5. Ми справді не віримо в те, що будь-яка людина може читати думки іншої. 6. Нікому не слід користуватися кухонним комбайном, поки не показали, як це робиться. 7. Моя сестра віддає перевагу сиру з найменшим вмістом жиру. Крім того, зараз вона їсть менше шоколаду. 8. У ньому було щось дивне. 9. Ніхто з них не розмовляє французькою. 10. Одній з його сестер 14, а другій — 16 років. 11. Кожний (з них) хоче залишитись. 12. У нього найбільший авторитет з-поміж усіх. 13. Ти витратив на звіт менше часу, ніж було слід. 14. Він підійшов без найменшого вагання і запитав мене, що я тут роблю.

ПРИСЛІВНИК

The Adverb

Прислівник характеризує дію чи ознаку предмета або цілого повідомлення і відноситься, відповідно, до дієслова, прикметника, іншого прислівника або цілого речення.

Прислівники бувають *прості* (simple), *похідні* (derived), *складні* (compound) та *складені* (composite/phrasal).

Morphological groups of adverbs

<i>Simple adverbs</i>	now, then, often, still, long, there, enough, too, hard, soon, well
<i>Derived adverbs</i>	warmly, kindly, quickly, happily*, immediately, townlike, sunlike, homelike, eightfold, manifold, forward(s), southward(s), afterword(s), sideways, longways, clockwise, likewise
<i>Compound adverbs</i>	sometime(s), somewhat; everywhere, nowhere, anyhow, somehow, moreover, inside, outside, downstairs, overnight, offhand, double-quick
<i>Composite/Phrasal adverbs</i>	all along, all of a sudden, at once, from time to time, now and then, to and fro, flat out

* При утворенні прислівників у змінюється на *i*: happy — happily; day — daily; body — bodily.

За значенням і роллю в реченні виокремлюються певні групи прислівників (див. також табл.; стор. 165):

Adverbs of	Adverbs modifying		
	verbs	adjectives	adverbs
(in)definite time: today, tomorrow, yesterday, soon, afterwards, late(ly), immediately, nowadays, formerly, recently, yet, still, already, suddenly, then, just, now, once	What are you doing today ? <i>Що ти сьогодні робиш?</i> Are you still here? <i>Ти все ще тут?</i> He will be back soon . <i>Він скоро повернеться.</i>		
place: left, right, there, here, forwards, upstairs, north/south(wards), straight, nowhere, everywhere, back(wards), away, home, indoors, abroad, ahead, outside	He goes there daily. <i>Він кожного дня ходить туди.</i> We turned left . <i>Ми повернули ліворуч.</i>		
manner: well, slowly, quickly, fast, briskly, carefully, gently, briefly, attentively, clearly, badly, hard	I work hard . <i>Я багато працюю.</i> All ended well . <i>Усе закінчилося добре.</i>		
frequency: sometimes, weekly, ever, frequently, often, always, daily, never, usually	I am always on time. <i>Я завжди приходжу вчасно.</i> I go there daily . <i>Я кожного дня ходжу туди.</i>		
degree, quantity: almost, hardly, nearly, much, so, too, enough, rather, little, somewhat, entirely, completely, fairly, very, totally, virtually, fully	I hardly know her. <i>Я ледь знаю її.</i> We've almost finished. <i>Ми майже скінчили.</i> I like it very much . <i>Мені це дуже подобається.</i>	I'm a little / very tired. <i>Я трохи / дуже втомився.</i>	I had hardly enough time. <i>У мене ледь вистачило часу.</i> He ran very fast. <i>Він біг дуже швидко.</i> He works too much. <i>Він надто багато працює.</i>

Деякі прислівники можуть так само, як прикметники, відноситися до іменників, виступаючи в ролі їхніх означень:

The road **ahead** was blocked. *Дорога попереду була заблокована.*

Last week he was in Delhi, and the week before he was in Kyiv. *Минулого тижня він був у Делі, а за тиждень до того він був у Києві.*

Прислівники *nevertheless, consequently, therefore, accordingly, anyway, however, moreover, besides, namely, thus, likewise, hence* тощо відносяться до цілого речення, виконуючи функцію конекторів (connectors), що зв'язують речення між собою в межах тексту:

I can't follow your advice. **Nevertheless**, thank you for giving it. *Я не можу скористатися вашою порадою. Втім, дякую, що дали її мені.*

Adverbs used at the beginning of a sentence/clause

(how, when, where, why)

to ask a question (interrogative adverbs)	to give an exclamation (how)	to join a subordinate clause (relative and conjunctive adverbs)
Where is he staying? <i>Де він зупинився?</i> Why did he leave so early? <i>Чому він пішов так рано?</i> How does he work? <i>Як він працює?</i>	How hard he works! <i>Як багато він працює!</i>	I remember the day when we met. <i>Я пам'ятаю день, коли ми зустрілися.</i> This is the studio where he used to paint. <i>Це студія, де він зазвичай малював.</i> He wants to know when I am leaving. <i>Він хоче знати, коли я їду.</i> How he did it remains a mystery to me. <i>Для мене залишається таємницею, як він це зробив.</i>

Деякі прислівники за формою і значенням збігаються з прикметниками (в наступних прикладах прислівники подано червоним).

Adverbs and adjectives with the same form

An **early** train arrives **early**; a **late** train arrives **late**. *Ранковий поїзд прибуває рано; вечірній поїзд прибуває пізно.* A **fast** train runs **fast**. *Швидкий поїзд мчить швидко.* A **straight** road runs **straight**. *Пряма дорога йде рівно.* A **hard** worker works **hard**. *Старанний працівник багато працює.* That's a **likely** story. *Це вірогідна історія.* I shall very **likely** be here again next year. *Дуже ймовірно, що/Швидше за все я знову буду тут наступного року.* He gave a **low** bow; she also bowed **low**. *Він низько вклонився; вона теж вклонилася низько.* We went as **far** as the **Far** East. *Ми поїхали аж на Далекий Схід.* Our **long** journey lasted **long**. *Наша далека подорож тривала довго.* **Daily** newspapers appear **daily**; **monthly** magazines appear **monthly**. *Щоденні газети виходять кожного дня; щомісячні журнали виходять кожного місяця.*

Деякі прислівники мають дві форми, одна з яких збігається з прикметником; прислівники у цих двох формах не обов'язково відрізняються значеннями.

Adjectives	Adverbs with two forms	
	<i>with the same meaning</i>	
The river is deep here. <i>Річка тут глибока.</i>	He stuck his hands deep into his pockets. <i>Він за-сунув руки глибоко в кишені.</i>	It's healthy to breathe deeply . <i>Глибоко дихати корисно для здоров'я.</i>
The books were cheap . <i>Книжки були дешеві.</i>	He bought them cheap . <i>Він купив їх дешево.</i>	She buys her clothes cheaply . <i>Вона дешево купує одяг.</i>
Her shoes are too tight . <i>У неї надто тісні черевки.</i>	Shut the door tight . <i>Щільно причиніть двері.</i>	The bottle was tightly sealed. <i>Пляшка була щільно закоркована.</i>
The test was easy . <i>Контрольна (робота) була легкою.</i>	Take it easy . <i>Не напружуйся./Стався спокійно.</i>	I can easily finish it today. <i>Я легко можу закінчити це сьогодні.</i>
I am close to the shop. <i>Я поблизу магазину.</i>	Stay close together. <i>Тримайтеся один одного.</i>	Watch me closely . <i>Уважно стеж(те) за мною.</i>
	<i>with different meanings</i>	
He went a short way. <i>Він пройшов невелику відстань.</i>	The car stopped short . (=suddenly) <i>Зненацька машина зупинилася.</i>	He will be back shortly (=soon) <i>Він скоро повернеться.</i>
The knife is sharp . <i>Ніж гострий.</i>	The meeting starts at two o'clock sharp . (=exactly) <i>Збори починаються рівно о другій годині.</i>	I need a sharply (=not bluntly) pointed pencil. <i>Мені потрібен гостро підструганий олівець.</i>
Don't be late for school. <i>Не запізнись до школи.</i>	He went to bed late yesterday. <i>Учора він пізно ліг спати.</i>	Have you seen Ann lately (=recently)? <i>Ти бачила Ганну останнім часом?</i>
Our flat has a high ceiling. <i>У нашій квартирі висока стеля.</i>	He can jump really high . <i>Він справді високо стрибає.</i>	I can highly (=very much) recommend it. <i>Я дуже це рекомендую.</i>
He is a hard worker. <i>Він старанний працівник.</i>	He tried hard to convince me. <i>Він дуже старався переконати мене.</i>	He hardly (=scarcely) ever works. <i>Навряд чи він коли працює.</i>

Exercise 111. Supply the proper word given in brackets.

1. (*late, lately*) We had a ___ dinner. I haven't seen him ___. Ralph came ___.
2. (*hard, hardly*) He ___ ever comes here. The test was ___. Think ___ and work ___.
3. (*sharp, sharply*) Lucia spoke ___ to me. I want a ___ pencil. Come at one o'clock ___.
4. (*tight, tightly*) The tourists were ___ packed. These shoes are so ___ that they hurt. She held the child ___ in her arms.
5. (*easy, easily*) Take things ___. You can ___ do it now. It is an ___ place to reach.
6. (*short, shortly*) Jack left the house ___ after lunch. I need a ___ piece of string. Ed stopped ___.
7. (*high, highly*) He spoke ___ of my friend. It's a very ___ building. The balloon flew ___ up into the sky.
8. (*deep, deeply*) John is ___ interested in the history of Ukraine. The men dug ___ before they found water. The water is very ___ here.

Exercise 112. Combine the following pairs of sentences, using the appropriate *adverb connector* (*however, hence, nevertheless, consequently, besides, therefore*). Follow the example:

- a) He never goes out on Sundays. b) This Sunday he is going to a picnic.
He never goes out on Sundays; however, this Sunday he is going to a picnic.
He never goes out on Sundays; this Sunday, however, he is going to a picnic.

1. a) Physics was always a difficult subject for Liz. b) She was surprised when Ed turned to her for help.
2. a) Carrie decided it was too cold to go swimming. b) She had an exam tomorrow.
3. a) It rained heavily during the afternoon. b) Our trip to the mountains had to be postponed.
4. a) Charles had taken tennis lessons for two years. b) He was not a good tennis player.
5. a) It is very late. b) You must go to bed.
6. a) It was raining. b) The football match was not postponed.
7. a) Liz was tired. b) She kept on working.

Місце прислівників у реченні Placing of adverbs in a sentence

Найбільш типовим місцем прислівника є кінець речення. Якщо в реченні вживається кілька прислівників, то вони розміщуються в такому порядку:

<i>degree</i>	<i>manner</i>	<i>place</i>	<i>time</i>	Пор. укр.	<i>time</i>	<i>place</i>	<i>degree</i>
↓	↓	↓	↓		↓	↓	↓
It is raining	very	hard	here today.		Сьогодні	тут	іде дуже сильний дощ.

Прислівники часу можуть вживатися також на початку речення:

Today it is raining. Сьогодні йде дощ.

Here та **there** вживаються на початку речення, коли після них іде *be/come/go* + іменник/займенник (підмет):

Here's/Here comes Ed. *От/Ось* іде Ед. **Here** he is/comes. *От/Ось* (і) він (іде).

There's Sue. *Ось/А ось* і Сью.

There she is. *Он* (і) вона.

There goes a car. *Он/А он* іде машина. **There** it goes. *Он* (і) вона [машина] (іде).

Пор. вживання вставного *there*:

There is a man at the door. *Біля дверей (якийсь) чоловік.*

There are two apples left. *Залишилося два яблука.*

Прислівники способу дії, що відносяться до дієслова, можуть займати різні місця в реченні, не змінюючи його значення:

I approached the dog *slowly*. / I *slowly* approached the dog. *Я повільно наблизився до собаки.*

Well та **badly** ставляться лише в кінці речення (перед прислівником часу, якщо такий є):

Dmytro speaks English well. *Дмитро добре розмовляє англійською.*
You have behaved very **badly** today. *Ти дуже погано поводи́в себе сьогодні.*

Badly, що виражає міру ознаки, ставиться перед головним дієсловом або після додатка:

I need this book **badly**. / I **badly** need this book. *Мені конче потрібна ця книжка.*

Several sportsmen were **badly** injured. *Кілька спортсменів були сильно травмовані.*

Rather вживається перед словом, а **enough** після слова, яке вони характеризують:

That is **rather** a valuable/a **rather** valuable present. *То досить цінний подарунок.*

Are you warm **enough**? *Вам/Тобі достатньо тепло?*

Зверніть увагу на співвідношення речень з **enough** та **too**, що відповідно ставляться після слова та перед словом, до якого вони відносяться:

Ed did not write quickly **enough** to finish the test. *Ед не дуже швидко писав, щоб закінчити контрольну роботу. (= Ед не закінчив контрольну роботу).*

Ed wrote **too** slowly to finish the test. *Ед писав занадто повільно, щоб закінчити контрольну роботу. (= Ед не закінчив контрольну роботу).*

Про місце прислівників неозначених часу та частоти див. стор. 41.

Exercise 113. Put the adverbs given in brackets in the appropriate place in the following sentences.

1. What June said was wrong. (*altogether; yesterday*) 2. Has Peggy done her maths homework? (*well*) 3. Joe walks two miles. (*daily; always*) 4. My sister is a pretty girl. (*rather*) 5. That is good for you. (*enough*) 6. Martha lived. (*then, abroad*) 7. Your hair needs cutting. (*badly*) 8. It was cold to go swimming. (*too*) 9. Five cupboards, but one door. (*only*) What is it?

Ступені порівняння прислівників
Degrees of comparison of adverbs

Прислівники способу дії, так само як і якісні прикметники, називають ознаки, що можуть виявлятися більшою або меншою мірою і тому мають ступені порівняння (degrees of comparison).

Позитивний ступінь прислівників виражає просту ознаку. Це основна форма прислівників, що не має спеціального закінчення.

Вищий ступінь, що виражає **вищу міру** ознаки, та найвищий ступінь, що виражає **найвищу міру** ознаки, утворюються додаванням відповідно *-er* та *-est* до основної форми односкладових прислівників (типу *fast*, *late*) і прислівника *early* (кінцева літера *y* змінюється на *i* перед *-er* та *-est*).

Вищий і найвищий ступені прислівників, які мають більше одного складу (напр., *happily* /həp-pi-ly/, *curiously* /cu-ri-ous-ly/), утворюються відповідно за допомогою *more* та *most*, що вживаються перед прислівником.

Нижча та найнижча міри ознаки виражаються за допомогою *less* та *least* відповідно, що ставляться перед прислівником незалежно від кількості складів: *less/least fast*, *less/least early*, *less/least carefully*. Деякі прислівники утворюють ступені порівняння нерегулярним способом (див. таблицю):

Degrees of comparison of adverbs			
	<i>Positive degree</i>	<i>Comparative degree</i>	<i>Superlative degree</i>
<i>Regular comparisons</i>			
one-syllable adverbs and the adverb <i>early</i>	<i>fast</i> : Ben ran <i>fast</i> . Бен біг швидко. <i>early</i> : They came <i>early</i> . Вони прийшли рано.	<i>faster</i> : Ted ran <i>faster</i> than Ed. Тед біг швидше за Еда. <i>earlier</i> : Jane came <i>earlier</i> . Джейн прийшла раніше.	<i>fastest</i> : Who ran <i>fastest</i> of the three boys? Хто біг найшвидше з трьох хлопчиків? <i>earliest</i> : Ann came <i>earliest</i> of the girls. Ганна прийшла найраніше з усіх дівчат.
two-syllable and longer adverbs	<i>carefully</i> : Ted always drives <i>carefully</i> . Тед завжди уважно веде автомобіль.	<i>more carefully</i> : Ed drove <i>more carefully</i> than Ted did. Ед вів автомобіль уважніше, ніж Тед.	<i>most carefully</i> : Ed drove <i>most carefully</i> of the three of you. З вас трьох Ед вів автомобіль найуважніше.

<i>Irregular comparisons</i>		
badly : Tim played badly . <i>Тим грав погано.</i>	worse : Tim played worse than Len. <i>Тим грав гірше, ніж Лен.</i>	worst : Joe played worst of them. <i>Найгірше з них грав Джо.</i>
far : Tom drove far . <i>Том поїхав (на авто) далеко.</i>	farther/further *: Tom drove farther/further than Ed. <i>Том поїхав (на авто) далі, ніж Ед.</i>	farthest/furthest : Tom drove farthest/furthest of the three. <i>З трьох (чоловіків) Том поїхав найдалі.</i>
little : You know as little as you read. <i>Ти знаєш стільки (так же мало), скільки читаєш (як читаєш).</i>	less : The less you read the less you know. <i>Чим менше ти читаєш, тим менше ти знаєш.</i>	least : John reads least of you all. <i>Джон читає менше за всіх вас.</i>
much : You don't read much . <i>Ти не багато читаєш.</i>	more : You should read more . <i>Тобі слід більше читати.</i>	most : Ted reads most of you all. <i>Тед читає більше за всіх вас.</i>
well : Cora works well . <i>Кора добре працює.</i>	better : Ann works better now. <i>Зараз Ганна працює краще.</i>	best : I work best in the morning. <i>Вранці я працюю найкраще.</i>

У прислівників з двома формами, схожими за значенням, ступені порівняння, як правило, утворює форма без *-ly*: Who ran **quickest**? (= **most** quickly) *Хто біг найшвидше?*

That is **easier** said than done. (= **more** easily) *Легше сказати, ніж зробити. (Сказано — зроблено).*

Would you mind speaking **slower**? (= **more** slowly) *Чи не могли б Ви говорити повільніше?*

Серед прислівників з двома формами, що мають різні значення (напр., **hard**, **hardly** — див. стор. 192), лише якісні прислівники утворюють ступені порівняння: **hard** (але не *hardly*) є якісним прислівником і тому лише **hard** має форми вищого та найвищого ступенів:

Alan concentrates **harder** now. *Зараз Алан більше зосереджується.*

Alan concentrated the **hardest**. *Алан зосереджується найбільше.*

* **Farther** та **further** можуть взаємозамінюватися, коли означають *далі* відносно відстані; **further** може, крім того, означати *на додаток, більше того*:

We need go no **further** into the matter. *Нам не треба йти далі в цій справі.*

This dress is a bit too tight and, **further**, it is too expensive. *Ця сукня занадто тісна і до того ж вона занадто дорога.*

Exercise 114. Complete the following sentences (#3 and #6 are riddles) with the appropriate comparison forms of the adverbs given in brackets.

1. The ___ you learn, the ___ you know. (*much*) 2. Harry behaves even ___ than his brother. (*bad*) 3. What goes ___ than the wind and the aeroplane? (*quick*) 4. The ___ I can stay is two hours. (*long*) 5. The worst wheel of the cart creaks ___. (*much*). 6. On what day of the year do people talk the ___? (*little*)

Exercise 115. A. Point out the word which is closest in meaning to the underlined word in this sentence.

We should have gone further.

- A. farther
- B. far
- C. furthest
- D. moreover
- E. farthest

B. Choose the word(s) to complete this sentence.

Who ran ___, Ted, Tom, or Harry?

- A. farthest
- B. far
- C. furthest/farthest
- D. further/farther
- E. furthest

Вживання ступенів порівняння Uses of the degrees of comparison

Позитивний ступінь виражає: 1) просту ознаку, коли порівняння відсутнє; 2) ту ж саму (однакову) міру якості: *as* + прислівник/adverb + *as*; 3) меншу міру якості: *not as* + прислівник/adverb + *as*.

Вищий ступінь вживається, коли порівнюються дві (не більше!) дії, ознаки тощо. Після таких прислівників може вживатися *than* або *of*, які вводять інші елементи в порівняння.

Найвищий ступінь вживається, коли порівнюються три або більше дії, ознаки.

Uses of the positive form of adverbs

<i>The simple quality</i>	<i>The same degree of quality</i>	<i>Not the same degree of quality</i>
The magpies chattered loudly . Сороки голосно скрекотали.	The magpies chattered as loudly as the sparrows twittered. Сороки скрекотали так само голосно, як цвірінькали горобці. Jane runs as fast as Julia (does). Джейн бігає так само швидко, як Джулія.	The sparrows did not twitter as loudly as the magpies chattered. Горобці цвірінькали не так голосно, як скрекотали сороки. Julia does not run as fast as Jane (does). Джулія бігає не так швидко, як Джейн.

Uses of the comparative form of adverbs

The magpies chattered **more** loudly than the sparrows twittered. *Сороки скрекотали голосніше, ніж цвірінькали горобці. Angus drives faster than anyone (I know). Ангус їздить на автомобілі швидше за будь-кого (я знаю).*

The faster you write, **the more** mistakes you make. *Чим швидше ти пишеш, тим більше помилок робиш. It rained more and more heavily. Дощ посилювався. (Йшов усе сильніший і сильніший дощ). It rains harder in winter than in summer. Взимку йде сильніший дощ, ніж улітку.*

The skies cleared **more quickly than** I expected. *Небо розвиднілося швидше, ніж я сподівався/сподівалась.*

He drove **faster than ever**. *Він їхав на автомобілі швидше, ніж будь-коли.*

Joe is working **harder than** Tim (is). *Джо працює старанніше за Тома.*

I have done **better than** Ann (has). *Я зробив/зробила краще, ніж Ганна.//У мене вийшло краще, ніж у Ганни.*

I am trying **harder now than** I usually do. *Зараз я працюю сумлінніше, ніж звичайно.*

Uses of the superlative form of adverbs

The magpies chattered **most** loudly of all. *Сороки скрекотали найголосніше. Peter works fastest when he is under pressure. Під тиском Петро працює найшвидше. Carol tried the hardest (of all the girls in her class). Керол старалася найбільше з усіх дівчат класу. He went (the) furthest of the explorers. Він пішов найдалі з дослідників. I like swimming best of all. Більше за все мені подобається плавання.*

Зверніть увагу на такі випадки вживання ступенів порівняння прислівників:

The sooner, the better. *Чим швидше — тим краще.*

I would sooner walk. *Я б швидше пішов/пішла (пішки).*

Least said, soonest mended. *Словами справи не зарадиш.*

You had better do it now. *Ліше зроби це зараз.*

You had best do it now. *Найліше зроби це зараз.*

Exercise 116. Supply the proper (*positive, comparative or superlative*) form of the adverbs given in brackets.

1. (*little*) Kevin swims ___ than Frank does. Frank swims ___. Keith swims ___ of the three boys. 2. (*much*) My computer does not cost as ___ as yours. She seems to care ___ for her kittens than for herself. Dill likes all kinds of books, but ___ of all he likes books about history. 3. (*well*) George plays chess ___ of the three teammates. I like this cup ___. Ed studies ___; he studies ___ now than he did before. 4. (*far*) Who ran ___, Tom, Ted, or Harry? Who ran ___ of the two boys? Tom ran very ___.

5. (*heavily*) Today the rain fell ___ than yesterday. The boy stumbled and fell ___ to the floor. 6. (*neatly*) Mike writes as ___ as I do. Paul does not write as ___ as Mike does. Mike writes ___ than Paul; he writes ___ of all the boys in his class. 7. (*early*) The ___ you leave, the ___ you'll be back. 8. (*much, little*) Advice is seldom welcome; and those who want it the ___ always like it the ___ . (*Philip Chesterfield*)

Exercise 117. Supply the proper (*positive, comparative, or superlative*) form of the adverb most appropriate for the sentence and explain why you made this choice.

1. (*slow or slowly*) Sour cream pours ___ than milk. 2. (*close or closely*) You should stay ___ together. 3. (*high or highly*) The bird flew ___ and ___. 4. (*loud or loudly*) Try to sing ___. Ned sang ___ than Mason. Who sang ___ of the three of them? Brenda sang ___ of all. 5. (*late or lately*) Evelyn arrived at the party ___ than anyone. We arrived at the party ___ than you did. I arrived at the party ___. 6. (*hard or hardly*) Sam works ___. Dennis works ___ than Dill. Joe works ___ of all the boys in his class. It's raining ___ than ever. 7. (*easy or easily*) ___ said than done.

Exercise 118. Translate into English, paying attention to the use of adverbs.

1. Найліпше лиши, як воно є. 2. Яка погода тобі більше подобається? — Мені більше подобається погода така, як в Україні. 3. Пізніше мені буде потрібна ще допомога. 4. Ця спідниця трохи тіснувата, і, до того ж, вона надто дорога. 5. Зараз тут дуже жарко. 6. Навряд чи його оповідання правдиве. 7. Він був неймовірно голодний. 8. Він бігав швидше і стрибав вище за інших. 9. Сніжинка дуже мала, але дуже красива. 10. Вулиця була майже темною. 11. Вона малює надзвичайно добре. 12. Сьогодні він прийшов сюди пізно. 13. Ед вчиться добре; зараз він вчиться краще, ніж раніше. 14. Нам треба було б піти далі (*в минулому*).

ЧИСЛІВНИК

The Numeral

Числівники — це слова, що називають числа. Числівники бувають кількісні (*cardinal*), які вказують на кількість предметів і відповідають на питання *Скільки?/ How many?*,

Numbers Cardinal numerals Numbers Ordinal numerals

1	one	1st	first
2	two	2nd	second
3	three	3rd	third
4	four	4th	fourth
5	five	5th	fifth

та порядкові (ordinal), які вказують на порядок розміщення предметів у часі/просторі і відповідають на питання *Котрий?/Який?/Which?*

У таблиці праворуч особливості написання числівників виділено жирним шрифтом або підкреслено. Зверніть увагу на вживання коми для відокремлення тисяч та мільйонів у числах, а також у датах перед цифрою року: **January 10, 1946/1900** (але: **the year 1946/1900**). Читається: **January the tenth/the tenth of January nineteen forty-six/nineteen hundred.**

Зверніть увагу на особливості вживання числівників у нумерації: **page 5: the fifth page/page five**; пор.: **a second page** (= another/additional page) *друга/ще одна сторінка*. Зверніть також увагу на особливості вживання цифр та числівників для позначення **часу**:

<i>Numbers</i>	<i>Cardinal numerals</i>	<i>Numbers</i>	<i>Ordinal numerals</i>
6	six	6th	sixth
7	seven	7th	seventh
8	eight	8th	eighth
9	nine	9th	ninth
10	ten	10th	tenth
11	eleven	11th	eleventh
12	twelve	12th	twelfth
13	thirteen	13th	thirteenth
14	fourteen	14th	fourteenth
15	fifteen	15th	fifteenth
16	sixteen	16th	sixteenth
17	seventeen	17th	seventeenth
18	eighteen	18th	eighteenth
19	nineteen	19th	nineteenth
20	twenty	20th	twentieth
21	twenty-one	21st	twenty-first
30	thirty	30th	thirtieth
40	forty	40th	fortieth
50	fifty	50th	fiftieth
60	sixty	60th	sixtieth
70	seventy	70th	seventieth
80	eighty	80th	eightieth
90	ninety	90th	ninetieth
100	(a/one) hundred	100th	(one) hundredth
221	two hundred and twenty-one	221st	two hundred and twenty-first
1,000	(a/one) thousand	1,000th	(one) thousandth
1,000,000	(a/one) million	1,000,000th	(one) millionth

9.00		nine o'clock
9.03		nine three/three minutes past nine
9.15		nine fifteen/a quarter past nine
9.25		nine twenty-five/twenty-five (minutes) past nine
9.30		nine thirty/half past nine
9.40		nine forty/twenty minutes to ten
9.45		nine forty-five/a quarter to ten
9.55		nine fifty-five/five (minutes) to ten
10.00		ten o'clock
12.00		twelve o'clock (noon/midnight)

Числівник може входити до словосполучення та складного слова:

<i>Numeral + noun</i> (= словосполучення)	<i>Numeral + noun</i> (= слово)
The trip lasted two hours . <i>Подорож тривала дві години.</i> The longest break is twenty minutes . <i>Найдовша перерва — двадцять хвилин.</i>	It was a two-hour trip. <i>Це була двогодинна подорож.</i> We had a twenty-minute break. <i>У нас була двадцятихвилинна перерва.</i>

Коли словам **hundred, thousand, million, dozen, score** передує числівник або займенник неозначеної кількості, ці слова мають лише своє основне значення і вживаються у формі однини. Коли **hundred, thousand** тощо передають значення великої кількості, вони вживаються так само, як іменники, і мають форму множини. Порівняємо:

two hundred men <i>двісті осіб/людей</i>	thousands of people <i>сотні людей</i>
three dozen eggs <i>три дюзини яєць</i>	dozens of eggs <i>десятки яєць</i>
two hundred and five chairs <i>двісті п'ять стільців</i>	hundreds of chairs <i>сотні стільців</i>
several million bees <i>кілька мільйонів бджіл</i>	millions of bees <i>мільйони бджіл</i>

Exercise 119. Translate the following sentences into English, using numerals where necessary.

- Назви останніх чотирьох місяців року походять від латинських слів «сім», «вісім», «дев'ять» та «десять».
- Пасажири, які чекали 35-го рейсу, пройшли на посадку на сьомий вихід.
- Сотні років смажена індичка є головною стравою рідвяної вечері.
- У 1959 році Аляска була приєднана як сорок дев'ятий штат. Територію купили у Росії в 1867 році і називали Помилкою Сьюварда (за ім'ям Секретаря Вільяма Сьюварда, який здійснив купівлю), доки в останніх роках XIX століття там не знайшли золота.
- Земля — третя за величиною планета.
- Для мільйонів людей Друга світова війна була найбільшою в історії катастрофою.
- Олімпійські ігри відбуваються кожні чотири роки в новому (іншому) місті.
- У Сибіру знайдено близько 50 000 бивнів мамонтів.

ПРИЙМЕННИК

The Preposition

Прийменники — це службові слова, які виражають відношення між словами в реченні.

За будовою прийменники бувають *прості* (simple), *похідні* (derived), *складні* (compound) та *складені*, або *фразові* (composite/phrasal).

<i>Morphological groups of prepositions</i>	
<i>Simple</i>	in, on, of, about, at, by, to, from, for, with, past, up, against
<i>Derived</i>	concerning, considering, including, during, following, past, until, despite, except(ing), depending
<i>Compound</i>	within, without, outside, inside, alongside, throughout, upon, onto, whereof, whereupon, unlike, until
<i>Composite/ Phrasal</i>	but for, because of, by means of, due to, except for, instead of, in spite of, in accordance with, in front of, in addition to, in view of, on behalf of, for the sake of, thanks to

Прийменники звичайно стоять перед іменниками або займенниками, але вони можуть стояти і після деяких дієслів, наприклад:

What are you driving/hinting **at**? *На що ти натякаєш?*

Has the medicine been sent **for**? *По ліки послали?*

What time do you usually set the alarm clock **at**? *На котру годину ти зазвичай ставиш будильник?*

Прийменники відіграють важливу роль у побудові англійського речення: деякі прийменники можуть виражати ті значення, які в українській мові передаються закінченнями непрямих відмінків іменника/займенника. Наприклад, значення прийменника **of** передається закінченням родового відмінка, значення прийменників **by** та **with** — закінченням орудного відмінка, значення прийменника **to** — закінченням давального відмінка:

The population **of** Kyiv is over two million. *Населення Києва становить понад два мільйони.*

The roof **of** the house needs mending. *Дах будинку потребує ремонту.*

Do you remember the name **of** the street? *Ти пам'ятаєш назву вулиці?*

Kyiv is the capital **of** Ukraine. *Київ — столиця України.*

We decided to travel **by** car. *Ми вирішили подорожувати автомобілем.*

A man should be judged **by** his deeds, not words. *Про людину слід судити за справами, а не за словами.*

The man removed the meat **with** a fork. *Чоловік витяг м'ясо виделкою.*

He cut the meat **with** a knife. *Він порізав м'ясо ножем.*

She has explained the rule **to** me. *Вона пояснила мені правило.*

Give it **to** her, not **to** him. *Дай це їй, а не йому.*

Прийменники так само, як інші слова, можуть мати власне, самостійне значення, коли виражають відношення:

часу: on, in, at, for, by, during, before, after, from, till, until	He was born on June 5, 1983 and came to live here in 1990. Він народився п'ятого червня 1983 року і в 1990 році приїхав сюди жити. We'll be ready in a few minutes. Ми будемо готові через кілька хвилин. I'm reading at the moment. У цей момент я читаю. I haven't seen her for a month. Я не бачив/бачила її протягом місяця. She will be back home by seven o'clock. До сьомої вона повернеться додому. You had better sleep during the night and work during the day. Краще вночі спи, а вдень працюй. We'll meet before or after the meeting. Ми зустрінемося перед зборами або після них. I stayed there from Sunday till Wednesday. Я був/була там з неділі до середи. We won't have dinner until they arrive. Ми не будемо обідати, поки вони не придуть.
місця: on, in, at, under, by, over, above, near, across, round	Put the book on the table. Поклади книжку на стіл. The universe exists in space and time. Всесвіт існує в часі та просторі. My mother is not at home, she is at work. Моєї мамі немає вдома, вона на роботі. Is it difficult to breathe under water? Чи важко дихати під водою? He was by the door. Він був біля дверей. The lamp hung over/above the dining table. Лампа висіла над обіднім столом. My pen-pal lives near London. Мій приятель, з яким я листуюся, живе біля Лондона. He walked across the street. Він перейшов вулицю. The car turned round the corner. Автомобіль повернув за ріг.
напрямку: to, into, towards/ toward AmE, from, out of	Go to the blackboard. Іди до дошки. Come into the house. Заходь(те) у дім. Come toward(s) me. Іди/Ідіть до мене. We arrived on the train from Kyiv. Ми приїхали поїздом з Києва. She came out of the house. Вона вийшла з дому.

Про вживання прийменників див. також стор. 50, 59, 67, 70, 73, 76, 78, 96—98, 177, про вживання *except*, (arrive) *at*, *in*, *beside(s)*, *in spite of*, *in*, *on* (time), *of*, *to* див. **Не плутай ці слова.**

Exercise 120. In place of each blank, write a *preposition* that fits the meaning of the sentences (the first six are proverbs).

1. Charity begins ___ home. 2. Rome was not built ___ a day. 3. A thing ___ beauty is a joy ___ ever. 4. Don't put all your eggs ___ one basket. 5. Never judge ___ appearances. 6. Necessity is the mother ___ invention. 7. We'll take you ___ the airport ___ a couple of hours. 8. He stirs the sugar ___ his tea ___ his spoon. 9. They lived ___ days ___ any food. 10. We're going ___ London ___ our holidays.

Exercise 121. Translate the following sentences into English. Make sure you use prepositions correctly.

1. Гриби на дні кошика були маленькі. 2. Він приїздить до Києва в суботу. 3. Сьогодні четвер, отже, позавчора був вівторок, а післязавтра буде субота. 4. Цей знімок зроблено моїм новим фотоапаратом.

СПОЛУЧНИК

The Conjunction

Сполучники (conjunctions) — це службові слова, які з'єднують окремі слова (boys **and** girls, small **but** strong, stay **or** leave, tired **though** happy), сполучення слів (help people **and** make them happy, eat a cucumber sandwich **or** go hungry), члени речення та речення — частини складного речення (The weather was windy **and** we didn't go swimming.).

За будовою сполучники бувають *прості* (simple), *похідні* (derived), *складні* (compound) та *складені*, або *фразові* (composite/phrasal). Деякі сполучники передбачають один одного, утворюючи своєрідну пару (*парні сполучники*/correlative conjunctions).

Сполучники, які з'єднують однорідні члени речення та сурядні речення, називаються *сурядними* (coordinating conjunctions).

Підрядні сполучники (subordinating conjunctions) вводять підрядні речення у складнопідрядні (див. також стор. 43 (# 5); 63; 83; 217—218).

Types of conjunctions according to their morphological structure and syntactic function		
Function	Coordinating	Subordinating
Structure		
Simple	<p>and, or, but Tennis is one of my favourite sports and swimming is the other. <i>Теніс — один з моїх улюблених видів спорту, а іншим є плавання.</i> The alarm clock rang and I got up. <i>Задзвонив будильник, і я встав.</i> We will play in red shirts or in blue shirts. <i>Ми гратимемо в червоних або в голубих футболках.</i> Will he wake himself or shall I call him? <i>Він сам прокинеться чи мені подзвонити йому?</i> I didn't know whether to stay or leave. <i>Я не знав, поїхати мені чи залишитися.</i></p>	<p>as, if, after, before, for, when, while, though, since, because, yet, though, whether: I didn't know whether to stay or leave. <i>Я не знав/знала, поїхати мені чи залишитися.</i> Before the bell rings, you may play tennis. <i>Можеш/Можете грати в теніс, поки не пролунає дзвоник.</i> Your translation is good, yet it could be better. <i>Твій переклад хороший, але міг би бути ліпшим.</i> Try not to use a coordinating conjunction if you can use a subordinating conjunction. <i>Намагайся не вживати сурядні сполучники, якщо можеш вжити підрядні.</i></p>

Derived	—	although, until, unless, provided, seeing, supposing: You can't go to the cinema until you finish your homework. <i>Ти не підеш/Тобі не можна йти в кіно, поки не закінчиш (робити) домашнє завдання. Although</i> Chris didn't feel well, he went on the trip. <i>Хоча</i> Кріс недобре себе почував, він вирушив у подорож.
Compound	—	however, whereas, wherever: However hard they tried they didn't win. <i>Як вони не старалися, вони не виграли./Вони не виграли, хоча дуже старалися.</i>
Composite/ Phrasal	as well as: You should respect your parents as well as grandparents. <i>Тобі слід поважати своїх батьків так само, як і дідуся з бабусяю.</i>	as if/though, as long as, as soon as, in order that: I'll phone you as soon as he arrives. <i>Я зателефоную тобі, як тільки він приїде.</i>
Correlative	both...and, either...or, neither...nor, not only ...but also: We will play either in red shirts or in blue shirts. <i>Ми гратимемо або в червоних, або в голубих футболках.</i>	as...as, hardly...when, scarcely...when, no sooner...than, whether...or: No sooner had he entered the room/He had no sooner entered the room, than we greeted him. <i>Не встиг він увійти до кімнати, як ми його привітали.</i>

Деякі слова можуть вживатись як прийменники, сполучники та прислівники:

Words used as			
	prepositions	conjunctions	adverbs
after	The guests arrived after her. <i>Після неї приїхали гості.</i>	He arrived after we got the letter. <i>Він приїхав після того, як ми отримали листа.</i>	The guests arrived soon after . <i>Невдовзі приїхали гості.</i>
before	The guests arrived before me. <i>Гості приїхали переді мною.</i>	They arrived before we got the letter. <i>Вони приїхали до того, як ми отримали листа.</i>	He was never late before . <i>Раніше він ніколи не запізнивався.</i>

for	I have been here for two days. Я тут (уже) два дні. This book is for her. Це книжка для неї.	I am surprised that he is late, for he has always been very punctual. Мене дивує, що він запізнюється, бо він завжди дуже пунктуальний.	—
since	I have lived here since 1998. Я живу тут з 1998 року.	He has lived here since he was born. Він живе тут з народження.	He left in 1998 and we have not seen him since . Він поїхав у 1998 році, і з того часу ми його не бачили.

Exercise 122. Use the appropriate conjunction to complete each of the following proverbs.

1. Don't count your chickens ___ they are hatched.
2. ___ there is life there is hope.
3. All work ___ no play makes Jack a dull boy.
4. Slow ___ sure wins the race.
5. Books ___ friends should be few ___ good.
6. The tongue is not steel, ___ it cuts.

Exercise 123. Answer the following questions in full, paying attention to the use of prepositions and conjunctions. See the suggestions in brackets.

1. A leaf of what tree is carried as an emblem of victory, success or joy? (*laurel*)
2. What animals are lodged in a stable? (*domestic animals, especially horses and cattle*)
3. What is spun by spiders? (*web*)
4. What living or artificial animal is used to entice game into a trap or within shooting range? (*decoy*)
5. Where do rabbits, foxes and moles live? (*burrow*)
6. What is an enclosure for confining livestock called? (*corral*)
7. What shelter is made by a bird to hold its young? (*nest*)
8. What is the dwelling of a wild animal called? (*den, lair*)

Exercise 124. Translate into English, paying special attention to the use of prepositions and conjunctions.

1. Собака підійшов до дверей і чекав там, поки вони не прийшли.
2. Джон загубив ключі, але він знайшов їх через кілька днів.
3. Я піду на вечірку, якщо закінчу домашнє завдання.
4. Вони подзвонять мені завтра чи мені їм подзвонити?
5. Дзвінок тільки-но пролунав, як моя сестра відчинила двері.
6. Ми приїхали і поїхали автомобілем.
7. Вона говорила твердо, хоч і приємно.
8. Ми підемо пішки чи поїдемо (на велосипеді)?
9. Готель був дуже дорогий, та занадто брудний.

СИНТАКСИС

Syntax

РЕЧЕННЯ

The Sentence

Речення являє собою побудоване за певними граматичними правилами висловлювання, яке виражає повідомлення. Речення — це основний засіб комунікації.

На письмі речення починається з великої літери і закінчується певним знаком пунктуації: крапкою, питальним або окличним знаком. Слова, з яких будується речення і які виконують у ньому певну функцію, називаються членами речення (members/parts of the sentence).

Особливості будови речення в різних мовах великою мірою зумовлені засобами вираження синтаксичного зв'язку — зв'язку між словами в реченні.

У мовах флективного типу, до яких належить українська, важливу роль відіграє форма слів — флексія, яка вказує, зокрема, на синтаксичну роль слова в реченні: чи є воно, наприклад, головним або залежним і яким саме членом речення. Маючи таку «прозору» форму, слова можуть по-різному розміщуватись у реченні, не змінюючи його основного змісту.

У мовах аналітичного типу, до яких належить англійська, обмаль форм слів компенсується більш усталеним порядком членів речення (підмет — присудок — додаток), які формують ядро простого розповідного неемфатичного речення.

Напр., наведене праворуч англійське речення (1) може мати два українських відповідники, оскільки, попри різний порядок слів, відмінкове закінчення іменника «Петра» показує,

1. Helen saw Peter.	{	Олена бачила Петра. Петра бачила Олена.
2. Peter saw Helen.		Петро бачив Олену.
3. Cats chase mice.	{	Коти переслідують мишей. Мишей переслідують коти.
4. Mice chase cats.		Миші переслідують котів.

що воно є додатком в обох реченнях. На відміну від українського речення, в англійському (2) на функцію додатка вказує не форма слова, а його місце в реченні. Якщо ми поміняємо іменники місцями, зміст речення зміниться. Порівняємо англійські речення (3, 4) та їхні українські відповідники.

СТРУКТУРНІ ТИПИ РЕЧЕНЬ

Structural types of sentences

Залежно від структури речення можуть бути простими та складними.

Просте речення

The Simple sentence

Просте речення — це незалежне речення, яке не має у своєму складі залежних речень. Воно може містити один головний член (одночленне речення/*one-member sentence*) або два головних члени (двочленне речення/*two-member sentence*); воно може містити також другорядні члени.

Types of simple sentences

	<i>One-member sentences</i>	<i>Two-member sentences</i>
Unextended sentences	Music! <i>Музика!</i> Fantastic! <i>Фантастично!</i>	The guests arrived. <i>Гості приїхали.</i> Dogs bark. <i>Собаки гавкають.</i> He isn't going. <i>Він не йде.</i>
Extended sentences	Sweet music! <i>Чудова музика!</i> Lovely spring weather. <i>Чудова весняна погода!</i>	The guests arrived yesterday. <i>Гості приїхали вчора.</i> Dogs bark loudly. <i>Собаки гавкають голосно.</i> He isn't going anywhere. <i>Він нікуди не йде.</i>

Головні члени речення

The main members of the sentence

Речення звичайно містить два головних члени: **підмет** (*subject*) та **присудок** (*predicate*), кожний з яких може бути виражений одним словом або групою слів.

Підмет

The subject

Підмет — це незалежний член речення, який виражає живий або неживий (конкретний чи абстрактний) предмет, про який ідеться в реченні. Підмет відповідає на питання *хто (who)?; що (what)?*. Він може бути виражений у реченні словами або комбінацією слів різних частин мови (іменником, займенником, числівником), неособовими формами дієслова (інфінітивом або герундієм), а також підрядним реченням.

Ways of expressing the subject

<i>Noun</i>	Mary is my best friend. <i>Мері</i> — моя найкраща подруга. Summer can be very hot in Ukraine. <i>В Україні літо може бути спекотним.</i>
<i>Pronoun</i>	I have two sisters. <i>У мене дві сестри.</i> She is my best friend. <i>Вона моя найкраща подруга.</i> This is my book. <i>Це моя книжка.</i> Who is here? <i>Хто тут?</i>
<i>Numeral</i>	Two of the boys have gone home. <i>Двоє (з) хлопців пішли додому.</i>
<i>Infinitive</i>	It is impossible to swim across the ocean. / To swim across the ocean is impossible. <i>Неможливо переплисти (через) океан.</i>
<i>Gerund</i>	Jogging is my favourite exercise. <i>Моя улюблена справа — біг.</i>
<i>Subject clause</i>	How he arrived at that conclusion was beyond my understanding. <i>Як він дійшов того висновку, для мене було незбагненно.</i>

Присудок

The predicate

Присудок — це головний член речення, в якому міститься певне повідомлення про підмет. Присудок, залежно від його типу, відповідає на питання *хто/що/який є підмет (who/what is the subject)?; що робить підмет/що робиться/відбувається з підметом (what does the subject do / what is done to the subject)?* тощо.

Types of predicates

<i>Simple</i>	He reads a lot. <i>Він багато читає.</i> I have been praised. <i>Мене похвалили.</i>	
<i>Compound</i>	<i>nominal</i>	I am a student. <i>Я студент(ка).</i> The weather keeps fine. <i>Погода залишається чудовою.</i>
	<i>verbal modal</i>	You may go now. <i>Зараз можеш іти.</i> I have to do my homework. <i>Мені потрібно виконувати домашнє завдання.</i>
	<i>verbal aspect</i>	He began to speak. <i>Він почав говорити.</i> It kept raining. <i>Дощ тривав.</i>
<i>Phraseological</i>	He is having a shower. <i>Він приймає душ.</i> We lost sight of the car. <i>Ми упустили з очей автомобіль.</i> He will get in touch with you. <i>Він зв'яжеться з вами.</i>	

Exercise 125. Match the verbs on the right with the nouns on the left so as to form sentences.

<i>Nouns</i>	<i>Verbs</i>	<i>Nouns</i>	<i>Verbs</i>
1 Calves	A barks	7 Bees	G meows
2 The dog	B bleat	8 Cocks	H laugh
3 The bull	C sings	9 The horse	I croak
4 The bird	D bellows	10 Hens	J crow
5 Chickens	E buzz	11 Hyenas	K cackle/cluck
6 The cat	F peep	12 Frogs	L neighs/whinnies

Речення, які починаються вставним словом *there* + дієслово *be* (у відповідній часовій формі) + підмет, виражають загальний стан речей:

Sentences with the introductory <i>there</i>			
<i>Verb tenses</i>	<i>Declarative sentences</i>		<i>Interrogative sentences</i>
	<i>Affirmative</i>	<i>Negative</i>	
<i>Simple present</i>	There is/There's a hotel here. Тут є готель. There are/There're lions in Africa. В Африці є леви.	There is no hotel here. Тут немає готелю. There are no bears in Africa. В Африці немає ведмедів.	Is there a hotel here? Тут є/Чи є тут готель? Are there lions in Africa? В Африці є/Чи є в Африці леви?
<i>Simple past</i>	There was a hotel here. Тут був готель. There were lions in Europe. В Європі були леви.	There was no hotel here. Тут не було готелю. There were no bears in Africa. В Африці не було ведмедів.	Was there a hotel here? Тут був готель? Were there lions in Europe? В Європі були/Чи були в Європі леви?
<i>Simple future</i>	There will/There'll be a hotel here. Тут буде готель.	There will be no hotel here. Тут не буде готелю.	Will there be a hotel here? Тут буде готель?

Узгодження підмета і дієслова-присудка
Agreement of the subject and the verb-predicate

До складу присудка завжди входить дієслово, яке має узгоджуватися з підметом у числі та особі. Дієслово вживається у формі однини після підмета, що виражає один предмет або особу; підмет, який виражає два або більше предмети, вимагає вживання дієслова у формі множини (див. також стор. 135; 147—149).

Деякі іменники завжди вживаються з дієсловами у формі множини; після інших іменників, залежно від їхнього значення, дієслова можуть вживатись у формі однини або множини (див. стор. 147—149). Крім того, два іменники, зв'язані сполучником *and*, можуть бути назвою одного предмета, як, наприклад, *fish and chips* (назва страви), *Stars and Stripes* (назва прапора Сполучених Штатів Америки).

Agreement of the subject and verb in the present and past tenses

	<i>Singular subject + singular verb</i>	<i>Plural subject + plural verb</i>
<i>Present tenses</i>	<u>I</u> am a student.	<u>We</u> are students.
	<u>The book</u> is interesting.	<u>The books</u> are interesting.
	<u>He</u> has a lot of friends here.	<u>They</u> have a lot of friends here.
	<u>She</u> always says what <u>she</u> thinks.	<u>They</u> always say what <u>they</u> think.
	<u>Our cat/It</u> chases mice.	<u>Cats/they</u> chase mice.
	<u>My brother</u> is learning English.	<u>My brother and I</u> are learning English.
	<u>Fish and chips</u> is a fine dinner. ' <u>Stars and Stripes</u> ' is the flag of the United States.	There are a few <u>chips</u> in this cup. <u>The stars and stripes</u> on her blouse do not go well with the polka dots on her skirt.
	<u>This pair of trousers</u> is new.	<u>The trousers</u> are new.
	<u>Skittles</u> is my favourite game.	Where are the <u>skittles</u> ?
	<u>Liz</u> goes to Italy during the summer holidays.	<u>Liz and I</u> go to Italy during the summer holidays.
<i>Past tenses</i>	<u>He</u> was a student.	<u>They</u> were students.
	<u>One pair of scissors</u> was new.	<u>The scissors</u> were new.
	<u>The book</u> was interesting.	<u>The books</u> were interesting.
	<u>The cow</u> was near the pond.	<u>The cattle</u> were near the pond.
	<u>The exam question</u> was easy.	<u>The exam questions</u> were easy.
	<u>The policeman</u> was searching for the missing child.	<u>The police</u> were searching for the missing child.
	<u>The news</u> was very important.	<u>Those two pieces of news</u> were very important.

Exercise 126. Match the subjects on the left with the predicates the right so as to form sentences.

1 First impres- sions	A is half the battle.	5 Charity	E a black sheep in every flock.
2 No answer	B begins at home.	6 Appearances	F is the staff of life.
3 The first blow	C is also an answer.	7 There is	G are deceptive.
4 Bread	D are most lasting.		

Exercise 127. Underline the subjects in the following sentences. Decide whether they are *singular* or *plural* and then fill the spaces with (A) *am, is* or *are* and (B) *was* or *were*.

A. 1. There ___ no place like home. 2. I ___ twelve and he ___ seventeen. 3. July 1st ___ a holiday for all Canadians. 4. The Students' Union ___ holding election today. 5. Cows, sheep, lions and elephants ___ animals. 6. Tea or coffee ___ good for breakfast. 7. Harry and John ___ playing chess. 8. Mice ___ chased by cats. 9. Barley, wheat and rice ___ cereals. 10. Bed and breakfast ___ not free. 11. Bread and butter ___ a wholesome food. 12. Trees and bushes ___ plants.

B. 1. Our poultry ___ in the garden. 2. Darts ___ not very popular here. 3. Tom and Jerry ___ my friends. 4. The trousers ___ too short for me. 5. A pair of jeans ___ still at the laundry. 6. The people in the village ___ very friendly. 7. The first Olympic ice dancing competition ___ in 1976. 8. The furniture ___ old. 9. Her thanks ___ sincere. 10. The scissors ___ not sharp. 11. Our maths paper ___ easy. 12. Your advice ___ a great help. 13. Sally and Cathy ___ diligent students. 14. The news that morning ___ good.

Другорядні члени речення *Secondary members of the sentence*

Додаток *The Object*

Додаток (дієслова) — це член речення, який «додає» до значення дієслова і відповідає на питання непрямих відмінків: *кому/чому* (*to whom/who ... to?*); *про/для ко-го/чого* (*whom/what ... about; about whom/what?*); *кого/що* (*who/whom/what?*)

Додаток може бути виражений іменником, особовим займенником у родовому відмінку, інфінітивом (Mother asked Paul/him to buy some bread.), герундієм (I enjoy jogging.), підрядним додатковим реченням (He says (that) he is a stranger here.).

Types of objects

Object of the action		Addressee of the action	
without a preposition	with a preposition	without a preposition	with a preposition
I saw him yesterday. Я бачив/бачила його вчора.	I looked at him in surprise. Я з подивом глянув/глянула на нього.	He gave me the book. Він дав мені книжку.	He gave it to me . Він дав її мені.
I heard some music . Я чув/чула музику.	I like to listen to music . Мені подобається музика./Я люблю слухати музику.	He offered us his help. Він запропонував нам свою допомогу.	He offered it to us . Він запропонував нам її (допомогу).
We all ridiculed the idea . Усі ми поглузували з ідеї.	We all laughed at the joke . Усі ми сміялися з жарту.	Sally reminded me to write (to) Sheila. Саллі нагадала мені написати Шілі.	

Зверніть увагу на особливості вживання прийменників *to*, *for* з додатками та на відмінності в їх значенні:

He brought that phone-book **to me**. Він приніс мені той телефонний довідник. (Довідник не обов'язково належить мені).

He's brought a new phone-book **for the office**. Він приніс для офісу новий телефонний довідник. (Зараз довідник належить офісу).

Mother bought **this dress for me**./Mother bought **me this dress**. Мама купила цю сукню мені/для мене.

Зверніть увагу на вживання прийменника *to* після дієслів *explain* та *suggest* (а також *admit*, *announce*, *declare*, *demonstrate*, *describe*, *entrust*, *introduce*, *mention*, *propose*, *prove*, *repeat*, *report*, *say*) перед додатком, що називає особу, і на порядок розміщення додатків:

Could you explain **to me what this means**? Ти не міг би/не могла б пояснити мені, що це означає? / Поясни мені, будь ласка, що це означає.

Could you explain **your point of view to us**? Не могли б ви пояснити нам вашу точку зору?

What did you suggest **to them**? Що ти запропонував/ви запропонували їм?

I suggested **a way out to her**. Я запропонував їй вихід, як можна вийти зі становища.

He said **good-bye to Mary**. Він попрощався з /сказав до побачення Мері.

My parents entrusted **me to the best teachers**. (Мої) Батьки довірили мене найкращим вчителям.

Exercise 128. Complete the following sentences by filling the spaces with the correct objective form of the underlined personal pronouns.

1. They saw me off at the airport. I'll miss _____. 2. He lives very close to me. I see _____ often. 3. We learn when our teacher helps _____. 4. I like work; it fascinates _____. 5. I can't remember his name. Could you remind it to _____?

Означення The Attribute

Означення вказує на ознаку особи чи предмета, що виражені іменником, займенником або деякими іншими частинами мови.

Означення, що відповідає на питання *який (what/which/what kind of)?*, *чий (whose)?*, *скільки (how many/much)?*, може виражатися по-різному і стояти як перед означуваним словом (після артикля, якщо такий є), так і після нього.

Ways of expressing the attribute used before the word it modifies		
Adjective		I am reading an interesting book. Я читаю цікаву книжку.
Noun in the	<i>common case</i>	The castle was surrounded by a stone wall. Навколо замку була кам'яна стіна.
	<i>possessive case</i>	Julia's report was very interesting. Доповідь Джулії була дуже цікавою.
Pronoun	<i>possessive</i>	Which of the girls is your sister? Котра з дівчат твоя сестра?
	<i>indefinite</i>	Every student should learn to use the computer. Кожному студенту слід навчитися користуватися комп'ютером.
	<i>demonstrative</i>	Those flowers need watering. Ті квіти слід полити/поливати.
	<i>interrogative</i>	Whose sister is Mary? Чия сестра Мері?
Numeral	<i>cardinal</i>	I have two brothers. У мене два брати.
	<i>ordinal</i>	My second exam is English. У мене другий екзамен — англійська.
Participle	<i>one (I)</i>	The dancing girls were smiling. Дівчат(к)а, які танцювали, усміхалися.
	<i>two (II)</i>	I don't like cooked/boiled onions. Мені не подобається варена цибуля.
Gerund		The dancing hall was well lighted. Танцювальна зала була добре освітлена.

Ways of expressing the attribute used after the word it modifies	
<i>Noun (preceded by a preposition)</i>	Aerobics is an excellent form of of exercise . <i>Аеробіка — чудова форма заняття вправами.</i>
<i>Adjective</i>	He told me something interesting . <i>Він сказав мені щось цікаве.</i>
<i>Numeral</i>	Page two is missing. <i>Немає другої сторінки.</i>
<i>Infinitive</i>	Radishes take two weeks to to grow . <i>Редиска виростає за два тижні.</i>
<i>Participle</i>	<i>one (I)</i> Do you know the girl talking to Ted? <i>Ти знаєш дівчину, яка розмовляє з Тедом?</i> <i>two (II)</i> Who were the people invited to the party? <i>Хто були ті люди, запрошені на вечірку?</i>
<i>Gerund (preceded by a preposition)</i>	I didn't like the idea of of getting up early. <i>Мені не подобалася ідея рано вставати.</i>

Обставини

Adverbial modifiers

Обставини вказують на час, місце, умову, причину, мету, спосіб дії і, таким чином, відповідають на питання *коли (when)?, де (where)?, за яких умов (under what condition)?, чому (why)?, з якою метою?, як (how)?* тощо.

Обставини можуть бути виражені по-різному:

Adverbial modifiers of	
time , expressed by: an adverb; a noun preceded/ followed by a modifier; gerund/ gerundial phrase; participle/participial phrase; prepositional phrase; subordinate clause	We saw him yesterday . <i>Ми бачили його вчора.</i> He came here last year . <i>Він приїхав сюди в минулому році.</i> On hearing the news, he burst out laughing. <i>Почувши новину, він розреготався.</i> While cooking , I used to listen to the radio. <i>Готуючи їжу, я зазвичай слухав/слухала радіо.</i> They left after breakfast . <i>Вони пішли після сніданку.</i> He read a lot while he was at school . <i>Він багато читав, коли вчився у школі.</i>
place , expressed by: a noun preceded/ followed by a modifier; an adverb; a prepositional phrase; subclause	The river is a long way off . <i>Річка далеко.</i> We turned left and went straight . <i>Ми повернули ліворуч і пішли прямо.</i> He goes to school in Kyiv . <i>Він ходить до школи в Києві.</i> He still lives where he was born . <i>Він усе ще живе, де народився.</i>

<p>condition, expressed by: a prepositional phrase; subordinate clause</p>	<p>But for you I wouldn't have missed the bus. <i>Якби не ти, я б не спізнився/спізнилася на автобус.</i> If you had returned earlier, I wouldn't have missed the bus. <i>Якби ти повернувся/повернулася раніше, я б не спізнився/спізнилася на автобус.</i></p>
<p>cause, expressed by: a gerund/gerundial phrase; participle/participial phrase; subordinate clause</p>	<p>The boys were punished for talking in class. <i>Хлопчиків покарали за те, що вони розмовляли в класі.</i> Having missed the bus, we had to walk home. <i>Спізнившись на автобус, ми змушені були йти додому пішки.</i> He left because it was late. <i>Він пішов, оскільки було пізно.</i></p>
<p>purpose, expressed by an infinitive; a subordinate clause</p>	<p>We've come here to help him. <i>Ми прийшли сюди, щоб допомогти йому.</i> I sit alone that I may concentrate. <i>Я сиджу один, щоб зосередитись.</i></p>
<p>manner, expressed by an adverb; a gerund/gerundial phrase; participle/participial phrase; prepositional phrase; subordinate clause</p>	<p>I was walking slowly. <i>Я йшов/йшла повільно.</i> Speak louder! <i>Говори/Говоріть голосніше!</i> He began by explaining the situation. <i>Він почав з пояснення ситуації.</i> He looked at me, smiling. <i>Він подивився на мене, посміхаючись.</i> I go to school by bus. <i>Я їжджу до школи автобусом.</i> He did as you told him. <i>Він зробив саме так, як ви йому сказали.</i></p>

Складне речення

The compound/complex sentence

Складне речення містить два або кілька простих речень. Об'єднуючись як рівноцінні складові, прості речення утворюють складносурядне речення.

Прості речення утворюють складнопідрядне речення, якщо одне з них є головним реченням (main clause), а інші — підрядними (subordinate clauses), тобто синтаксично йому підпорядкованими.

<i>Compound sentence</i>	<i>Complex sentence</i>
<p>I am learning English, and my sister is learning French. <i>Я вивчаю англійську, а моя сестра французьку.</i></p>	<p>When we returned, he had already gone. <i>Коли ми повернулися, він уже пішов.</i></p>

Типи підрядних речень

Types of subordinate clauses

Підрядні речення виконують у складному реченні такі ж функції, як і слова основних частин мови (іменники, займенники, прикметники та прислівники).

Так само, як іменники, підрядні речення можуть вживатися в ролі підмета речення або його додатка; як прикметники — в ролі означення; як прислівники — в ролі різних обставин, вказуючи коли, де, як, за яких обставин, з якої причини тощо відбу(ва)лася дія.

Types of subordinate clauses

Subject clause	What he told me is important. <i>Важливо те, що він сказав мені.</i>	
Predicative clause	The problem is when we will get there. <i>Проблема в тому, коли ми дістанемося туди.</i>	
Object clause	I don't know who he is. <i>Я не знаю, хто він.</i> I wonder if/whether he will be there. <i>Цікаво, чи буде він там.</i>	
Attributive clause	This is the oldest dwelling house, which was built in 800. <i>Це найстаріший житловий будинок, який було побудовано у 800 році.</i> Anger is a fierce feeling that can make people quarrel. <i>Гнів — несамовите почуття, що може посварити людей.</i>	
Adverbial clauses of	time	They left when they (had) passed their exams. <i>Вони поїхали, коли склали іспити.</i>
	place	I live where I was born. <i>Я живу там, де народився/народилася.</i>
	reason/cause	We didn't leave because it was late. <i>Ми не пішли, тому що було пізно.</i>
	manner/comparison	He is behaving as though he were in his own home. <i>Він поводить себе наче вдома.</i>
	purpose	He was speaking slowly, so that they could/might understand him. <i>Він говорив повільно, щоб вони могли зрозуміти його.</i>
	result	He was so weak that he could not lift the box. <i>Він був такий слабкий, що не міг підняти ящика.</i>

Adverbial clauses of	condition	<i>possible/ open</i>	If he works hard, he will pass his exam. <i>Якщо він буде багато працювати, то складе іспит. If he doesn't work hard, he won't pass his exam. Якщо він не буде багато працювати, то не складе іспит. He won't pass his exam unless he works hard. Він не складе іспит, якщо не буде багато працювати. (= Я не знаю, як він працює/працюватиме. Складання іспиту залежить/залежатиме від того, як він працюватиме). If he is here, he will help us. Якщо він тут, він нам допоможе. (= Я не знаю, чи він тут).</i>
		<i>present unreal</i>	If he worked hard, he would pass his exam. <i>Якби він багато працював, то склав би іспит. (= Я маю сумнів стосовно того, як сумлінно він працює/буде працювати). If he were here/Were he here, he would help us. Якби він був тут, то допоміг би нам. (= Його тут немає).</i>
		<i>past unreal</i>	If he had worked hard/Had he worked hard, he would have passed his exam. <i>Якби він багато працював, то склав би іспит. (= Він мало працював). If he had been here/Had he been here, he would have helped us. Якби він був тут, то допоміг би нам. (= Його тут не було).</i>
	<i>concession/ contrast</i>	Although John was there, he didn't tell me anything. <i>Хоча Джон був там, він мені нічого не сказав.</i>	

Exercise 129. Fill in the numbered spaces in the following short text with the appropriate pronouns or adverbs, which introduce the underlined subordinate clauses.

William Somerset Maugham was a British writer 1 short stories, such as "Philip at Blackstable", "Miss Thompson" illustrate his economy of expression and masterly storytelling. He was born in 1874 in Paris, 2 his father was an official at the British Embassy. William spent his childhood in that country, 3 he also lived for long periods in his later life. He lived on the Riviera, from 4 he retired temporarily during the war.

Exercise 130. In the following sentences, find the adjectival clauses and circle the nouns they modify. Then fill in each space with the appropriate pronoun (*who, whom, whose, that* or *which*) followed by the correct form of the verb given in brackets at the end.

1. Philip is one of the students rarely well. (*work, works*) 2. I admire creative people able to amuse themselves with crafts and other hobbies. (*is, are*) 3. Our house is one of those houses no garage. (*have, has*) 4. Kevin is one of those re-

sponsible people ___ never late. (*is, are*) 5. My family, ___ early risers, arrived on time. (*was, were*) 6. Mary is one of those people ___ always ready to help. (*is, are*) 7. That is the girl ___ cat ___ sweetcorn. (*eat, eats*) 8. Ron is the only one of the students ___ always ___ hard. (*work, works*) 9. The villa ___ roof ___ red and white belongs to my brother. (*is, are*) 10. Our football team, ___ a single game so far this year, won the championship last year. (*hasn't won, haven't won*) 11. Harry works for a company ___ computers. (*make, makes*) 12. Sue and Linda couldn't come to the party, ___ a pity. (*is, are*)

Вживання модальних дієслів у складнопідрядних реченнях
Uses of modal verbs in complex sentences

Uses of modal verbs in complex sentences with	
Present time	Past time
clauses of unreal condition	
<p>If I could get him on the phone/Could I get him on the phone, I should tell him about it. Якби я міг додзвонитися до нього, то сказав би йому про це. If you (should) hear the news, Liz, please let me know. Якщо ти почуєш новини/новину, Ліз, повідом мене, будь ласка. If you should/Should you change your mind, no one would blame you. Якби ти передумав, ніхто б тебе не звинувачував. [Пор.: If only I could explain it to her! Якби я тільки міг/могла пояснити їй це! If only he would follow my advice! Якби він тільки послухався моєї поради!]. I would/should be grateful/I should appreciate it if you would/could send me some information about the regulations for admission to Kyiv National University. (в офіц. листах) Я був би вдячний/була б вдячна, якби мені надіслали інформацію про правила прийому до Київського національного університету.</p>	<p>If I could/Could I have got him on the phone, I should have told him about it. Якби я міг/могла додзвонитися до нього, то сказав би/сказала б йому про це. (=Я йому не додзвонився/додзвонилася). [Пор.: If only I could have explained this rule to her! Якби я лише зміг/змогла пояснити їй це правило! (=Я не зміг/змогла). If only he would have followed my advice! Якби він тільки послухався моєї поради! (=Він не послухався)].</p>
object clauses following I wish	
<p>I wish I could explain this rule to you, but I don't understand it myself. Шкода, що я не можу пояснити тобі це правило, я сам/сама його не розумію. I wish you would follow my advice. Шкода, що ти не скористаєшся/не хочеш скористатися моєю порадою.</p>	<p>I wish I could have explained this rule to you. Шкода, що я не міг пояснити тобі це правило. I wish you would have followed my advice. Шкода, що ти не скористався/скористалася моєю порадою.</p>

object clauses introduced by *that*

I prefer *that* he (*should*) drive. Я хо-чу, щоб він вів автомобіль. He insists *that* the essay (*should*) be read aloud. Він наполягає, щоб твір прочитали вголос. I regret *that* he *should* have to leave. Шкода! Я шкодую, що він має йти. It's regrettable *that* such behaviour *should* be tolerated. Шкода, що треба терпіти таку поведінку.

I preferred *that* he (*should*) drive. Я хотів, щоб він вів автомобіль. He insisted *that* the essay (*should*) be read aloud. Він наполягав, щоб твір (про)читали вголос. I regret *that* he *should* have had to leave. Шкода! Я шкодую, що йому довелося піти. It's regrettable *that* such behaviour *should* have been tolerated. Шкода, що довелося терпіти таку поведінку.

clauses of purpose

We have arrived early so *that/in order that* we *might/may/can/will* get a good view of the parade. Ми приїхали рано, щоб нам було добре видно парад.

We arrived early so *that/in order that* we *could/would* get a good view of the parade. Ми приїхали рано, щоб нам було добре видно парад.

clauses of result

He is so tall *that* he *can* touch the ceiling. Він такий високий, що може торкнутися стелі.

He was so tall *that* he *could* touch the ceiling. Він був такий високий, що міг торкнутися стелі.

clauses of concession

Whatever he *may/might/will/would* decide to do, we will agree to what he suggests. Що б він не вирішив робити, ми погодимося на його пропозицію. *However hard* he *may/might* try/Try as he *may/might*, he will never win. Як би він не старався, він ніколи не виграв.

However hard he tried/*may/might* have tried, he never won. Як би він не намагався/Незважаючи на те, що він дуже старався, він ніколи не виграв/так і не виграв.

Exercise 131. Refer the following questions and statements (a) to the future and (b) to the past, using the given clauses and adverbials.

1. Could you lift that box? a) *if you tried* b) *if you had tried*. 2. He can come at six. a) *if it were necessary* b) *if it had been necessary* 3. I wish I could go there. a) *tomorrow* b) *yesterday*.

КОМУНІКАТИВНІ ТИПИ РЕЧЕНЬ

Communicative types of sentences

Залежно від мети висловлювання речення бувають розповідні (declarative), питальні (interrogative), спонукальні (imperative), окличні (exclamatory), на що вказує їх побудова.

Communicative types of sentences			
Declarative sentences	Interrogative sentences	Imperative sentences	Exclamatory sentences
Your statement is true. Твоє твердження правдиве. I arrived on time. Я приїхав вчасно.	Is your statement true? Твоє твердження правдиве? Whose statement is true? Чий твердження правдиве? Is her statement true or false? Її твердження правдиве чи неправдиве/хибне? His statement is true, isn't it? Його твердження правдиве, чи не так?	Perform your duties well. Добре виконуй свої обов'язки. Speak louder! Говори голосніше! Do not/Don't live to eat but eat to live. Живи не для того, щоб їсти, а їж для того, щоб жити. Let's get going. Ходімо!	What a lovely day! Який чудовий день! Well done! Well played! Молодець! Добре!/Здорово! Well met! Яка приємна зустріч!

Розповідні речення

Declarative sentences

Розповідне речення є констатацією факту у стверджувальній або заперечувальній формі. У розповідних реченнях підмет, як правило, передує присудку. На письмі такі речення закінчуються крапкою.

Declarative sentences

Affirmative	Negative (full/contracted forms)
I enjoy reading . Мені подобається читати. He apologized. Він вибачився. He is cooking dinner. Він готує обід. They will come to the party. Вони прийдуть на вечірку.	I do not/don't enjoy wasting time. Мені не подобається марно витратити час. He did not/didn't apologize. Він не вибачився. He is not/isn't cooking dinner. Він не готує обіду. They will not/won't come to the party. Вони не прийдуть на вечірку.

Питальні речення

Interrogative sentences

Питальні речення — це речення, які виражають питання. Існує чотири основних типи питань, які різняться побудовою: загальні (general), спеціальні (special), альтернативні (alternative) та розділювальні питання (disjunctive questions). На письмі питальні речення закінчуються питальним знаком. (Див. також стор. 39, 40; 179—181; 191).

Interrogative sentences: types of questions			
General questions	Special questions	Alternative questions	Disjunctive (Tag) questions
Do you enjoy reading? Тобі подобається читати?	What do you enjoy doing? Що тобі подобається робити?	Do you enjoy reading or watching TV? Тобі подобається читати чи дивитися телевізор?	You enjoy reading, don't you? Тобі подобається читати, правда/чи не так?

Розділювальні питання

Disjunctive/Tag questions

Розділювальні питання складаються з двох частин: розповідне стверджувальне (позитивне) або заперечувальне (негативне), як правило, коротке речення, за яким, після коми, іде коротка, відповідно заперечувальна або стверджувальна, форма питання загального типу. Вона начебто «кріпиться» (is tagged) до першої частини питання — звідси й англійська назва цих питань: **tag questions**. Такі питання часто вживаються в розмовній мові.

Підмет другої частини питання виражається особовим займенником, який має узгоджуватися з підметом першої частини питання, якщо той виражений іменником, або повторюватися, якщо підмет у першій частині — особовий займенник.

Займенники **none of** (+ іменник/займенник у множині), **nobody**, **somebody**, **someone**, **everybody** та **everyone**, що вживаються як підмет першої частини питання, мають значення множини, тому в другій частині питання вживається займенник **they** тощо; **nothing** має значення однини, і тому в другій частині питання вживається займенник **it**. Речення, які містять займенники, прислівники та прийменники **neither**, **no**, **no one**, **nobody**, **nothing**, **never**, **hardly** (ever), **scarcely**, **barely**, **rarely**, **seldom**, **little**, **few**, **without**, є заперечувальними, й тому друга частина питання є стверджувальною (позитивною).

Forms of tag questions			
positive statement + negative question tag		negative statement + positive question tag	
↓	↓	↓	↓
<u>You know</u> the answer, don't you?		<u>You don't know</u> the answer, do you?	
<i>Ти/Адже ти знаєш відповідь,</i>	<i>(чи не) так/ правда?</i>	<i>Ти/Адже ти не знаєш відповіді,</i>	<i>(чи не) так/ правда?</i>
<u>It's good,</u> isn't it?		<u>It's no good,</u> is it?	
<i>Це добре/Адже це добре,</i>	<i>(чи не) так/ правда?</i>	<i>Це не добре,</i>	<i>(чи не) так/ правда?</i>
<u>They often go</u> abroad, don't they?		<u>They hardly ever go</u> abroad, do they?	
<i>Вони часто їздять за кордон,</i>	<i>(чи не) так/ правда?</i>	<i>Вони навряд чи їздять за кордон,</i>	<i>так/правда?</i>
<u>All the money is</u> yours, isn't it?		<u>None of the money is</u> yours, is it?	
<i>Усі/Адже всі гроші твої,</i>	<i>(чи не) так/ правда?</i>	<i>Ніякі з цих грошей не належать тобі,</i>	<i>(чи не) так/ правда?</i>
<u>We have</u> a meeting at one o'clock, don't we?		<u>None of us has</u> a meeting today, do we?	
<i>У нас збори о першій (годині),</i>	<i>(чи не) так/ так?</i>	<i>Ні в кого з нас сьогодні немає зборів,</i>	<i>(чи не) так?</i>
<u>Ed told</u> us everything about it, didn't he?		<u>Ed told us nothing</u> about it, did he?	
<i>(Адже) Ед усе сказав нам про це,</i>	<i>(чи не) так?</i>	<i>(Адже) Ед нічого не сказав нам про це,</i>	<i>(чи не) так?</i>
<u>A few students</u> passed the exam, didn't they?		<u>Few students</u> passed the exam, did they?	
<i>Кілька студентів склали іспит,</i>	<i>(чи не) так?</i>	<i>Мало студентів склали іспит,</i>	<i>(чи не) так?</i>
<u>Everyone was</u> there, weren't they?		<u>Some of us came</u> without money, did we?	
<i>Усі були там,</i>	<i>правда?</i>	<i>Дехто з нас прийшов без грошей,</i>	<i>(чи не) так/ правда?</i>
<u>She has left,</u> hasn't she?		<u>You won't tell</u> her, will you?	
<i>Вона поїхала,</i>	<i>(чи не) так/ правда?</i>	<i>Ти не скажеш їй, добре?</i>	

Her brother's got a bad cold, <i>Йї брат сильно застудився,</i>	hasn't he? <i>(чи не) так/ правда?</i>	These are not your shoes, <i>Це твої черевики,</i>	are they? <i>(чи не) так/ правда?</i>
I am late, <i>Я запізнився/запізнилася,</i>	aren't I? <i>(чи не) так/ правда?</i>	There was nothing new in the letter, <i>У листі не було нічого нового,</i>	was there? <i>(чи не) так/ правда?</i>
The boys used to play together, <i>Хлопчики зазвичай грали разом,</i>	didn't they? <i>(чи не) так/ правда?</i>	The boys didn't use to play together, <i>Хлопчики зазвичай не грали разом,</i>	did they? <i>(чи не) так/ правда?</i>
This is your book, <i>Це твоя книжка,</i>	isn't it? <i>(чи не) так/ правда?</i>	Nothing happened while I was away, <i>Нічого не трапилося, поки мене не було,</i>	did it? <i>(чи не) так?</i>
That will be difficult, <i>Це буде важко,</i>	won't it? <i>(чи не) так/ правда?</i>	Nobody spoke to her, <i>Ніхто не розмовляв з нею,</i>	did they? <i>(чи не) так/ правда?</i>

Заперечувальна форма в другій частині питання може бути повною — такі питання переважно вживаються в офіційному мовленні:

You know the answer,	do you not?
It's good,	is it not?
I am late,	am I not?

Exercise 132. Complete these questions by adding the appropriate tag.

- It's your turn, ___?
- Let's go home, ___?
- That was easy, ___?
- Have some apple pie, ___?
- These are your books, ___?
- Don't be late for school, ___?
- Some of us saw the film, ___?
- Everyone passed the exam, ___?
- Nobody phoned while I was out, ___?
- Nothing can happen, ___?
- You won't mind if I leave, ___?
- Her house is next door, ___?
- Somebody wanted a drink, ___?
- You haven't seen Tim today, ___?

15. Some of you can speak French, _____?
16. Few students knew the answer, _____?
17. None of the students arrived on time, _____?
18. Let me know if you need my help, _____?
19. Let me give you one quick example, _____?
20. There will be plenty of chairs in the hall, _____?
21. He left without saying good-bye to any of you, _____?
22. You've never been to Scotland, _____?
23. Everyone is here, _____?
24. Quite a few pupils will be there, _____?
25. There's nothing wrong with it, _____?
26. Few students can play chess, _____?

Спонукальні речення

Imperative sentences

Спонукальні речення — це речення, які виражають спонукування: наказ, розпорядження, прохання тощо. Дієслово-присудок, з якого, як правило, починаються спонукальні речення, вживається у стверджувальній або заперечувальній формі наказового способу. Підмет (you) зазвичай не виражається, але домислюється. В кінці спонукальних речень ставиться крапка, хоч інколи, для підсилення спонукування, може вживатися знак оклику.

Imperative sentences	
<i>Affirmative imperatives</i>	<i>Negative imperatives (full/contracted forms)</i>
Go there now. <i>Іди/Ідіть туди зараз.</i>	Do not/Don't go there now. <i>Не йди/їдіть туди зараз.</i>
Turn on the light. <i>Увімкни/Увімкніть світло.</i>	Do not/Don't turn on the light. <i>Не вмикай(те) світла.</i>
Close the door. <i>Зачини/Зачиніть двері.</i>	Do not/Don't close the door. <i>Не зачиняй(те) двері.</i>

Для підсилення експресії спонукальних речень вживається дієслово **do**; для послаблення спонукування, надання йому ввічливості (у проханнях, пропозиціях тощо) до спонукального речення приєднується коротке стверджувальне або заперечувальне питання:

<i>Categoric (emphatic) imperatives</i>	<i>Non-categoric imperatives</i>
Do go there now. <i>Йди ж/Іди́ть же туди зараз.</i>	Go there now, will/would you? <i>Піди/Піди́ть туди, будь ласка, зараз.</i>
Do turn the light on. <i>Увімкни ж/ Увімкніть же світло.</i>	Turn the light on, will/would you? <i>Увімкни/Увімкніть, будь ласка, світло.</i>
Do go home. <i>Йди ж/Іди́ть же додому.</i>	Let's go home, shall we? <i>Давай(те) підемо додому, добре?</i>

Let us може скорочуватися, коли виражає пропозицію (**Let's**), і не скорочується в реченнях, які виражають запитання про дозвіл/прохання дозволу:

Let us/Let's explain it to her, **shall** we? *Давай(те) пояснимо їй це, добре?*

Let us know what day you'll be arriving, **will** you? *Дайте нам звістку, в який день ви приїжджаєте, добре?*

Please **let us** know if you want to stay, **will** you? *Дайте нам звістку, будь ласка, якщо хочете залишитися.*

Let us help you, **will** you? *Дозвольте нам, будь ласка, допомогти вам.*
Пор.:

Let me give you a few examples, **may** I? *Дозвольте мені навести вам кілька прикладів, можна?*

Please **let her** explain it to you, **will** you? *Дозвольте їй, будь ласка, пояснити це вам.*

Let us give you a few examples, **may** we? *Дозвольте нам навести вам кілька прикладів, можна?*

Окличні речення

Exclamatory sentences

Окличні речення — це речення, які виражають сильне почуття: радість, гнів, захоплення, здивування тощо. В кінці окличних речень ставиться знак оклику.

Exclamatory sentences

What a mess! <i>Який безлад!</i> What a beautiful flower! <i>Яка чудова квітка!</i> What a long time I've been waiting! <i>Як довго я чекаю!</i>	How tall he is! <i>Який він високий!</i> How wise is my granny! <i>Яка мудра в мене/моя бабуся!</i> How quickly you eat! <i>Як швидко ти їси!</i>	That is a beautiful view! <i>Який (то) чудовий краєвид!</i> That's right! <i>Правильно!</i>	Well done! <i>Браво!</i> Good for you! <i>Молодець!/Браво!</i> Poor girl! <i>Бідолашка!</i>
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Exercise 133. Complete these sentences by adding the appropriate tag.

1. Open the door, ___? 2. Let's go shopping, ___? 3. Don't be late for dinner, ___? 4. Be quiet, ___? (*виражає нетерпіння/impatience*) 5. Don't let the paper get wet, ___? 6. Let me tell you something, ___?

ПРЯМЕ ТА НЕПРЯМЕ МОВЛЕННЯ

Direct and indirect speech

Терміни **пряме мовлення** (direct speech) та **непряме мовлення** (indirect speech) вживаються відносно способу передачі сказаного іншими людьми (або, інколи, нами самими).

У **прямому мовленні** сказане кимось наводиться дослівно, без будь-яких змін.

У **непрямому мовленні** передається зміст сказаного, при цьому не обов'язково вживаються точні слова мовця.

Порівняйте пряме та непряме мовлення; зверніть увагу на відмінності у вживанні пунктуації:

Form of direct and indirect speech		
	Direct speech	Indirect speech
Statements	"I'm staying," Ted said. «Я залишаюся»,— сказав Тед.	Ted said that he was staying. Тед сказав, що (він) залишається.
Questions	Ed said/asked, "Where are you going?" Ед сказав/запитав: «Куди ви йдете/ти йдеш?»	Ed asked/wanted to know where I was going. Ед запитав/хотів знати, куди я йду.
Orders/ Requests	He said to me, "Open the door." Він сказав мені: «Відчини/Відчинить двері».	He told me to open the door. Він сказав, щоб я відчинив/відчинила двері.
Offers/ Advice	He said, "Shall I fetch you a cup of tea?" Він сказав: «Принести тобі/Вам чашку чаю?» I said to her, "You'd better go." Я сказала/сказав їй: «Краще йди».	He offered to fetch me a cup of tea. Він запропонував принести мені чашку чаю. I advised her to go. Я порадив/порадила їй іти/їти.

Exclamations	She said to him, "You're telling a lie!" Вона сказала йому: «Ти говориш неправду!»	She cried indignantly that he was telling a lie. Вона закричала обурено, що він говорить неправду.
Greetings/ Farewells	I said, "Good morning, Mr Brown." Я сказав/сказала: «Добрий вечір, пане Браун».	I greeted Mr Brown. Я привітав/привітала пана Брауна.

Exercise 134. Read the following text carefully and then fill the spaces with the correct form of the verbs in brackets. Make sure you use *to* before the infinitive if necessary.

YOU MUSTN'T QUIT

It ___ James J. Corbett, former heavyweight champion of the world who ___: "___ one more round." (*be, say, fight*) When your feet ___ so tired that you ___ back to the center of the ring, ___ one more round! (*be, have, shuffle, fight*) When your arms ___ so tired that you ___ hardly ___ your hands ___ on guard, ___ one more round! (*be, can, lift, come, fight*) When your nose ___ and your eyes ___ black and you ___ so tired that you ___ your opponent ___ you one on the jaw and ___ you to sleep — ___ — ___ ONE MORE ROUND. (*bleed, be, be, wish, crack, put, quit [negative], fight*)

За переказу прямого мовлення займенники змінюються відповідно до змісту мовлення:

	<i>Direct speech</i>	→	<i>Indirect speech</i>
Personal pronouns	I; me	→	he, she; him, her
	we; us	→	they; them
	you	→	I, he, she; him, her
	they; them	→	we; us
Possessive pronouns	my; mine	→	his, her; his, hers
	our; ours	→	their, theirs
	your; yours	→	my, his, her; mine, his, hers
	their; theirs	→	our; ours
Reflexive pronouns	myself	→	himself, herself
	ourselves	→	themselves

Приклади:

<i>Direct speech</i>	<i>Indirect speech</i>
Ed says, "I cook my own breakfast." Ед говорить: «Я сам готую собі сніданок».	Ed says (that) he cooks his own breakfast. Ед говорить, що (він) сам готує собі сніданок.
Sue says, "I cook my own breakfast." Сью говорить: «Я сама готую собі сніданок».	Sue says (that) she cooks her own breakfast. Сью говорить, що (вона) сама готує собі сніданок.
The boys say, "We cook our own breakfast." Хлопчики говорять: «Ми самі готуємо собі сніданок».	The boys say (that) they cook their own breakfast. Хлопчики говорять, що (вони) самі готують собі сніданок.
Ed says, "This book is mine and that one is yours ." Ед говорить: «Ця книжка моя, а он та — твоя».	Ed says (that) this book is his and that one is mine . Ед говорить, що ця книжка його, а он та — моя.
Sue says, "The bag is mine ." Сью говорить: «Сумка моя».	Sue says (that) the bag is hers . Сью говорить, що сумка її.
Ed says, "I would like to introduce myself ." Ед говорить: «Я хотів би відрекомендуватися».	Ed says (that) he would like to introduce himself . Ед говорить, що (він) хотів би відрекомендуватися.
Sue says, "I would like to introduce myself ." Сью говорить: «Я хотіла б відрекомендуватися».	Sue says (that) she would like to introduce herself . Сью говорить, що (вона) хотіла б відрекомендуватися.
Ed says, "You should call me back." Ед говорить: «Тобі слід передзвонити мені».	Ed says (that) I should call him back. Ед говорить, що мені слід передзвонити йому.
Sue says, "You should call me back." Сью говорить: «Тобі слід подзвонити/передзвонити мені».	Sue says (that) I should call her back. Сью говорить, що мені слід передзвонити їй.
Ed says, "Your brother has come to see me ." Ед говорить: «Твій/Ваш брат прийшов відвідати мене».	Ed says (that) my brother has come to see him . Ед говорить, що мій брат прийшов відвідати його.
The boys say, "They should give us our books." Хлопчики говорять: «Вони повинні дати нам наші книжки».	The boys say (that) we should give them their books. Хлопчики говорять, що ми повинні дати їм їхні книжки.
The boys say, "The books are ours ." Хлопчики говорять: «Книжки наші».	The boys say (that) the books are theirs . Хлопчики говорять, що книжки їхні.
He says, "I made them work hard and they have passed their exams." Він говорить: «Я примусив їх багато працювати, і вони склали іспити».	He says (that) he made us work hard and we have passed our exams. Він говорить, що примусив нас багато працювати, і ми склали іспити.
They say, "We'll call you ourselves ." Вони говорять: «Ми самі подзвонимо тобі/вам».	They say (that) they will call us themselves . Вони говорять, що самі подзвонять нам.

Вживання займенників може залежати від того, ким мовлення переповідається:

<i>Direct speech</i>	<i>Indirect speech</i>
I said, "I cook my own dinner." Я сказав/казала: «Я сам/сама готую собі обід».	I said (that) I cook(ed) my own dinner. Я сказав/казала, що сам/сама готую собі обід (мовець переказує свої слова).
"You've passed your exam, Sue," he says. «Ти склала іспит, Сью»,— говорить він.	He says (that) I have passed my exam. Він говорить, що я склала іспит (переказано Сью). He says (that) she has passed her exam. Він говорить, що вона склала іспит (переказано подругою).
"You sing very nicely, Sue," Ed says. «Ти дуже гарно співаєш, Сью»,— говорить Ед.	Ed says (that) I sing very nicely. Ед говорить, що я дуже гарно співаю (переказано Сью). Ed says (that) she sings very nicely. Ед говорить, що вона дуже гарно співає (переказано подругою).
"You sing very nicely, boys," Ed says. «Ви дуже гарно співаєте, хлопці»,— говорить Ед.	Ed says (that) we sing very nicely. Ед говорить, що ми дуже гарно співаємо (переказано хлопцями). Ed says (that) they sing very nicely. Ед говорить, що вони дуже гарно співають (переказано стороннім слухачем).

Передача чужого мовлення часто відбувається в минулому часі. У таких випадках дієслово, яке вводить непряме мовлення, вживається у формі минулого часу, що вимагає заміни форм часу відповідно до правил узгодження часів (sequence of tenses), а також заміни деяких прислівників (прислівникових сполучень) часу і місця та вказівних займенників:

<i>Direct speech</i>	→	<i>Indirect speech</i>
<i>Present tenses</i>	→	<i>Past tenses</i>
He said, "I often write letters." Він сказав: «Я часто пишу листи».		He <u>said</u> (that) he often wrote letters. Він сказав, що часто пише листи.
He said, "I am writing a letter." Він сказав: «Я пишу листа».		He <u>said</u> (that) he was writing a letter. Він сказав, що пише листа.
He said, "I have written a letter." Він сказав: «Я написав листа».		He <u>said</u> (that) he had written a letter. Він сказав, що написав листа.
He said, "I've been writing since I arrived ." Він сказав: «Я пишу з того часу, як приїхав».		He <u>said</u> (that) he had been writing since he arrived . Він сказав, що пише з того часу, як приїхав.

<i>Simple Past</i> →	<i>Past perfect</i>
He said, "I wrote two letters." Він сказав: «Я написав два листи».	He said he had written two letters. Він сказав, що написав два листи.
<i>Past continuous</i> →	<i>Past (perfect) continuous</i>
"I was waiting for Phil," he said. Він сказав: «Я чекав на Філа».	He said (that) he was/had been waiting for Phil. Він сказав, що чекав на Філа.
<i>Simple future/Future continuous</i> → <i>Simple future/Future continuous in the past</i>	
He said, "I'll write/be writing a letter after lunch." Він сказав: «Я напишу листа/писатиму листа після ланчу/обіду».	He said (that) he would write/be writing a letter after lunch. Він сказав, що напише/писатиме листа після ланчу/обіду.

Зверніть увагу! Правила узгодження часів «не діють», коли переповідаються висловлювання, в яких ідеться про дії/ситуації, що: а) не пов'язані з конкретним часом, а є справедливими для будь-якого часу; б) відбуваються постійно, регулярно; в) все ще відбуваються/існують; г) переповідаються безпосередньо після повідомлення про них.

<i>Direct speech</i> →	<i>Indirect speech</i>
<i>Present tenses</i> →	<i>Past tenses</i>
а) He said, "The sun is 92 million miles away." «Сонце віддалене на 92 мільйони миль», — сказав він.	He said that the sun is 92 million miles away. Він сказав, що Сонце віддалене на 92 мільйони миль.
б) He said, "I usually walk to school." «Я зазвичай ходжу до школи пішки», — сказав він.	He said that he usually walks to school. Він сказав, що зазвичай ходить до школи пішки.
в) "The road is closed," Frank said. Френк сказав: «Дорогу закрито».	Frank said that the road is closed. Френк сказав, що дорогу закрито.
г) Tim said, "I want to be a pilot." [Tom (said) to Tony: "What did Tim just say? I didn't hear him."] Тим сказав: «Я хочу бути льотчиком». [Том (сказав) Тоні: «Що сказав Тим тільки-но? Я не почув».]	He said he wants to be a pilot. Він сказав, що хоче бути льотчиком.

Sentences with clauses of present-unreal condition

<i>Direct speech</i>	→	<i>Indirect speech</i>
<p>"If he were here, he would help me," she <u>said</u>. «Якби він був тут, він би мені допоміг»,— сказала вона.</p>		<p>She <u>said</u> that if he had been there, he would have helped her. Вона сказала, що якби він був там, то допоміг би їй.</p>
<p>"If she stayed longer, Ted would drive her home," Ed <u>told</u> me. «Якби вона пробула довше, Тед відвіз би її додому»,— сказав мені Ед.</p>		<p>Ed <u>told</u> me that if she had stayed longer, Ted would have driven her home. Ед сказав мені, що якби вона пробула довше, Тед відвіз би її додому.</p>

Modal verbs

<i>Direct speech</i>	→	<i>Indirect speech</i>
<p>The teacher <u>said</u>, "You can/will/may leave early." Вчитель(ка) сказав/сказала: «Можеш (п)іти раніше».</p>		<p>The teacher <u>said</u> you could/would/might leave early. Вчитель(ка) сказав/сказала, що я можу (п)іти раніше.</p>
<p>"I mustn't go there," I <u>said</u>. «Я не повинен/повинна йти туди»,— сказав/сказала я.</p>		<p>I <u>said</u> I wasn't to/mustn't go there. Я сказав/сказала, що не повинен (був)/повинна (була) йти туди.</p>
<p>"You must be hungry," he <u>said</u>. «Ти/Ви, напевне, голодний/голодні»,— сказав він.</p>		<p>He <u>said</u> that they must be hungry. Він сказав, що вони, напевне, голодні.</p>
<p>"You must be in by ten," Mother <u>told</u> me. «Ти повинен/повинна бути (вдома) до десятої»,— сказала мені мама.</p>		<p>Mother <u>told</u> Ed that he had to/must be in by ten. Мама сказала Еду, що він повинен бути (вдома) до десятої.</p>

<p>“Young people should help the old,” the teacher <u>said</u>. «Молоді (люди) повинні допомагати старим»,— сказав/сказала вчитель(ка).</p>	<p>The teacher <u>said</u> that young people should help the old. Вчитель(ка) сказав/сказала, що молоді (люди) повинні допомагати старим.</p>
<p>“You <u>’d</u>/You had better not say anything about this,” he <u>warned</u> me. «Краще нічого не говори/говорить про це»,— попередив він мене.</p>	<p>He <u>warned</u> me that I had better not say anything about this. Він попередив, що мені краще нічого не говорити про це.</p>
<p>“I needn’t go there,” I <u>said</u>. «Мені не треба йти туди»,— сказав/сказала я.</p>	<p>I <u>said</u> I didn’t have to/needn’t go there. Я сказав/сказала, що мені не треба йти туди.</p>
<p>“Shall I open the door for you?” he <u>said</u>. «Відчинити Вам двері?» — спитав він.</p>	<p>He <u>asked</u> if he should open the door for me. Він запитав, чи (слід йому) відчинити мені двері.</p>
<p>“Shall I ever see them again?” he <u>wondered</u>. «Чи я побачу їх коли-небудь знову?» — подумав він.</p>	<p>He <u>wondered</u> if/whether he would ever see them again. Він подумав, чи побачить їх коли-небудь знову.</p>

Demonstrative pronouns

Direct speech

→

Indirect speech

this, these

→

that, those

She said, “He is coming **this** week.”
Вона сказала: «Він приїздить цього тижня».

She said (that) he was coming **that** week. Вона сказала, що він приїздить цього тижня.

Expressions of time

now

→

then/at that time/moment

“We live in the country **now**,” Jane said. «Зараз ми живемо в сільській місцевості»,— сказала Джейн.

Jane said (that) they lived in the country **then**. Джейн сказала, що зараз вони живуть у сільській місцевості.

today/tonight	→	that day/that night
“You must be in by nine tonight,” Mother told me. «Сьогодні ввечері ти повинен/повинна повернутися до дев’ятої»,— сказала мені мама.		Mother <u>told</u> me (that) I must/had to be in by nine <u>that night</u> . Мама сказала мені, що сьогодні ввечері я повинен/повинна повернутися до дев’ятої.
tomorrow	→	the next/the following day
“Ed will be back tomorrow,” Sue said. «Ед повернеться завтра»,— сказала Сью.		Sue <u>said</u> (that) Ed would be back <u>the next/the following day</u> . Сью сказала, що Ед повернеться завтра.
next week/year	→	the week/year after/the following week/year
yesterday	→	the day before/(on) the previous day
last night/week	→	the previous night/week
“I slept well last night,” he said. «Минулої ночі я спав добре»,— сказав він.		He <u>said</u> (that) he had slept well <u>the previous night</u> . Він сказав, що минулої ночі спав добре.
two (three, etc.) hours/days/weeks/years ago	→	two (three, etc.) hours/days/etc. before
He said, “It happened three years ago.” Він сказав: «Це сталося три роки тому».		He <u>said</u> (that) it had happened three <u>years before</u> . Він сказав, що це сталося три роки тому.
<i>Expressions of place</i>		
here	→	there
She said, “We have been here for a week.” Вона сказала: «Ми тут уже тиждень».		She <u>said</u> (that) they had been <u>there</u> for a week. Вона сказала, що вони там уже тиждень.

Зверніть увагу: наведені вище прислівники (прислівникові сполучення) часу та місця і вказівні займенники у непрямій мові залишаються без змін так само, як і часові форми дієслова, якщо чийсь слова переповідаються в тому ж самому місці та одразу ж після того, як вони були сказані.

ЛЕКСИКА

Vocabulary

НЕ ПЛУТАЙ ЦІ СЛОВА

Do not confuse these words

accept, except, expect

accept дієслово 1 приймати: She **accepted** all my invitations. *Вона прийняла всі мої запрошення*; 2 погоджуватись: Will they **accept** your idea? *Чи погодяться вони з твоєю думкою?*; **except** прийменник крім, за винятком: Every President **except** George Washington has lived in the White House. *У Білому домі жили всі президенти, за винятком Джорджа Вашингтона*; дієслово вилучати: Mother **excepted** a camera from the shopping list. *Мама вилучила фотоапарат зі списку покупок*; **expect** дієслово очікувати, сподіватись: We **are expecting** them for dinner. *Ми очікуємо їх на обід.*

advice, advise

advice необчислювальний іменник (не вжив.: з неозначеним артиклем, у формі множини; вжив. з: *much, a lot of; a piece of, two/three* тощо *pieces of*) порада, консультація: I asked the teacher for his **advice**. *Я попросив/попросила поради у вчителя.* The teacher gave me a lot of good **advice**. *Вчитель(ка) дав/дала мені багато добрих порад*; **advise** дієслово радити(ся), консультуватися: Mary **advised** me not to interfere. *Мері порадила мені не втручатися.*

affect, effect

affect дієслово 1 впливати: More than two thousand people **have been affected** by the flood. *Від повені потерпіло понад дві тисячі людей*; 2 удавати, робити вигляд: He **affected** a great interest in what I was telling him. *Він зробив вигляд, ніби зацікавлений тим, що я йому кажу*; **effect** іменник результат, наслідок, вплив: The **effect** of the remark was slight. *Вплив зауваження був незначним*; дієслово здійснити, виконати: The rain **effected** a change in their plans. *Дощ змусив змінити наші плани.*

afloat, floating див. стор. 154

afraid, frightened див. стор. 154

alike, likely див. стор. 154

alive, lively див. стор. 154

all ready, already

all ready словосполучення повністю/остаточно готовий: The choir was **all ready** for singing. *Хор був повністю готовий до співу*; **already** прислівник уже: When we got there, he had **already** left. *Коли ми дісталися туди, він уже поїхав.* (Див. також стор. 55).

all together, altogether

all together словосполучення всі разом: You, boys, should report to the headmaster **all together**. Ви, хлопці, повинні прийти до директора всі разом; **altogether** прислівник зовсім, цілком, загалом: He was **altogether** wrong. Він був зовсім неправий.

alone, lonely див. стор. 154.

although, though, threw, through, throughout

although/though сполучник хоч(а); **though** розм. може завжди вжив. замість **although**, але не навпаки: **Although/Though** it was raining, he went for a walk. It was raining. He went for a walk, **though**. Хоча йшов дощ, він пішов прогулятися; **threw** — дієслово **throw** у формі минулого часу кидати; **through** прийменник через, крізь, по, протягом; прислівник наскрізь: She accidentally **threw** the tennis ball **through** the window. Вона випадково викинула тенісний м'яч у вікно. He got soaked **through** in the rain. Він промок під дощем наскрізь; **throughout** прийменник через, по всьому, протягом: The road is kept open **throughout** the year. Протягом цілого року дорога залишається відкритою. It rained **throughout** the night. Дощ йшов цілу/цілісіньку ніч; прислівник всюди, скрізь: The flat has been recently painted **throughout**. Усю квартиру щойно пофарбували/пофарбовано.

am, a.m., p.m.

am дієслово **be** (див. стор. 32) у формі теперішнього часу першої особи однини: I **am** usually at home on Sunday. У неділю я зазвичай буваю вдома; **a.m.** скор. від лат. *ante meridiem* до полудня (вжив. перев. у пис. мовленні відносно часу з 12-ї ночі до 12-ї дня; в усн. мовленні замість **a.m.** перев. вжив. сполучення **in the morning**): The train arrived at 4 **a.m.** /at four o'clock **in the morning**. Поїзд прибув о четвертій ранку; **p.m.** скор. від лат. *post meridiem* після полудня (вжив. перев. у пис. мовленні відносно часу з 12-ї дня до 12-ї ночі; в усн. мовленні замість **p.m.** перев. вжив. сполучення **in the afternoon, at night**): The train arrived at 4 **p.m.** /at four o'clock **in the afternoon**. Поїзд прибув о четвертій дня.

among, between

among прийменник серед, між (вживається, коли йдеться про три чи більше особи, предмети або невизначену кількість осіб, предметів): Divide the apples **among** the three children. Поділи яблука між трьома дітьми. Our house stands **among** beautiful apple trees. Наш будинок стоїть серед чудових яблунь; **between** прийменник серед, між (вжив., коли йдеться лише про дві особи, два предмети або про точне положення чогось, визначену кількість осіб, предметів, навіть коли їх більше двох): Divide the apples **between** the two children. Поділи яблука між двома дітьми. Ukraine lies **between** Belarus, Russia, Moldova, Romania, Hungary, Slovakia and Poland. Україна лежить між Білоруссю, Росією, Молдовою, Румунією, Угорщиною, Словаччиною та Польщею.

another, other

another займенник ще один, інший: We went **another** way home today. Сьогодні ми пішли додому іншою дорогою. They help one **another**. Вони допомагають один одному. He has taken **another** of my CDs. Він узяв ще один мій компактний диск; **other** займенник інший (має форми однини і множини): Dave and Sally are here,

but the **others** have gone home. *Дейв і Саллі тут, а інші пішли додому.* Some children are fond of milk, **others** prefer yogurt. *Деякі діти люблять молоко, інші віддають перевагу йогурту.*

arise, rise, raise

arise *неперехідне дієслово* виникати, поставати: A question **arises**: has he ever been to that country? *Виникає питання: він був коли-небудь у тій країні?; rise* *неперехідне дієслово; raise* *перехідне дієслово; див. стор. 75.*

arrive at, arrive in

дієслово + прийменник прибувати, приїжджати (в, до); *прийменник in* *вжив.* після дієслова **arrive** *перед* назвами континентів, країн, великих міст; *в інших випадках після дієслова arrive вжив.* прийменник **at**; *якщо після arrive йде прислівник, прийменники не вживаються:* At what time does the aeroplane **arrive in** Kyiv? *О котрій годині літак прибуває до Києва? When did they arrive at the airport? Коли вони приїхали в аеропорт/прибули до аеропорту? Has he arrived home yet? Він уже приїхав додому?*

as, like

as *займенник, сполучник, прислівник:* Mike acted **as** interpreter while the real one was on holiday. *Коли перекладач був у відпустці, Майк працював перекладачем/виконував обов'язки перекладача. Do as you may if you cannot do as you would. Роби як можеш, якщо не можеш робити як хочеш. Sue is the same age as Ted, but not as tall. Сью такого ж віку, як Тед, але не така висока; like* *прикметник* схожий, подібний, однаковий: The twins are very much **like** each other. *Близнюки дуже схожі між собою; сполучник* наче, немов: He is behaving **like** a clown. *Він поводить себе наче клоун.*

asleep, sleeping *див. стор. 154*

bad, badly

bad *прикметник* негарний, поганий, кепський: He is a **bad** musician. *Він поганий музикант; badly* *прислівник* 1 *погано:* Peter speaks Arabic **badly**. *Петро погано розмовляє арабською. Tim played badly. Тим погано грав. You have behaved very badly today. Ти сьогодні дуже погано поведи́вся; 2* *дуже (сильно), конче:* I need this book **badly**. *І badly* *need this book. Мені дуже/конче потрібна ця книжка. They are badly in need of help. Їм конче потрібна допомога. Several sportsmen were badly injured. Кількох спортсменів було сильно травмовано.*

base, basis

base *іменник* основа, підстава, опора, база: The crane rests on a wide **base** of concrete. *Підйомний кран стоїть на великій бетонній основі. Richard Byrd was the first American naval officer to establish a base for scientific discovery in Antarctica. Річард Берд був першим американським морським офіцером, який в Антарктиці заснував базу для наукових досліджень; дієслово* *засновувати, базувати:* Are these conclusions **based** on your own experiments? *Ці висновки базуються на ваших власних експериментах?; basis* *іменник* основа, фундамент, підвалини: Water is the **basis** of life on earth. *Вода — основа життя на Землі. According to Aristotle, the basis of a democratic state is liberty. Відповідно до твердження Арістотеля, свобода є основою демократичної держави.*

beside, besides

beside прийменник коло, біля, поруч (з): They lived **beside** the sea. Вони жили біля моря; **besides** прийменник крім, на додаток: I have two other English grammar books **besides** this. У мене є ще дві книжки з англійської граматики, крім цієї. **Besides** making my own breakfast I clean my room. Крім того, що я сам(а) готую собі сніданок, я ще прибираю у своїй кімнаті.

cloth, clothe, clothes

cloth іменник тканина, полотно; ганчірка: I need a **cloth** for the floor. Мені потрібна ганчірка для підлоги. This **cloth** will never wear out. Ця тканина ніколи не зносується; **clothe** дієслово одягати; забезпечувати одягом; вкривати: It costs quite a lot to **clothe** a family of ten. Забезпечення одягом сім'ї з десятиох осіб коштує досить дорого; **clothes** іменник (завжди має форму і значення множини; див. стор. 147) одяг, убрання: You ought to put some clean **clothes** on. Тобі слід одягти чисте вбрання. Your **clothes** are there. Твій одяг там.

despite, in spite of

despite прийменник всупереч, незважаючи на: The girls went for a walk **despite** the rain. Незважаючи на дощ, дівчатка пішли на прогулянку. The letter failed to arrive **despite** being posted first class. Незважаючи на те, що листа було відправлено першим класом, він не дійшов; **in spite of** прийменник всупереч, незважаючи на: **In spite of** being busy, he did all he could to help me. Незважаючи на зайнятість, він зробив усе, що міг, щоб допомогти мені.

economic, economical

economic прикметник економічний, господарський: **economic** policy/theory — економічна політика/теорія; **economical** прикметник економний: **economical** (wife) — економна дружина. He has put forward a few ideas for **economical** housekeeping. Він висловив кілька ідей щодо економного ведення домашнього господарства.

economics, economy

economics іменник економіка (наука, народне господарство): **Economics** has always been my brother's favourite subject. Економіка завжди була улюбленим предметом мого брата; **economy** іменник економіка, господарство; ощадливість: The new government promised to improve the state of the **economy**. Новий уряд обіцяв поліпшити стан економіки.

experience, experiment

experience іменник досвід: People often learn by **experience**. Люди часто вчаться на власному досвіді; **experiment** іменник експеримент: Are these conclusions based on your own **experiments**? Ці висновки базуються на ваших власних експериментах?

farther, further див. стор. 160, 196

farthest, furthest див. стор. 160, 196

first, the first, firstly, at first

(the) **first** прикметник, порядковий числівник перший, найраніший, видатний, значний: He is **first** in his class. Він найкращий у своєму класі. James IV was the **first** monarch to play golf. Яків IV був першим монархом, який грав у гольф; **first**

прислівник спершу, спочатку: The British national anthem originated in a patriotic song **first** performed in 1745. On official occasions it is usual to sing **the first** verse only. *Британський національний гімн утворився з патріотичної пісні, яка прозвучала вперше у 1745 році. На офіційних церемоніях зазвичай виконується лише перший куплет.* The language which is **first** learned is one's mother tongue. *Мова, що вивчається першою, є рідною мовою;* **firstly** **прислівник** по-перше: **Firstly**, I need to talk to you. *Secondly*, I'm leaving tomorrow morning. *По-перше, мені треба поговорити з тобою. По-друге, завтра вранці я їду;* **at first** **прислівник** спочатку: **At first** I didn't like avocado, but now I do. *Авокадо не сподобалося мені спочатку, але зараз подобається.*

gold, golden

gold **іменник** золото; **прикметник** золотий: a **gold** medal — *золота медаль*; **golden** **прикметник** золотистий: **golden** hair — *золотисте волосся* (див. стор. 154).

hanged, hung

hanged **форма** минулого часу і **дієприкметника** минулого часу **правильного дієслова** **hang** вішати, повісити, стратити через повішення: The assassins are said to have been **hanged** the following morning. *Говорять, що вбивць повісили наступного ранку;* **hung** **форма** минулого часу і **дієприкметника** минулого часу **неправильного дієслова** **hang** вішати, повісити (*про речі, предмети*): I **hung** the washed clothes on the line. *Я повісив/повісила випрану одягу на мотузку.*

hard, hardly

hard **прикметник** важкий, суворий, твердий, жорсткий: **Hard** work builds up character. *Важка робота формує сильний характер.* These two problems are **hard**. *Ці дві проблеми — важкі;* **прислівник** сильно, міцно, вперто: It is raining **hard**. *Іде сильний дощ;* **hardly** **прислівник** ледве, тільки-но, навряд (чи): His story is **hardly** true. *Навряд чи його історія правдива.* The teacher had **hardly** begun to explain when Dill interrupted him. *Вчитель тільки-но почав пояснювати, як Дил перервав його* (див. також стор. 192).

historic, historical

(pre)historic **прикметник** (до)історичний, що має історичне значення: a **historic** date/event — *історична дата/подія*; On 5 September 1977, the American spacecraft Voyager One blasted off on its **historic** mission to Jupiter and beyond. *П'ятого вересня 1977 року американський космічний корабель Вояджер-1 стартував з історичною місією до Юпітера і далі;* **historical** **прикметник** історичний, історично встановлений/вірогідний: **Historical** novels read with interest. *Історичні романи цікаво читати.*

interested, interesting

interested **прикметник** зацікавлений: All the **interested** parties agreed to the idea. *Усі зацікавлені сторони погодилися з цією думкою.* I was **interested** in his suggestion. *Я був зацікавлений його пропозицією;* **interesting** **прикметник** цікавий: It was a very **interesting** suggestion. *То була дуже цікава пропозиція.*

in time, on time

in time вчасно; не пізніше, ніж треба: We arrived just **in time** for our flight to Glasgow. *Ми якраз встигли/приїхали якраз вчасно на наш рейс до Глазго;* **on time** вчас-

но, в строк, точно, пунктуально: Were the books brought to you **on time**? Чи вчасно тобі/вам принесли книги? The train was (exactly) **on time**. Поїзд прибув точно (за розкладом)/без запізнення.

its, it's

its присвійний займенник (не обов'язково перекладається українською мовою; див. стор. 172—175): The cat drank **its** milk and then chased **its** tail. Кіт пив молоко, а потім ганявся за своїм хвостом; **it's** скорочення — особовий займенник **it + is** (див. стор. 171—172): **It's** never too late to learn. Вчитися ніколи не пізно.

last, latest

last прикметник останній, минулий: **Last** week, the building work was held up by the bad weather. Минулого тижня будівництво було припинено через погану погоду; **latest** прикметник 1 найвищий ступінь прикметника **late** (див. абзац нижче); 2 найновіший, найсвіжіший, найостанніший (про новини, моду): This is the **latest** model of economic reform. Це остання модель реформи економіки.

late, lately

late прикметник пізній, колишній, минулий: Be sure you are not **late** for school. Дивись, не запізнився до школи. The Cook Islands were named after Captain James Cook, who visited them in the **late** 18th century. Острови Кука названо на честь капітана Джеймса Кука, який відвідав їх у кінці 18-го століття; прислівник пізно: He went to bed **late** yesterday. Учора він пізно ліг спати; **lately** прислівник нещодавно, останнім часом (див. стор. 59): Have you seen Peter **lately**? Чи бачив/бачила ти Петра останнім часом? (див. також стор. 192).

lay, lie див. стор. 75

lead, leaden див. стор. 154

loose, lose

loose прикметник вільний, незв'язаний, нещільний; **lose** дієслово губити, втрачати, програвати: You may **lose** this **loose** button. Ти можеш загубити цього гудзика, що слабо тримається.

a number of, the number of

a number of ряд (кілька): **A number of** girls have tried to pass their driving test, but failed. Кілька дівчаток намагалися скласти іспит на права водіння, але не змогли; **the number of** кількість: The risk of developing heart diseases increases with **the number of** cigarettes smoked. Ризик розвитку серцевих хвороб зростає зі збільшенням кількості вкурених сигарет.

of, off

of прийменник (вказує на різні види відношення, які в багатьох випадках передаються родовим відмінком): We never saw the owner **of** the house. Ми так і не побачили господаря будинку. My friend lives in the city **of** Vancouver. Мій друг живе в місті Ванкувер; **off** прикметник, прийменник, прислівник 1 вільний, незайнятий (day **off** — вихідний); 2 не (зовсім) свіжий (про їжу): The meat is/has gone **off**. М'ясо не свіже/зіпсувалося; 3 відсутній, віддалений (від): It's late and I must be **off**. Пізно, і я повинен/повинна йти. He lived in a street **off** the Fifth Avenue. Він жив на одній з вулиць недалеко від П'ятої Авеню. He got **off** the train. Він зійшов з поїзда.

passed, past

passed дієслово *pass* у формі минулого простого часу або дієприкметника минулого часу минати, проходити, передавати, відбуватися, траплятися: Genes are **passed** along unchanged from one generation to another. *Гени передаються без змін від одного покоління до іншого*; **past** прислівник мимо: They have just gone **past**. *Вони щойно пройшли мимо*; прикметник минулий: The **past** year was successful. *Минулий рік був успішним*; іменник минуле: Do we know everything about the **past**? *Чи все ми знаємо про минуле?*; прийменник мимо, повз: We walked **past** the museum. *Ми проминули музей/пройшли мимо музею/повз музей*.

principal, principle

principal прикметник головний, основний; іменник директор школи, керівник: Our **principal**, Mr Smith, was the **principal** speaker at the graduation ceremony. *Наш директор школи пан Сміт був головним промовцем на випускній церемонії*; **principle** іменник принцип, основа (поведінки, дії): One of my **principles** is 'treat others as you would like to be treated'. *Один з моїх основних принципів — «стався до інших так, як хочеш, щоб вони ставилися до тебе»*.

remember, remind

remember дієслово пам'ятати, пригадувати: I **remember** meeting her somewhere but I don't **remember** her name. *Я пам'ятаю, що зустрівач її десь, але не пригадую її імені*; **remind** дієслово нагадувати: This photograph will **remind** me of you. *Ця фотографія нагадуватиме мені про тебе*. Please **remind** me to post the letter. *Нагадай мені, будь ласка, щоб я відправила/відправив листа*.

Scot, Scotch, Scottish див. стор. 157

set, sit див. стор. 75

short, shortly див. стор. 192

silk, silken див. стор. 154

silver, silvery див. стор. 154

sometime, sometimes

sometime прислівник колись, раніше: Come to see us **sometime**. *Зайди до нас коли-небудь*; **sometimes** прислівник іноді, інколи: He comes here **sometimes**. *Він інколи сюди приходить*.

stone, stony див. стор. 154

than, then

than сполучник ніж, від, за, як: No person may be elected President of the United States for more **than** two 4-year terms. *Жодна людина не може бути обрана Президентом Сполучених Штатів більше ніж на два чотирирічні терміни*; **then** прислівник тоді: The first Olympic games were held in London in 1908 and since **then** the games have been held in cities throughout the world. *Перші Олімпійські ігри відбулись у 1908 році в Лондоні і відтоді проводяться в містах усього світу*.

to, too, two

to дієслівна частка, прийменник до, для, у, в, на: I want him **to** go to school right now. *Я хочу, щоб він зараз же пішов до школи*; **too** прислівник також; надто, дуже:

He, too, has gone home. *Він також пішов додому; two кількісний числівник два: I'm not too hungry right now — I can't eat these two eggs. Я не дуже голодний/голодна зараз: я (просто) не можу з'їсти ці два яйця.*

usual, as usual, usually

usual прикметник звичайний, звиклий: Today, **as usual**, she was smiling her **usual** friendly smile. *Сьогодні, як завжди, вона привітно посміхалась; usually* прислівник звичайно: We **usually** arrive at school about fifteen minutes to eight. *Ми звичайно приходимо до школи за чверть до восьмої (див. також стор. 41).*

(be) used [ju:st] to, used to

used (to + noun/noun equivalent) предикативний прикметник звиклий: Our cat is not **used to** strangers. *Наш кіт незвиклий до незнайомиці/сторонніх; used* (to + infinitive) мати звичку (вжив. лише стосовно минулого): We **used to** play tennis on Saturdays. *По суботах ми зазвичай грали в теніс.*

weather, whether

weather іменник погода: What will the **weather** be like tomorrow? *Яка/Якою буде завтра погода?; whether* сполучник чи: I wonder **whether** (= if) he speaks/can speak Japanese. *Цікаво, чи розмовляє він японською?*

who, whom див. стор. 179—180; 183

who's, whose

whose займенник чий: **Whose** car is this?/**Whose** is this car? *Чий це автомобіль?; who's* скорочення — *who + is/has: Who's* (=who is) there? *Хто там? Who's* (=who has) he brought to the party? *Кого він привів на вечірку?*

worth, worthy

worth [wɜ:θ] прикметник вартий, гідний: The film is **worth** seeing. *Фільм варто подивитись. Kyiv is a beautiful city worth* visiting/(well) **worth** a visit. *Київ — чудове місто, яке варто відвідати. It's well worth* making the effort to learn English. *Варто докласти зусиль, щоб вивчити англійську мову. His remark is not worth* notice. *Не варто зважати на його зауваження (див. стор. 94); worthy* ['wɜ:ði] прикметник гідний, вартий, що заслуговує: Your act is **worthy** of punishment/to be punished. *За свій вчинок ти заслуговуєш покарання. His suggestion is worthy* of consideration. *Його пропозиція заслуговує на увагу/розгляд/те, щоб її розглянули.*

your, you're

your присвійний займенник твій, ваш: Wash **your** hands. *Вимий(те) руки; you're* скорочення — *you + are: You're* expecting too much of him. *Ти/Ви занадто багато чекаєш/чекаєте від нього.*

TECTH

Tests

I. Use the verbs in brackets in the correct finite or non-finite tense and/or voice form to complete the following. Make sure you use *to* before the infinitives if necessary and correct prepositions before the gerunds where required.

1. By tomorrow we ___ for her letter for a week. (*wait*) 2. The buildings of the city ___, the streets ___ tidy, and the people now ___ an obvious pride in the city. (*clean up, be, take*) 3. It was the worst meal I ___. (*eat*) 4. Dover ___ a strategic port since medieval times. (*be*) 5. — ___ Tom ___ his exam? — He ___. He ___ the results. (*pass* [question], *know* [negative], *have got* [negative]) 6. He ___ always ___ in the importance of education. (*believe*) 7. Pygmalion ___ in love with a statue of Galatea which he ___ in ivory, and at his prayer Aphrodite ___ it life. (*fall, make, give*) 8. The English ___ the bird 'turkey' because it ___ to England in ships which ___ with Turkey. (*call, come, trade*) 9. Robinson Crusoe ___ a fool if he ___ himself a house on his island. (*be, build* [negative]) 10. The colours of the Brazilian flag ___ in use since 1822 when the Crown Prince of Portugal, who ___ Europe in 1807 ___ Napoleon, ___ Brazil independent. (*be, flee, escape, declare*) 11. She ___ ___ all his invitations except the last one. (*say, accept*) 12. The flag of the USA ___ through 28 versions, the most recent ___ in 1960, after Hawaii ___ the Union. (*be, be, join*) 13. ___ that the work ___ properly. (*see, do*) 14. It ___ love that ___ the world ___ round. (*be, make, go*) 15. Sue ___ it ___ too cold ___. (*decide, go, swim*) 16. I ___ any invitation except the personal invitation of the President. (*accept* [negative, unreal past action]) 17. When we ___ to the park, those trees ___. (*walk, cut down*) 18. Several of John Grisham's novels and stories ___ into films. (*turn*) 19. She ___ back to the bus stop, with him ___ her. (*walk, follow*) 20. St Paul's Cathedral in London ___ the replacement for the medieval St Paul's cathedral, which ___ in the Fire of London. (*be, destroy*) 21. The computer ___ capable ___ a series of calculations or logical operations without human intervention. (*be, perform*) 22. When pocket watches ___ first ___, they ___ so heavy that their owners ___ special servants ___ them. (*invent, be, have, carry*) 23. In the United States, the harvest season ___ on Thanksgiving Day since 1621. (*celebrate*) 24. Because the motorway ___, we ___ another way home today. (*widen, drive*) 25. James Montgomery Flagg (1877—1960), an American artist and writer, ___ best ___ for his World War I ___ poster of Uncle Sam ___, 'I ___ You'. (*know, recruit, say, want*) 26. The words ___ by Nelson at the beginning of the battle of Trafalgar — "England ___ that every man ___ his duty" ___ immemorial. (*signal, expect, do, become*) 27. Despite many attempts ___ the English spelling system, so far no changes ___ since the 16th century — mainly because nobody can ___ on what the best alternative may ___! (*reform, make, agree, be*) 28. Mykloukho-Maklay, a famous nineteenth century traveller and explorer, ___ half-Ukrainian. (*be*) He ___ to a Cossack family. (*belong*) This ___ what he himself ___ in 1884: "I dearly ___ the homeland of my father, Ukraine, but this love ___ my respect towards the homelands of my mother's parents — Germany and Poland." (*be, write, love, diminish* [negative]) Perhaps through the

blood of restless, freedom-loving Cossacks Maklay ___ the love ___ (*inherit, travel*). At the age of twenty, Maklay ___ his first voyage, ___ to the Canary Islands and Morocco, after which he ___ constantly on the move. (*make, sail, be*) He ___ down the Red Sea, ___ for a brief visit to his motherland ___ his further voyages to Egypt, Saudi Arabia, South America, and Australia, ___ nothing of Papua New Guinea with which his name ___ (*sail, return, plan, say, know, associate*). ___ 1871, he ___ for almost five years among the Sepik tribes of Papua, at that time ___ by Europeans as the ___, '___ link'. (*follow, live, regard, live, miss*) ___ the Papuans unarmed and ___ a point of ___ in the open with only a blanket when he ___ in their villages, Maklay ___ the trust of the Papuans. (*visit, make, sleep, stay, establish*) Little by little they ___ in his goodwill. (*come, believe*) He ___ that he ___ able ___ the Papuan tribes against colonizers ___ a Papuan Union. (*believe, be, defend, organise*) He ___ dedicated to the ideals of his research and ___ over the information he ___ on the Malay people to powers ___ the peninsula. (*be, refuse, turn, gather, interest, colonize*)

II. Choose the correct word or phrase to complete the following sentences.

1. The amount of time ___ for their education varies according to the profession for which they are preparing themselves.
 - A. needs
 - B. in need
 - C. needed
 - D. needing
2. ___ West African states, the flag of Togo uses the Pan-African colours, first adopted by neighbouring Ghana, as an expression of African unity.
 - A. Like so many another
 - B. Like so many other
 - C. Like so much other
 - D. As so many other
3. ___ of the former British colonies, the flag of Australia was derived from the Blue Ensign.
 - A. As with many
 - B. As with much
 - C. Like with many
 - D. As so with many
4. ___ it may seem, he won the game.
 - A. Strange as if
 - B. As if strange
 - C. Strange as/though
 - D. As if/though strange

III. Choose the correct list to complete the following sentences.

1. Everyone 1 John 2 my idea.

- | 1 | 2 |
|-----------|----------|
| A. accept | excepted |
| B. expect | excepted |
| C. except | accepted |
| D. accept | expected |

2. Mike 1 me to follow my teacher's 2
- | | | |
|----|---------|---------|
| | 1 | 2 |
| A. | advise | advise |
| B. | advised | advices |
| C. | advised | advice |
| D. | adviced | advise |
3. Your 1 2 a great help 3 4 my homework.
- | | | | | |
|----|---------|------|-----|-------|
| | 1 | 2 | 3 | 4 |
| A. | advise | was | in | doing |
| B. | advice | was | to | do |
| C. | advices | were | for | doing |
| D. | advice | was | in | doing |
4. Switzerland 1 2 France, Germany, Austria and Italy.
- | | | |
|----|------|---------|
| | 1 | 2 |
| A. | lies | among |
| B. | lays | between |
| C. | lays | among |
| D. | lies | between |
5. New biological 1 2 only 3 the passage of 4.
- | | | | | |
|----|-----------|--------|--------|-------------|
| | 1 | 2 | 3 | 4 |
| A. | specie | rise | before | millennia |
| B. | specieses | arise | after | millennias |
| C. | species | arise | after | millennia |
| D. | species | arises | about | millenniums |

IV. Write the numbers 1—20 on your paper. Below the text there is a list of words/phrases. Choose the appropriate word or phrase to fill each numbered blank space in the text and write its letter opposite the number of the blank space on your paper.

Superstitions in Britain

There are many superstitions in Britain, but one of 1 is that it is unlucky to walk under a ladder — even if it means 2 the pavement into a busy street.

If you must pass under a ladder you can avoid bad luck by crossing your fingers and keeping them crossed until 3. Alternatively, you must lick your finger and make a cross on 4 of your shoe, and not look again at the shoe until the mark has dried.

Another common superstition is that it is unlucky 5 in the house — it will either bring misfortune to the person that opened it or 6. Anyone opening an umbrella in fine weather is unpopular, as it 7!

8 13 9 unlucky for some, and when the 13th day of the month falls on 10, anyone wishing to avoid an 11 12 indoors.

Black cats are generally considered lucky in Britain, 13 they are associated with witchcraft — a witch's animal-familiar is usually a black cat. It is especially lucky if a black cat 14 although in America the exact 15.

Finally, a 16 superstition is that of 17 for luck. This measure is most often taken if you think you have said something that is 18, such as 'my car 19—20!'

- | | | |
|-----------------------------|------------------------|---------------------------|
| A. stepping off | G. had better stay | N. even though |
| B. is said to be | H. to open an umbrella | O. tempting fate |
| C. the most widely held | I. has never broken | P. inevitably brings rain |
| D. inauspicious event | J. the number | Q. a Friday |
| E. opposite belief prevails | K. the toe | R. touching wood |
| F. you've seen a dog | L. touch wood | S. crosses your path |
| | M. to the household | T. commonly-held |

V. Write the numbers 1—20 on your paper. Below the text there is a list of words/phrases. Choose the appropriate word or phrase to fill each numbered blank space in the text and write its letter opposite the number of the blank space on your paper. Note that some words should be used more than once.

Origin of the United States Motto

In God We Trust, 1 2 the U.S. National Motto 3 4 1956, originated 5 the Civil War 6 for U.S. coins, although it was used by Francis Scott Key 7 a slightly different form when he wrote The Star Spangled Banner 8 1814. 9 November 13, 1861, when Union morale 10 by battlefield defeats, the Reverend M.R. Watkinson wrote to Secretary 11 the Treasury Salmon P. Chase, "12 I have felt our national shame in disowning God 13 not the least 14 our present national disasters," the minister wrote, 15 "recognition 16 the Almighty God 17 some form 18 our coins." Secretary Chase 19 with 20 21 God We Trust and backed coinage legislation that 22 of this slogan. It first appeared 23 some U.S. coins 24 1864, disappeared and reappeared 25 various coins until 1955, when Congress 26 27 all paper money and all coins.

- | | | |
|----------------------|--------------------|-----------------------------|
| A. in | F. designed | K. as |
| B. ordered it placed | G. had been shaken | L. ordered designs prepared |
| C. as an inscription | H. authorized use | M. on |
| D. by Congress | I. during | N. suggesting |
| E. of | J. the inscription | O. From my heart |

VI. Which word has a similar meaning to the underlined word in each of these sentences?

1. She does not take any drugs, except aspirin for colds.
 - A. including
 - B. accepting
 - C. although
 - D. but
2. John Osborne's first play *Look Back in Anger* lent its name to the group of modern English writers now known as "the angry young men".
 - A. borrowed
 - B. took
 - C. put
 - D. gave
3. Helen fetches a towel from the bathroom.
 - A. brought
 - B. took
 - C. provided
 - D. accepted
4. Students having medical excuses were excepted from physical education requirements.
 - A. were included
 - B. were accepted
 - C. were excluded
 - D. were agreed
5. The rain did not affect my plans.
 - A. improve
 - B. effect
 - C. change
 - D. accept
6. Today, many countries enact licensing laws, but these are generally for the protection of the animals rather than the hunters.
 - A. make
 - B. happen
 - C. put
 - D. discuss
7. Besides cleaning my brother's room I help him with his homework.
 - A. including
 - B. except
 - C. although
 - D. in addition to

VII. Which word means the opposite of the underlined word in each of these sentences?

1. He can't stop thinking about his exams.
 - A. cease
 - B. accept
 - C. finish
 - D. begin

XII. Which sentences have similar meanings?

- | | |
|---|---------|
| 1. It was half past ten in the morning. | A. 1 |
| 2. It was 10.30 p.m. | B. 1, 2 |
| 3. It was half past ten at night. | C. 2, 3 |
| 4. It was 9.30 a.m. | D. 1, 4 |

XIII. Which one sentence is correct?

- 1 A. They were among the last to have arrived.
 B. They were between the last to arrive.
 C. They were among the last to arrive.
 D. They were between the last to have arrived.
- 2 A. Everyone except Mary have accepted the invitation.
 B. Everyone except Mary has accepted the invitation.
 C. Everyone expect Mary has accepted the invitation.
 D. Everyone accept Mary have accept the invitation.
- 3 A. With a ball of thread, Ariadne helped Theseus find his way out of the labyrinth where he was confined to be devoured by the Minotaur.
 B. With a ball of thread, Ariadne helped Theseus find his way out of the labyrinth where he had been confined to devour by the Minotaur.
 C. With a ball of thread, Ariadne helped Theseus find his way out of the labyrinth where he had been confined to be devoured by the Minotaur.
 D. With a ball of thread, Ariadne helped Theseus find his way out of the labyrinth where he confined to devour by the Minotaur.
- 4 A. He didn't give me many advices.
 B. He didn't give me a lot of advices.
 C. He didn't give me much advice.
 D. He didn't give me much advise.
 E. He didn't give me many advice.

XIV. In which sentences are the underlined words used correctly?

- | | |
|---|------------|
| | A. 1 |
| 1. I am <u>afraid</u> the flood <u>will affect</u> all of them. | B. 1, 2 |
| 2. Rain is expected <u>to effect</u> the final score. | C. 1, 2, 3 |
| 3. Lack of sleep <u>affects</u> health. | D. 2, 3 |

XV. Read the following texts, in which the sentences are numbered, and decide in which sentence the underlined word (form) is incorrect or is used incorrectly.

A. 1. The Rubicon, a small stream that flows into the Adriatic, in Roman times marked the boundary between Cisalpine Gaul and ancient Italy. 2. In 49 B.C. Julius Caesar crossed the Rubicon and marched against Pompeii in defiance of the senate's orders. 3. He thus committed myself to conquer or to perish, and 'to cross the Rubicon' now means to take an irrevocable step.

B. 1. When King Charles the First was executed in 1609 his son became King Charles a Second. 2. Since he was the rightful King of England Charles II was not in a position to rule the country. 3. In the Civil War among his father King Charles I and the Parliament the King had been defeated. 4. England was governed by a body of men known like Puritans whose leader was named Oliver Cromwell. 5. Charles II fled to France where like the grandson of the Scottish King James VI he was crowned. 6. He was now King of Scotland but his intention was to return to England with an army of Scotch soldiers and to regain the English Throne which his father had lost.

C. 1. The Nobel Prize is an award which is given for outstanding achievements in physics, chemistry, physiology and medicine, literature, or economy. 2. The awards were established by the will of Alfred Nobel (1833—1896), a Swedish chemist and engineer which invented dynamite and left a fund to provide annual prizes in the first five areas listed above. 3. This prizes were first given in 1901. 4. A prize in economics was established in 1968 from funds provided by the Swedish National Bank and was firstly awarded in 1969. 5. Each prize consists of a golden medal, a sum of money, and a diploma with the citation of award. 6. The amount of moneys available for each prize varies from year to year. 7. The Nobel Prizes are awarding without regard to nationality. 8. The awards are made in December 10, the anniversary of Nobel's death. 9. A prize is sometime shared; several times the Nobel Peace Prize has been given to an organization.

A	B	C
A. 1	A. 1, 2, 3	A. 1, 2, 3
B. 1, 2	B. 1, 2, 3, 4	B. 2, 3, 4, 5, 6, 7
C. 2	C. 1, 2, 3, 4, 5	C. 2, 3, 4, 5, 6, 7, 8
D. 3	D. 1, 2, 3, 4, 5, 6	D. 1, 2, 3, 4, 5, 6, 7, 9

XVI. Write the numbers 1—17 on your paper. Then read the following sentences carefully and decide if the underlined words/phrases are correct/used correctly or if they are incorrect/used incorrectly. Write the letter of the underlined example(s) of incorrect usage opposite the corresponding number of the sentence on your paper. If you find no example of incorrect usage among the underlined parts, write E (= no error) opposite the number of the sentence.

A. 1. Riding a bicycle is not same as to drive a car. No error.

A B C D E

2. It's beauty, history and location make Kyiv a fascinating place visiting.

A B C D

No error.

E

3. The basis of the Cook's Islands flag is the Blue Ensign, emphasising indirectly their links with the Commonwealth though New Zealand. No error.
 A B C
 D E
4. In England the New Year is not as widely or as enthusiastically observed as Christmas. No error.
 A B C D
 E
5. Several islands of the British coast, for example the Isles of Scilly, are also part of the United Kingdom, although the Channel Islands and the Isles of Man are not. No error.
 A B C D
 E
6. Today, tea is consumed in greater quantity then any other beverage except water. No error.
 A B C D
 E
7. Skiing, camping, hiking, and wind surfing are all activities through that I've met athletic, fun and people. Same with most team sports. No error.
 A B C
 D E
8. The Civil War occurred mainly due to the economical differences between the North and the South. No error.
 A B C D
 E
9. Dickens enjoyed to read his own stories aloudly. No error.
 A B C D E
10. There were a few piece of furnitures missed from the hall. No error.
 A B C D E
11. Livingstone christened the great waterfall, which was a mile wide and twice as high as Niagara, "The Victoria Falls", after the than reigned Queen, and it is still marked on the map by this name. No error.
 A B C
 D E
12. In 1818 Walter Scott wrote a novel in which the name Rob Roy figures. Rob Roy means 'red Rob'. The real name of the person describing in the novel was Robert MacGregor. He was a Scottish outlaw and may be comparable to England's Robin Hood. No error.
 A B C
 D E

Chernobyl

13. The world's worst nuclear power plant disaster occurred in Chernobyl, Ukraine, in April 1986. No error.
 A B C D E
14. Radioactive contamination rendered nearly 100 settlements uninhabitable and affected more than 2000 settlements in 12 regions. No error.
 A B C D E
15. Vast territories had become unfit for agricultural, forestry or recreational use for generations. No error.
 A B C D E
16. People evacuating from the zones of greatest contamination, lost their dwellings, jobs, and personal property along with their economic and community ties. No error.
 A B C D E
17. In February 3, 1994, the Ukrainian Parliament ratified a January 14 agreement with Russia and the U.S. calling for deactivation of Ukraine's nuclear arsenal. No error.
 A B C D E
18. On December in the 15, 1999, Chernobyl Nuclear Power Plant had been closed for a good. No error.
 A B C D E
- B. 1. A missing fifteen-pages section from Mark Twain's The Adventures of Huckleberry Finn, discovered in a Hollywood attic, was published sometimes ago. No error.
 A B C D E
2. Twain's full tale came to light when an original manuscript — worthy about £1m — turned up after lying hidden for more than 100 years. No error.
 A B C D E
3. Soon after finishing the book, the author donated the manuscript to a library in Buffalo, New York, at the request of James Gluck, a local lawyer. No error.
 A B C D E

XIX. Why does the author mention Charlie Chaplin?

- A. to support his statement that laughter depends on a sense of humour
- B. to criticize certain comic stereotypes
- C. to say that ability to laugh distinguishes us from animals
- D. to say that people, unlike animals, enjoy the ability to laugh

XX. The word 'effect', used in the second paragraph, can best be replaced by the word

- A. idea
- B. result
- C. influence
- D. cause

XXI. The conjunctive phrase *no matter which* in the last sentence introduces a clause expressing

- A. condition
- B. purpose
- C. contrast
- D. time

XXII. According to the passage, the word 'enjoy' can best be replaced by

- A. are fond of
- B. hate
- C. dislike
- D. have

XXIII. The little man at odds with society is a man who

- A. does not care what people say
- B. disagrees with society
- C. is treated with indifference
- D. does not care about it

XXIV. In the second sentence, what does the author refer to as luxury?

- A. animals
- B. ability
- C. universe
- D. humour

XXV—XXX. Read the following short text.

In the United States, a person can take credit only for what he or she has accomplished by himself or herself. Americans get no credit whatsoever for having been born into a rich family. (In the United States, that would be considered ‘an accident of birth’.) Americans pride themselves in having been born poor and, through their own sacrifice and hard work, having climbed the difficult ladder of success to whatever level they have achieved — all by themselves. The American social system has, of course, made it possible for Americans to move, relatively easily, up the social ladder.

Take a look in an English-language dictionary at the composite words that have the word ‘self’ as a prefix. In the average desk dictionary, there will be more than 100 such words, words like self-confidence, self-conscious, self-contented, self-control, self-criticism, self-deception, self-defeating, self-denial, self-discipline, self-esteem, self-expression, self-importance, self-improvement, self-interest, self-reliance, self-respect, self-restraint, self-sacrifice — the list goes on and on. This list is perhaps the best indication of how seriously Americans take doing things for one’s self. The ‘self-made man or woman’ is still very much the ideal in the 21st-century America.

XXV. The author implies that self-made people are people who

- A. work hard
- B. have become successful through their own efforts
- C. are self-centred
- D. have been born into a rich family

XXVI. In the first sentence of the second paragraph, who must take a look...?

- A. you
- B. we
- C. Americans
- D. a person

XXVII. Why does the author give a lot of words with the prefix ‘self-’?

- A. To list the words with the prefix ‘self-’
- B. To say that Americans pride themselves in having been born poor
- C. To say that self-criticism is highly valued in the American society
- D. To say that Americans prefer to rely on themselves in whatever they do

XXVIII. According to the text, what is one of the values Americans live by?

- A. self-deception
- B. self-interest
- C. self-help
- D. self-criticism

- XXIX.** The noun 'credit' as it is used in the first two sentences means
- A. delayed payment
 - B. approval or praise
 - C. achievement
 - D. good behaviour

- XXX.** According to the first paragraph, 'an accident of birth' can best be replaced by
- A. an event that happens without anyone planning it
 - B. an unpleasant event
 - C. a misfortune
 - D. an incident

- XXXI.** In the third sentence of the second paragraph, who makes/make sacrifice?
- A. Americans who are poor
 - B. Americans who work hard
 - C. Americans who are born poor but work hard and become successful
 - D. Americans who are successful in life whether they are born rich or poor

- XXXII.** In the second sentence of the second paragraph, the word 'average' can best be replaced by
- A. unusual, special
 - B. entire, whole
 - C. good, standard
 - D. usual, ordinary

XXXIII. Read the following text. For each numbered sentence, choose the missing word from the options given below. (The word before which the missing word should be used is given in brackets. Note: In sentence (1) two words are missing.)

1. If we endeavour form our conceptions upon history and life, remark three classes of men. 2. The first consists of those for whom the chief thing the qualities of feelings; these men create art. 3. The second consists of the practical men, who carry on the business of world. 4. They respect nothing but power, and respect power only far as it is exercised. 5. The third class consists of men whom nothing seems great but reason. 6. For men of the first class, nature is a picture; for men of the second class, it is an opportunity; for men of the third class, it is a cosmos, so admirable to penetrate to its ways seems to them the only thing that makes life worth living. 7. Those are the natural scientific men; and they are the only men have any real success in scientific research.

1.

(a)

- A. to (endeavour)
- B. to (form)
- C. for (our)
- D. the (three)

(b)

- A. the (history)
- B. the (life)
- C. we (remark)
- D. the (men)

2.

- A. men (consists)
- B. do (carry)
- C. is (the qualities)
- D. the (art)

3.

- A. the (world)
- B. in (the world)
- C. in (the world)
- D. around (the world)

4.

- A. is (seems)
- B. to (respect)
- C. the (power)
- D. so (far)

5.

- A. the (men)
- B. to (whom)
- C. is (seems)
- D. the (reason)

6.

- A. the (men)
- B. that (to penetrate)
- C. one (thing)
- D. the (life)

7.

- A. that (have)
- B. which (have)
- C. a (scientific)
- D. the (scientific research)

XXXIV. According to the above text, the author mentions three classes of men

- A. in our endeavour to form our conceptions upon history and life
- B. attempting to create our conceptions upon history and life
- C. to say that there are other classes of men worth speaking about
- D. trying to form his conceptions upon history and life

XXXV. Translate into English.

1. Нова економічна політика, безперечно, торкнеться всіх нас. 2. Він залишив удома зошит із вправами, до того ж він не виконав домашнє завдання. 3. Він не був остаточно впевнений, що розумно вклав гроші. Не забудь зв'язатися з ним і дати кілька порад. 4. Наступного тижня комітет доповість про своє рішення. Загалом кажучи, комітет схвалив вашу ініціативу. 5. Тобі конче потрібно підстригтися. Коли ти підстригався останнього разу? Чому я завжди маю примушувати тебе підстригатися? 6. Мій брат завжди був (= і є зараз) дуже охайною людиною. Його девізом завжди було: «Залишай місце таким, яким ти хотів би його знайти для себе». 7. Він був найменш досвідченим спортсменом у команді. Йому не пробачили його помилки. 8. Напевне, він пам'ятав, що в китайському письмі літери схожі на маленькі малюнки, інакше він би не відповів правильно на запитання. 9. Хто

перший відкрив, що один дельфін може передавати накази іншому? 10. Вона сказала, що розуміє: будь-хто був би проти, щоб з нею/ним так поводитись, і додала, що будь-яка дівчина скаже мені те ж саме. 11. Усі, напевне, знають, що єдиний птах, котрий вміє ходити прямо, як людина,— це пінгвін, а найбільші яйця не-суть, здається, страуси. Не дивно, що на фермі ми бачили десятки страусів. 12. Роберт старший за Джека. Тут він найстарший хлопчик. Він одного віку з моїм старшим братом. 13. Вчителька сказала, що кожний, хто звернувся, може користуватися бібліотекою. 14. Я запитав, чи є хто-небудь вдома, а потім вручив сестрі подарунок, який недавно купив. 15. 2000 рік — сторічний (тобто який закінчується на -00) високосний рік, останній такий рік був 1600. На відміну від звичайних високосних років, які повинні ділитися лише на 4, щоб вважатися такими, сторічні високосні роки повинні ділитися на 400. 16. Лектор запевнив нас, що як будуть зроблені ці аналізи, то достатні дані про різні види манго стануть доступні. Він пообіцяв надати подальшу інформацію пізніше. 17. Цікаво, чи знаєш ти, що коли б монету та перо кинули у безповітряний простір, вони б разом досягли Землі? 18. Дівчинка боялася погладити кота. Вона боялася, що кіт її подряпає. 19. У той час в нашому містечку жило, мабуть, близько тисячі сімей. Часто можна було бачити, як на луках пасеться худоба. 20. Я щойно купив два кіла яблук та півкіла черешні. Шкода, що я не купив черешні більше. 21. Чи знаєш ти, що найпопулярніше прізвище в Шотландії — це Сміт? На кожну тисячу людей у Шотландії припадає 16 Смітів. 22. Нам сказали, що дорогу ще ремонту-ють. 23. Оскільки злива вщухла, він пішов купатися. Він пішов на пляж сам — у нього мало друзів, але він не відчуває себе самотнім. 24. Те, що Олена сказала вчора, абсолютно не відповідає істині. Її брат почав вивчати англійську на днях. Не може бути, щоб на сьогоднішній день він досконало оволодів нею. 25. Сказав-ши, що переживає, щоб ніхто не постраждав, він вийшов з кімнати. 26. Андрій за-був, що пообідав, і з готовністю приєднався до нас. Здається, їжа — його єдиний інтерес у житті, хоча він зазвичай повторював, що треба їсти, щоб жити, а не жи-ти, щоб їсти. 27. Наші гості ще не приїхали. Вони мали прибути до Києва о другій дня, але літак було затримано на дві години. 28. Шкода, що ти не подивилася цей фільм. Це найкраща комедія, яку я будь-коли бачила. Як тільки друг мого брата поверне відеокасету, можеш узяти її. 29. Шкода, що ніхто тут не знає китайської. Невже нам доведеться запрошувати перекладача? 30. Не може бути, щоб він при-готував омлет, не розбивши яєць. 31. Він сказав, що їм задали велике домашнє за-вдання і йому потрібно ще трохи часу, щоб закінчити доповідь. 32. Він не міг нікому нічого сказати про наш приїзд. Напевне, вони дізналися про це з газет. 33. Якби мені не треба було готуватися до іспиту, я показав би вам наше місто вчора ввечері. 34. Ви були коли-небудь у Лондоні? — На жаль, ні, але незабаром ми їдемо до Англії і обов'язково проведемо кілька днів у Лондоні. 35. Я не бачив його з того часу, як він кинув малювати. Сталося так, що він зайнявся політикою. 36. Ми прибули, коли саме грали державний гімн.

ТЕМИ ДЛЯ ОБГОВОРЕННЯ

Topics for discussion

ПРО МОЮ СІМ'Ю ТА ПРО МЕНЕ

About my family and myself

My name is Helen Kulyk. I was born in March 1983 in Lviv. I come from a good Ukrainian home, have loving parents, a nice flat to live in, and a brother to talk to. There are four of us in our family, actually: my father, my mother, my brother and myself. When I was a child my family lived in the centre of Lviv. When I was five, I went to a nursery school in Lviv and I enjoyed it immensely. When I was eleven, our family moved to Kyiv because my father got a job at one of the ministries there. I went to a school in Kyiv which I finish in a few years.

My father is in his mid-forties but he looks much younger. He has a smooth, wide and high forehead. My father has straight, dark hair and green eyes. He is very intelligent, fair and kind. My father has a job as an economic adviser. My mother is an English teacher. She is a very kind person with a good sense of humour. She's in her mid-forties but looks and sounds much younger. My mother has got pretty short chestnut hair and blue eyes. She is very beautiful.

My brother's name is Andrew. He is neither younger nor older than I am — we are the same age because we are twins. My brother and I are slim. We both resemble our parents. Andrew looks more like Mum and I look like Dad. I've got his small mouth and short nose — but I've got our mother's personality while Andrew has got our father's personality. Andrew and I have both got dark hair. I've got straight hair, but my brother has got curly hair and blue eyes. We go to school together. We are in the same class. In my family we are all tall. We all wear glasses.

Andrew is a good talker and is always full of anecdotes. He is also cooperative, intuitive and very determined. He is willing to ask for and be asked for help. I can say that he is not only my brother but also my best friend. If I tell him anything in confidence he will never pass the information to anyone. Neither do I discuss what I was told in confidence.

We usually have three meals a day: a small breakfast before leaving home for school, lunch (or dinner) after returning home from school and dinner (or supper) in the evening. We usually have steak or pork chops, sometimes we have chicken or fish. Between 7 and 8 p.m. we usually sit down as a family to have supper together. Each of us describes something interesting about our day.

Our parents care a lot about our interests. They like to talk to us. Both Mother and Father try to ensure that their affection is equally shared between the two of us. We used to share our joys and sorrows with our parents. We always tell our parents about our latest activity or hobby. Our father taught us how to roller-skate and our mother taught us to swim. When we grew older Andrew tried to teach Father how to ride on a wind-surfer but I'm sorry to say he never learned how to do it. Our father has taught

Andrew to play the guitar. He plays the guitar very well now. Our neighbours, a young family, are musicians. Sometimes Andrew joins them and they perform for us together. When I was six Andrew taught me how to play chess. I am happy when we play chess together. We all read a lot in our family and spend a lot of money on books.

We always miss our parents when they go away. Our parents give us enough freedom. They don't ask where we're going when we go out — as long as it's in the area. But we have to be back home by 8 or 8.30. Our parents don't like our staying out late. I agree with my mother that it is a bad habit coming home late every day. Our parents have always told us that the truth is best. They know that their son and daughter can be trusted. They know that we will not let them down. Our parents are our friends.

We also care for our parents. Everyone admired the living-room which we had decorated for our mother's birthday. My brother and I came home immediately after school. We washed the windows, cleaned the windowsills and our father painted them.

My parents both work, that is why they share the task of food purchase and preparation. We usually shop for food at grocery stores or farmer's markets. The shopping is usually done by my parents. They do most of the grocery shopping once each week. My brother and I often help them as well — we usually buy milk, bread and other perishables during the week.

Another important member of our family is our cat Tiddles. Once, when we were walking home from school a tiny kitten followed Andrew and me home. We could not resist bringing him home and we still enjoy his company. Tiddles washes himself endlessly. We often watch him playing with his tail.

We've got two uncles and an aunt. Uncle George has two young children; so has Aunt Mary. Their children are our cousins. My cousins live in Kharkiv. Uncle Anton is only fourteen, so he hasn't got any children, but he's got a rabbit, a dog, a terrapin, a turtle, and a hamster.

My life is centred around my family, my school, my friends, and sports.

Answer the following questions:

1. What is your (first/middle/last) name?
2. Does your family name have a meaning in your native tongue?
3. How old are you?
4. Where and when were you born?
5. Where did you grow up?
6. Where do you live now?
7. Have you got any brothers (sisters, cousins)?
8. Do you have any pets?
9. When is your birthday?
10. How do you like to celebrate your birthday?
11. When was your mother/father/sister/brother born?
12. What do you like to give as a birthday gift to your mother/father/brother/sister/cousin?
13. Who cooks for your family?

14. Do you make your own breakfast? If not, who makes it for you?
15. How often do you cook your own meals?
16. Who does the laundry in your family?
17. Who washes the dishes?
18. Where and when do you shop/go shopping?
19. Which shops in your neighbourhood do you like best? Why?

МОЄ ПОМІШКАННЯ

My flat

We live in a three-bedroom flat on the third floor in a modern nine-storey **block of flats** (an apartment building) with all modern conveniences. Our flat, which is not very large, is very nicely furnished. But we don't have much furniture, though. Our flat is air-conditioned. A high ceiling creates a feeling of spaciousness. Our flat, like every flat in the block of flats, is equipped with central heating. In our block of flats there is also a chute on each floor into which we dump our garbage.

In the **hall**, just inside the front door, there are a few closets for storing clothes and a mirror on the wall. The light switch is beside the mirror. There is also an umbrella and footwear stand. It is from the hall that the other rooms are reached.

Our flat has a spacious **kitchen** and dining area. It includes a gas stove and an oven, a refrigerator, cupboards for storing preserved foods, utensils and dishes (plates, salad bowls, saucers, a soup bowl, a tea pot, silverware, tablespoons, teaspoons, a pie server, serving spoons, glasses, napkins, pitchers, a pepper shaker, a salt shaker, tablecloth, candlesticks, vases), a sink with hot and cold water, a covered plastic bin for kitchen waste, a counter for preparing food, a few shelves and a dining table. Washing powder is stored in the cupboard on the left. We also have an electric kettle, a toaster, a food-processor, a mixer, a washer, but we do not have an automatic dishwasher. Neither do we have a microwave oven. On one of the walls of our kitchen there is a cuckoo clock — a cuckoo emerges whenever the clock strikes the hour. Our kitchen is spacious enough to serve as our dining room.

We also have a **bathroom**, including a bath and shower, a toilet, a sink with a mirror and a rack in the right-hand corner. There are many different things on the rack: a soap-dish with a cake of soap, a few tooth-brushes, toothpaste and a comb.

On the polished parquet floor of our **living room** there's a couch, a table and a couple of armchairs. On the left there is a large window with beautiful curtains hanging from the top of the window. Under the window there is a radiator with a switch to regulate the temperature. Next to it there is a piano with a low music-stool in front of it. There is also a sofa with an elegant sofa table behind it, on which there are a few nice photographs of my family, and a coffee table next to it. On the right there is a standard

(floor) lamp and a flower in a nice flower pot. The floor is covered with a beautiful woolen thick Chinese carpet. There is also a hi-fi unit (a stereo system), a CD player, a TV and a VCR. Our television is connected to cable TV, so more channels are available to our television. We have a nice collection of videotapes and CDs. The living room is a favourite place of our family, where we all like to relax, watch TV, listen to music and chat. A beautiful chandelier is hanging from the middle of the ceiling. At night, when it gets dark, we switch on the light and draw the curtains. From the balcony of our living room you can see the Dnipro.

My parents' **bedroom** has two beds with a bedside table next to each, two woolen rugs on the floor, and a dressing-table. On the dressing-table there is a looking-glass, a few hair-brushes and a comb as well as a hand-mirror. There is a nice bedspread on each of the beds. There are also two wardrobes for storing clothes, such as suits, dresses, trousers, skirts, etc., which hang on coat-hangers, and a chest of drawers to keep clean linen, such as pillowcases, sheets, shirts, handkerchiefs, socks, and underwear. The dirty linen is put in a linen basket.

I have **my own room**, where I entertain my friends. My room is also my bedroom. My room is a little larger than my brother's and it has more furniture in it. A large wooden table dominates the centre of the room. There is also a bookcase, an armchair and a few chairs, a bed and a beautiful carpet on the floor. Unlike my brother's room, which is decorated with pictures of all his favourite sports figures, my room abounds with books and pot plants. On one of the walls there is a painting my friend gave me for my last birthday. For school work and games, my brother and I share a PC (personal computer), which is in his room.

Answer the following questions:

1. Where do you live now?
2. Do you live in a flat or in a house?
3. Where is your flat?
4. What's your address? (Flat/Apartment Number, Street, City/Town, Country)
5. How long have you lived there?
6. What's your telephone number?
7. Do you have a big flat/house?
8. How many rooms are there in your flat?
9. When did you move into your flat?
10. How big is the living room?
11. Do you have neighbours?
12. Do you like them?
13. Do you like where you live now?
14. Does your kitchen have all modern conveniences?
15. Do you like your (bed)room?
16. How much rent do you pay?
17. What furniture do you have?

18. Where do you study/watch TV/eat breakfast?
19. What room do you eat in at home?
20. Where do you keep your clothes?
21. Do you have your own room?
22. How many windows/doors does it have?
23. What furniture is there in your room?
24. What do you see from the window of your room?
25. What is on the walls/floor?
26. Is your sister's/brother's room bigger than yours?
27. Do you agree with what the poem given below says about a house?

YOUR HOUSE

The beauty of a house is harmony.

The security of a house is loyalty.

The joy of a house is love.

The plenty of a house is in children.

(Author unknown)

МІЙ РОБОЧИЙ ДЕНЬ

My working day

My working day is a weekday when I go to school. Since I go to school five days a week, I have five working days a week. I usually get up at seven o'clock because I have to be in time for school which starts at 8.30. Punctually at seven in the morning the alarm clock rings and wakes me up. I get out of bed, put on my slippers and go into the bathroom. I clean my teeth and do my morning exercises. Then I go into the bathroom again, where I turn on the hot and cold taps. While the water is running into the bath, I wash my face and neck. Then I turn off the taps and have my bath. Sometimes I have a shower. When I've dried myself with a towel, I get dressed.

Then I have breakfast. I usually have porridge, tea, cocoa or coffee, toast and orange juice for breakfast. When I've had breakfast, I go to school. The school is not very far from my house. You can walk if you want to. If I am not in a hurry and if the weather is fine, I walk to school. It takes me about half an hour to get to school on foot, but more often than not I go to school by bus. There's a bus stop near my house. I usually get the bus there. You don't have to change bus(es). About three blocks from here I get off the bus. It takes me about ten minutes to get to school by bus.

I stay at school till 3 or 3.30. Sometimes I have lunch there. When I get home from school I have a short rest, water the pot plants, feed my dog Pilot and then do my

homework as I prefer to have more free time in the evening, when I can watch TV, walk Pilot in the park, relax or do what I choose to. I usually have dinner at home with my family around five or six o'clock.

I take care that my school uniform is neat and tidy. I usually have it cleaned regularly. I also put covers on my school books. Besides, I try to keep my room neat and tidy. I vacuum clean it myself twice a week and try to do my best to help my mother about the house. Sometimes I even make my own breakfast and once in a while cook for the whole family. I usually have a light supper around eight o'clock. Sometimes it's earlier and sometimes it's later.

At about ten o'clock, when I feel tired and sleepy, I go up to my bedroom and switch on the light. I take off my shoes or slippers, undress and put on my pyjamas. Then I get into bed and switch off the light. After a few minutes I fall asleep. I sleep the whole night through.

Answer the following questions:

1. What time do you usually get up on weekdays?
2. What time do you eat breakfast?
3. What is a typical breakfast for you?
4. Do you usually eat breakfast with your family?
5. Do you always have breakfast?
6. Do you have a large breakfast?
7. Do you ever make your own breakfast?
8. When do you leave for school?
9. How much time does it take you to get to school?
10. Do you walk to school?
11. What vegetables do you usually use for salad?
12. What is your favourite sandwich?
13. Where do you have dinner?
14. Do you eat lunch at home or in a cafeteria?
15. How often do you have your school uniform cleaned?
16. Do you put covers on your school books?

Do you know that ...

Dinner is 1) the main meal of the day, eaten in the middle of the day or in the evening. Would you like to come over for **dinner** on Saturday? *Приходь до нас, будь ласка, на обід у суботу.* We're having fish for **dinner** tonight. *Сьогодні у нас на обід риба.* **school dinner** is a meal provided at school in the middle of the day. I sometimes eat **dinner** at school. *Інколи я обідаю у школі.* 2) a formal occasion when an evening meal is eaten, often to celebrate something: They're giving a din-

ner in honour of his retirement. *На честь його виходу на пенсію вони влаштовують обід.*

Supper is the last meal of the evening: When do you usually have supper? *Коли ти зазвичай вечеряєш?*

Lunch is a meal eaten in the middle of the day: Where did you go to/have lunch? *Де ти обідав/обідала (ви обідали)/Куди ти ходив/ходила (ви ходили) обідати?*

МОЯ ШКОЛА

My school

I've been attending school since I was 6. Our school is a spacious two-storey building with a football stadium behind it and a beautiful park next to it. Every year at the graduation ceremony each pupil plants a tree there. The school day is between 8.30 a.m. and 3.30 p.m., Monday to Friday. If I have dinner at school, I usually have it in a cafeteria. School terms last from September 1 to mid-June, with the exception of approximately two weeks in January, a spring break of one week, in March, and public holidays. The pupils are required to be in school all day. We receive here theoretical as well as practical education. In our school the pupils are also taught how to do things — how to prepare a meal, how to make a dress, how to use a computer or a fax machine.

Among the numerous subjects taught at our school, such as Ukrainian (language and literature), English, German, history, mathematics, biology, chemistry, computer science, English and computer science are my favourite. My English is rather fluent and I can operate the computer myself now. We all enjoy the new computer. We can work on it twice a week. The pupils raised the money for it by producing a very successful show.

We can use laboratories, workshops and other resources of the school as well as the library. We have a very good library. All the books in our library are organized into categories and are then arranged alphabetically within their category, which makes it possible to locate any book quite easily. There is also a gym in the school building, where we have PE (PT), a lesson in which pupils do physical exercises or sport. Extracurricular activities for school children (i.e. sports, games, clubs and other non-compulsory school activities) usually take place at the school after 3.30 p.m. School teams participate regularly in tournaments which are arranged between schools within the local or city area.

In senior classes, pupils must take core compulsory courses and may choose among a variety of optional courses that allow them to direct their studies towards their life goals. We are encouraged to make these choices for ourselves, with the advice of our teachers and parents. Parent meetings are regularly held at our school. These are formal opportunities for parents to discuss their children and their progress with teachers.

A high level of discipline is expected in the school. I should say that our teachers are strict but just. You should be ready to stand up when they call your name. We learn when our teacher helps us. Our teacher marks and returns our papers. The teacher

praises the pupils who work hard and make good progress. If you are late for school or if you do not work hard enough, you are expected to be reprimanded by your teacher. Our teachers give us good advice. They used to tell us, for example, that if people do not succeed at first, they should try again and what one says to hurt others usually returns to hurt oneself. My teacher's advice is usually a great help in doing my homework. Besides, pupils are helped to adopt a positive approach to the environment.

I have a lot of friends in my class. Generally speaking, all the pupils in my class are friendly and co-operative. The girl sitting in front of me often helps me with my maths. For my part, I am making every effort to be co-operative too. Frankly speaking, I'm excited to go to school in the morning because I want to learn more.

Answer the following questions:

1. Where do you study?
2. Which school do you go to?
3. How long have you been studying there?
4. In what grade do you study?
5. What subjects are you taught at your school?
6. What are your favourite subjects?
7. What subjects are you good at?
8. Are there any optional courses?
9. Do you have a lot of spare time?
10. How many days a week do you go to school?
11. When does school start (begin)?
12. How many lessons/periods a day do you have?
13. How much homework are you usually given?
14. Where do you usually do your homework?
15. How much time do you spend doing your homework?
16. Do your parents check whether you have done all your homework?
17. Is the school very far from where you live?
18. When do you leave for school?
19. Do you walk to school or get there by (trolley-)bus?
20. Where do you catch the bus?
21. Does this bus go directly to your school?
22. Where do you get off the bus?
23. Do you like your school? Why?
24. Do you remember your first/last day at school?

25. Do you like your teacher(s)?
26. What do you think you need to be a good teacher?
27. Would you make any changes in your school if you were its headmaster/headmistress?

Do you know that...

A **pupil** is a child who is studying at a secondary school (esp. BrE).

A **student** is a person who is studying at 1) a university or college, 2) a secondary school (esp. AmE).

OCBITA

Education

Ukraine has always been praised for high intellectual potential and high educational standards of its population. Education in Ukraine has centuries-old history, national traditions and high prestige in the world. Today about 86 percent of Ukrainian citizens over 15 years of age have secondary or higher education. Education in Ukraine starts at the pre-school level, with over 37 thousand pre-school institutions operating in the cities, towns and villages of Ukraine, and continues at the school level. Education through ninth grade is compulsory. Following independence, a limited degree of curriculum revision has been attempted through experimentation with new core and elective course offerings, and the opening of new schools for academically gifted children.

According to the *Law of Education of Ukraine*, the system of higher education includes several categories of higher educational institutions (vocational training schools; technical secondary schools and colleges; classical, technical, medical, agrarian and other universities and academies), which correspond, as a rule, to four levels of accreditation. The levels of accreditation, in their turn, represent the hierarchy of degrees conferred on the graduates according to their qualifications: Junior Specialist, Bachelor, Specialist and Master. Graduates of higher educational institutions who have demonstrated outstanding inclinations for research may join a post-graduate or a doctoral course.

School is compulsory in **Britain** for young people between the ages of 5 and 16. Over 90 per cent attend mixed state schools, the rest go to independent (fee-paying) schools. From an early age children learn English, mathematics, science, design, information and technology, history, geography, art, music and PT. Later, at least one modern language is added. By the age of 14 the obligatory subjects include English, mathematics, science, technology, PT and a modern language. At 16, young people take GCSE exams. They can then leave school but there are few jobs for unskilled workers; 75 per cent stay at school for further education or take up vocational training.

The **United States** does not have a national school system. Nor, with the exception of the military academies, are there schools run by federal government. But the government provides guidance and funding for federal educational programmes in which both public and private schools take part, and the U.S. Department of Education oversees these programmes. About 90 percent of American students below the college level attend public elementary and secondary schools, which do not charge tuition but rely on local and state taxes for funding. Traditionally, elementary schools include kindergarten through the eighth grade. In some places, however, elementary school ends after the sixth grade, and students attend middle school, or junior high school. Similarly, secondary school, or high school, traditionally comprises grades nine through twelve, but in some places begins at the tenth grade.

Most of the students who do not attend public elementary and secondary schools attend private schools, for their families pay tuition. Four out of five private schools are run by religious groups. In these schools religious instruction is part of the curriculum, which also includes the traditional academic courses. (Religious instruction is not provided in public schools.) There is also a small but growing number of parents who educate their children themselves, a practice known as home schooling.

A college is a four-year institution of higher learning that offers courses in related subjects. Many colleges are independent and award bachelor's degrees to those completing a programme of instruction that typically takes four years. But colleges can also be components of universities. A large university typically comprises several colleges, graduate programmes in various fields, one or more professional schools (for example a law school or a medical school), and one or more research facilities.

Every state has its own university, and some states operate large networks of colleges and universities. Unlike public elementary and secondary schools, public colleges and universities usually charge tuition. However, the amount is often much lower than that charged by comparable private institutions, which do not receive the same level of public support.

Whether public or private, colleges depend on three sources of income: student tuition, endowments (gifts made by benefactors), and government funding. A student who has graduated from a highly regarded college may have a distinct advantage as he or she seeks employment. Thus, competition to get into the more renowned college can be intense. A college student takes courses in his or her 'major' field (the area of study in which he or she chooses to specialize), along with 'electives' (courses that are not required but chosen by the student). It has been estimated that American colleges and universities offer more than 1,000 majors.

Match the questions on the left with the responses on the right.

- | | |
|--|---|
| 1. What can keep you at school longer? | A. Usually when they are six or seven years old. |
| 2. Are you continuing with your plans to be a computer engineer? | B. Usually Ukrainians have women teachers, especially in the younger grades. Both women and men usually teach the older children. |

3. What is your brother doing these days?
 4. Well, I've got to be going now, Julie. Say hello to your family for me, will you?
 5. When do children in Ukraine begin school?
 6. How long do they go to school?
 7. Are the schools in Ukraine coeducational?
 8. Do the children go to school every day?
 9. What subjects are they taught?
 10. Are all the teachers men or women?
- C. Mathematics, physics, history, literature and languages.
 - D. Yes. I'm taking a lot of science and maths courses. I think they'll be good preparation for my college work.
 - E. No, they don't. They go to school only five days a week.
 - F. Yes, I certainly will. It's been nice talking to you, Ted. Goodbye
 - G. Most of them go to school for about twelve years.
 - H. He's going to take some business/computer courses.
 - I. Sometimes I do some extra work in the physics lab.
 - J. The public schools are.

Dialogue

Mary:

- Hello, Peter! How are you? I haven't seen you for ages!
- We're all very well, thank you. You know my brother Ed is going to university next autumn.
- He hasn't decided yet. He's going to apply to two universities.
- He's going to study science.
- I think computer science.
- Yes, my parents think it will be a good profession for him.

Peter:

- I'm fine, thank you. How are you, Mary? Is the family all right?
- Is he really? Where is he going?
- What is he going to study?
- What kind of science?
- That's a very good field. There's a great need for computer scientists these days.
- I'm sure he'll do very well.

Do you know that...

A **public school** is a private British school, paid for by parents, where children usually live as well as study. In the US and Scotland, a **public school** is a free local school, controlled and paid for by the government. A **grammar school** is a school in Britain for children over the age of 11 who have to pass a special examination to go there.

A **comprehensive (school)** is a state school in Britain for pupils of different abilities over the age of 11.

МІЙ ДРУГ/МОЯ ПОДРУГА

My friend

I've got only one boyfriend: his name is Peter, and he's very nice, but I've got lots of girlfriends. Masha, Angela, Julia and I are good friends. Whenever Masha has the time, she stops by for a chat. But of all my friends Julia is the one I've had the best times with and known the longest. Julia sits beside me in the history class. She is always willing to help. If I want to share some exciting news, she's the person I call. If I need a confidante, I can tell her my innermost dreams and secrets. Julia is my voice of reason. She thinks logically and points out where I'm going wrong. I'm lucky to have a friend like Julia, and she's pretty lucky to have one like me. (See also ex. 33)

* * *

I have a faithful, honest and reliable friend. My friend's name is Paul. He is the tallest boy in our class. He's an easy-going and good-natured sort of person. Paul never stays angry for more than a few seconds. In fact, we never quarrel. He lives very close to me. I often see him and we used to go to school together. Besides, Paul and I always go to the mountains during summer holidays. I like reading. For Paul, also, books are as necessary to life as bread. I know that Paul really values our friendship more than anything else. My friendship with Paul convinced me that in our dealings with people it is very important to listen to other people and value their opinions, even if they are different from our own. I cannot but agree with the unknown poet who asks 'What is a friend?' and answers his own question as follows.

A FRIEND

What is a Friend? I'll tell you.

It is a person with whom you dare to be yourself.

Your soul can go naked with him.

He seems to ask you to put on nothing, only to be what you really are.

When you are with him, you do not have to be on your guard.

You can say what you think, so long as it is genuinely you.

He understands those contradictions in your nature that cause others to mis-judge you.

With him you breathe freely — you can avow your little vanities and envies and absurdities and in opening them up to him they are dissolved on the white ocean of his loyalty.

He understands.— You can weep with him, laugh with him, pray with him — through and underneath it all he sees, knows and loves you.

A Friend, I repeat, is one with whom you dare to be yourself.

(Author unknown)

Answer the following questions:

1. Do you agree with the following quotations and sayings? True happiness consists not in the multitude of friends, but in the worth and choice. (*Benjamin Jonson*) A friend may well be reckoned the masterpiece of nature. (*Ralph Emerson*) A friend in need is a friend indeed. Prosperity makes friends, adversity tries them.
2. O. Wilde said that beauty is greater than genius. Do you share his opinion?
3. People say sometimes that beauty is only superficial. Do you agree with that?
4. Do you judge people by their appearances?
5. Do you think it is possible to be outspoken without being rude?
6. What does your friend look like?
7. What do you think makes a true friend?
8. Have you got many friends?
9. Do you make friends easily?
10. How long have you known your friend?
11. What is your friend interested in?
12. What is your friend's hobby?
13. Have you got any friends in Great Britain/the United States?
14. Do you talk to your friend on the telephone?
15. How often do you talk on the telephone every day?
16. Do you always agree with your friend's opinion?

17. What do you like to give as a birthday gift to a friend?
18. How many neighbours do you know?
19. Are your neighbours friendly?
20. Do you visit your neighbours?

Do you know that...

Dale Carnegie was an American educator known for his self-improvement book *How to Win Friends and Influence People*, which he wrote in 1936.

МОЯ МАЙБУТНЯ ПРОФЕСІЯ

My future profession

When I was very young I wanted to be a car mechanic, a driver, a fireman or a pop singer. There are lots of things I'd like to do now, such as interior design, singing, painting. I think, however, that my future profession will somehow be related to communication. I have always been keen on having a career in the communications industry, such as international relations and negotiations, public relations, advertising, radio and television jobs. Some of these jobs may involve analysis of data, mastery of the art or science of establishing and promoting a favourable relationship with people and the public in general. Others may require knowledge of politics, economics or another field along with language ability.

Traditionally, political differences and trade conflicts were the main focus of international negotiations. In recent years, however, other issues have surfaced to cause world-wide concern, including the depletion of the earth's resources, environmental protection, and the effects of scientific advances and ever-expanding technology on our way of life. These common concerns demonstrate that people of different nations must learn to cooperate in new areas in order to solve the problems that effect all mankind; and language is the key to such cooperation. Mastery of language is necessary, because 'language is the dress of thought,' as Dr. Samuel Johnson, a British writer and lexicographer, once said.

I began learning English at school and I would like to continue learning it not only because I enjoy learning English but also because I realise now that I will need it for my future profession, because English is one of the most widely used languages in the world.

There is a need for understanding and cooperation as we have entered the 21st century. Now, more than ever, it is imperative that we use effective communication in order to reach international understanding and keep our society from becoming alienated.

Answer the following questions:

1. Does your view on 'human relations' coincide with what is given on the right?
2. What do you want to be? Why?
3. How did you decide what to be?
4. Was it always your ambition to do this?
5. What language(s) do you speak?
6. Aren't you interested in becoming a research scientist?
7. What do you know about the following professions? Which of them appeal(s) to you the most/least? Why? A (an) accountant, (radio-/television-)announcer, ballet dancer/ballerina, banker, bricklayer, (insurance) broker, builder, carpenter, chemist/pharmacist/druggist, (car) dealer, dental surgeon, dentist, cheese-maker, chemical/civil/computer/electrical engineer, coach, cook, critic, disc jockey, doctor, farmer, fireman, forester, geologist, hairdresser/barber, hairstylist, interpreter, lawyer, librarian, (butter/oil) manufacturer, meteorologist, miner, musician, newscaster/newsreader, nurse, painter, (airline/harbour) pilot, plumber, policeman, politician, postman, (telephone/television) repairman, (court/TV/sports) reporter, salesman, sculptor, secretary, security guard, shop assistant/salesclerk, sound engineer, stone mason, (heart/plastic) surgeon, tailor, teacher, telephonist/telephone operator, telecommuter/teleworker, teller, tram-driver, translator, veterinarian, watchmaker, writer.
8. Do you agree with a teenager who once said, "I think we all have opportunities — the opportunities are there if you want them. You've got to know what you want and go for it!"?

A Short Course in Human Relations

- The six most important words:
"I admit I made a mistake."
- The five most important words:
"You did a good job."
- The four most important words:
"What is your opinion?"
- The three most important words:
"If you please."
- The two most important words:
"Thank you."
- The one most important word:
"We."
- The least important word:
"I."

(Author unknown)

surgeon, dentist, cheese-maker, chemical/civil/computer/electrical engineer, coach, cook, critic, disc jockey, doctor, farmer, fireman, forester, geologist, hairdresser/barber, hairstylist, interpreter, lawyer, librarian, (butter/oil) manufacturer, meteorologist, miner, musician, newscaster/newsreader, nurse, painter, (airline/harbour) pilot, plumber, policeman, politician, postman, (telephone/television) repairman, (court/TV/sports) reporter, salesman, sculptor, secretary, security guard, shop assistant/salesclerk, sound engineer, stone mason, (heart/plastic) surgeon, tailor, teacher, telephonist/telephone operator, telecommuter/teleworker, teller, tram-driver, translator, veterinarian, watchmaker, writer.

МОЇ ЗАХОПЛЕННЯ

My hobbies

I think that most people have some activity which they enjoy doing in their spare time. Though some hobbies, like, for example, collecting rats, spiders or cockroaches, are odd. My brother's hobby is collecting flags. We all help him. Flags of many nations have been collected by our family. My sister's hobby is gardening, playing the piano and stamp-collecting. She has a bigger collection than any of her friends. She has a lot of friends, both here and in other countries, who send her stamps in return for ones which she sends to them.

I have many varied interests, such as music, letter writing, football and tennis, photography and bird-watching. When I was five, Father took me to the zoo. I've been fascinated by birds since that time. I have always read whatever information about birds came my way. It appears that the only bird that can walk upright, like a man, is the penguin. Another interesting thing refers to birds' singing. It appears that birds usually sing when they express their feeling of love or when they want company and call their friends. They also sing for joy. When a bird is ill or unhappy, it never sings. Besides, some birds change their songs as the year goes on. Their songs are not quite the same in early spring and in summer. Various kinds of birds have various songs.

A bird usually makes its nest in a tree, where it places its eggs and brings up its young. Although young cuckoos are hatched in the nests of other birds, they always sing their own song. A cuckoo has a call that sounds like its name — it has an easily recognizable call of two quick notes. I got very much interested in wild animals at that time so I would collect all sorts of books and posters on the subject.

Once I realized that sometimes I read or heard information I wanted to remember. Those were the facts I needed to know for my own information — just to amaze the friends — or for a test, for a piece of writing. I started writing them down, so that I had a record of them. Whenever I come across some interesting fact, some curious information, I note it down. In doing so I have acquired a hobby — collecting curious, interesting stories or facts, no matter whether real or mythical, such as, for example, the Sphinx, the legendary Loch Ness Monster, the Seven Wonders of the World, the birth of Frankenstein and so on. I keep a journal. Each day I jot down something — a curious story, a legend, a colourful phrase, an emotional expression and so on. My journal is a special place in which I save facts, insights, feelings, impressions — anything you like. Here are a few pieces from my journal.

In Greek mythology and art the Sphinx was a winged monster with the face of a woman, the body of a lion, and the wings of a bird. In the legend of Oedipus she poses the riddle of the three ages of man, killing all who failed to answer her question: "What walks on four legs in the morning, on two at midday, on three in the evening?" Oedipus solved the riddle by saying, "Man — in infancy he crawls, at his prime he walks, and in age he leans on a staff." The Sphinx then killed herself.

Do you know that ...

The **Peace Corps** was established in 1961 by executive order of President Kennedy.

Woden, the Anglo-Saxon deity of war, gave his name to Wednesday; his wife **Frigg** to Friday; and his sons **Tyr** and **Thor** to Tuesday and Thursday.

The ancient Greek games were held in the summer once every four years at Olympia in honour of Zeus. The **Olympic Games** (Olympics) had been held every four years from 776 B. C. to 393 A. D. The Olympic Games were revived in 1896. Since 1908 the Olympic Games have been held in cities throughout the world. They are held every four years in a different city.

Answer the following questions:

1. Do you have a hobby? What is your hobby?
2. What activity do you enjoy doing in your spare time?
3. What are you most interested in (in general/at the moment)?
4. Do you like drawing/painting?
5. Do you have any pets?
6. How did you first become interested in what later became your hobby?

ВИХІДНІ І СВЯТКОВІ ДНІ ТА КАНІКУЛИ

Days off and holidays

In BrE a **holiday** (= a holy day) is a day of rest from work/school, often of religious or political importance (вихідний, свято). Sunday is a holiday in most countries. In Muslim countries Friday is a holiday. Holiday may also be used to denote a period of time during which you do not go to work, school, or university, but have a rest, relax and enjoy yourself, usually away from home. People sometimes refer to their holiday as holidays (відпустка, канікули). The American word is vacation.

A **day off** is for me a day when I don't need to go to classes. I have two days off a week, actually — Saturday and Sunday. On Saturday I get up at the usual time, but on Sunday we all in our family get up later and have brunch, which is a midday meal combining breakfast and lunch.

My parents work five days a week. In addition, they have a four-week paid holiday a year. I have school five days a week and a two-month summer holiday. A large part of this free time is spent at home. A very popular activity in our home is watching television, we have different kinds of programmes. Another popular home entertainment is listening to music. We have different kinds of music on CDs, including everything from the latest popular songs and dance music to symphonies and other classical works. We also like inviting our friends for an evening of conversation.

Sometimes we go to the swimming-pool or to the amusement park, which is near my house. You'll find plenty to amuse you. I enjoy having a walk in the park with my friends. In winter, when there is enough snow, we go skiing. I learned to ice-skate on the lake, near which we live. In winter I usually go skating there when the ice is safe.

In summer our favourite leisure pastime is the picnic. We very often go out of town for the weekend. We enjoy having a picnic in some picturesque spot in the woods which has facilities for outdoor cooking. We usually bring salads, sandwiches of all kinds, fruit and cakes and broil steaks or hamburgers there. Outdoor cooking seems to have a fresher taste. In summer we go to the Dnipro for swimming and fishing. Some-

times we also visit museums and attend plays and concerts. We enjoy going to the cinema and the theatre. In our city tourist attractions have regularly scheduled tours throughout the year.

Last summer Father took us on a tour of the Crimea in a hired car. We had been staying with relatives in Sevastopol and decided it would be nice to see the countryside. We travelled from the beautiful and dramatic mountain scenery of Yalta to the Marble Cave, one of the most beautiful caves in the world, and to the Khan Palace in Bakhchisaray. I was also delighted to ride a horse in the Crimea. We'll never forget our holiday in the Crimea. (See also ex. 11)

Ukrainians share three national holidays with many countries: Easter Sunday, Christmas Day, and New Year's Day.

Easter

Easter falls on a spring Sunday that varies from year to year (a movable holiday). It celebrates the Christian belief in the resurrection of Jesus Christ. For Christians, Easter is a day of religious services and the gathering of family. Many Ukrainians, Americans and Canadians follow old traditions of colouring hard-boiled eggs. Easter eggs, dyed and decorated or made of chocolate, are given as presents symbolising new life and the coming of spring.

Egg rolling competitions take place in northern Britain on Easter Monday.

On Easter Monday, the President of the United States holds an annual Easter egg hunt on the White House lawn for young children.

Christmas

Christmas Day is another Christian holiday; it marks the birth of Jesus. Every culture from Alaska to Australia celebrates **Christmas** and the **New Year** in its own special way: some colourfully and cheerfully, some more reflectively and traditionally. But to whatever culture they may belong, people have one thing in common: the hope for a better future and for the peaceful coexistence of people all over the world.

Christmas always comes on December 25 or January 7 (Orthodox). In Ukraine, the public holiday is on January 7, although some people celebrate it on December 25 or even twice: on December 25 and January 7. Decorating flats, houses and yards with lights, putting up Christmas trees, giving gifts and sending greeting cards have become traditions in many countries.

Christmas the world over, Ukraine including, is first and foremost a family holiday. In the Ukraine of Soviet days, the season was celebrated privately, semi-secretly, in the home. Nowadays there is no need for secrecy because Christmas, celebrated on January 7, is a public holiday. On Christmas Day Ukrainians eat koutia — a dish of wheat boiled with raisins, to which honey and poppy seeds are added. It is a time of togetherness with relatives who have moved apart. A time for children to gather round the

Christmas tree and believe in Father Christmas (Santa Claus), who wears a red suit, has a long white beard and brings presents.

In Britain, the USA and other countries, the **Christmas season** traditionally begins on **Christmas Eve**, a traditional time for parties and church services. Preparations start well in advance, with the sending of Season's Greeting/Christmas cards (invented in 1843 by Sir Henry Cole) and installation of a Christmas tree, decorated with small brightly-coloured lights and small ornaments, in a prominent place in the home. The Christmas tree was originally a German custom, popularized in Britain by Queen Victoria's husband Prince Albert in the 19th century. Each Year, Trafalgar Square in London is adorned by a huge tree, donated by the people of Oslo in Norway to commemorate their liberation in World War II.

Presents are bought and wrapped, and traditionally placed under the Christmas tree on Christmas Eve. Some houses are decorated with evergreens; a wreath of holly on the front door and garlands of holly, ivy and fir indoors.

On Christmas Eve, children, on going to bed, traditionally hung up an old sock ('stocking') at the head of their bed for Santa Claus (Father Christmas) to fill with presents during the night (which is usually done by the child's parents). The English Father Christmas, or Santa Claus, is first recorded in his traditional red and white outfit in a woodcut of 1653, but the story of Santa Claus arriving in his reindeer-drawn sleigh and descending down the chimney to fill the children's stockings with presents derives from the USA.

Christmas Day is normally spent at home, with the family, and it is regarded as a family reunion day. On this day, many people in Britain attend a church service, open their presents, eat a Christmas dinner and watch the Sovereign's annual Christmas broadcast on television or listen to it on the radio. The Queen's Christmas message is a tradition started by her grandfather, George V, with a radio broadcast in 1932.

A traditional midday meal is Christmas dinner/lunch, usually including roast turkey, sweet mince pies, a rich Christmas cake and the Christmas pudding. Everyone has their own favourite recipe, but they are all packed full of spices, nuts, dried fruit and brandy.

The Christmas season continues until Twelfth Night, 6 January, the twelfth day after Christmas Day and the traditional end of the celebrations of Christmas and the New Year.

* * *

Like most other people, **Charles Dickens** loved Christmas. Over and over again in his books he has written of happy Christmas parties. The most famous is the short story of 'A Christmas Carol'. Everybody knows the old miser Scrooge, and how his heart was softened at Christmas time by the three Spirits, and how he sent the biggest turkey to the home of Tiny Tim. It is one of Dickens's happiest stories, which he enjoyed reading to an audience. This was because it contained much of his own life. But it is not the only story in which Dickens writes about the happiest time of the year. One of the early 'Sketches by Boz' is called 'A Christmas Dinner'. This is how Dickens describes it:

"A Christmas party! We know nothing in nature more delightful! There seems a magic in the very name of Christmas. Kindly hearts are united, and all is kindness and benevolence. Would that Christmas lasted the whole year round."

New Year's Day

January 1, the first day of the year, is celebrated as a holiday in many countries. The celebration of this holiday usually begins the night before, when people gather to wish each other a happy and prosperous coming year. On New Year's Eve many people drink champagne. People go to sleep very late on New Year's Eve. At the beginning of the year, people say 'Happy New Year!'

Remembrance Day

Remembrance Day in Britain falls on the nearest Sunday to 11 November. The day is commemorated by a parade of ex-service personnel in London's Whitehall and the laying of wreaths at the Cenotaph (a war memorial in Whitehall, built after the First World War) by members of the royal family in the presence of leading statesmen and politicians, including the Prime Minister. By tradition, a two-minute silence is observed at the Cenotaph and elsewhere in the country to honour those who lost their lives.

Remembrance Day in Canada falls on November 11. It is not a full day holiday for most people in the country. (Compare **Memorial Day**, p. 322)

In the United States November 11 is Veterans Day. It was formerly observed as Armistice Day in commemoration of the signing of the armistice ending World War I in 1918. In 1954 it was renamed from Armistice Day and given the added significance of honouring veterans of all wars in which the United States has fought. Veterans' organizations hold parades, and the President customarily places a wreath on the Tomb of the Unknowns at Arlington Cemetery, across the Potomac River from Washington, D.C.

Other Celebrations

While not national holidays, a few other days of the year inspire colourful celebrations in many countries. February 14 is **St Valentine's Day** (considered to be named after an early Christian martyr). On Valentine's Day people exchange valentines (greeting cards sent to those they love) or love tokens. People give presents, usually chocolates or flowers, to the ones they love, to sweethearts. Hearts are the symbol of Valentine's Day. Flower shops are busiest on Valentine's Day. The theme of a Valentine's party is love. The second largest number of cards is sent for Valentine's Day (the most cards are sent at Christmas).

* * *

Geoffrey Chaucer should perhaps receive the honour as the real Saint Valentine, the most imaginative of his literary contemporaries. Although reference books abound with mention of Roman festivals from which Valentine's Day — the day for lovers — may be derived, Jack. B. Oruch has shown that no evidence exists to support these connections and that Chaucer is most likely the first to link the saint's day with the custom of

choosing sweethearts. No link between the day and lovers exists before the time of Chaucer and several literary contemporaries who also mention it, but after them the link becomes widespread, a circumstance that makes it seem likely that Chaucer, the most imaginative of the group, invented the tradition. The fullest and perhaps earliest description of the tradition occurs in Chaucer's *Parlement of Foules*, composed around 1380, which takes place on Saint Valentine's day.

Halloween/Hallowe'en — the evening of 31 October, the eve of All Saints' Day or All Hallows Day — is traditionally said to be the time when ghosts and witches can be seen. The Halloween colours are orange and black. In English-speaking countries, Halloween is usually marked by costume or fancy-dress parties; it is a popular occasion with young people and children who devote the evening of October 31st to masquerading, merrymaking, and traditional games. Dressed up in funny or scary costumes, children go 'trick or treating': knocking on doors in their neighbourhood. The neighbours are expected to respond by giving them small gifts of sweets or money.

April Fool's Day/1 April/All Fools' Day On this day, traditionally, people traditionally play tricks, practical jokes on each other usually to until midday.

Mother's Day is a special day on which children give cards and presents to their mothers as a sign of love for them. In Britain, Mother's Day is the fourth Sunday in Lent. In the United States, it is the second Sunday in May. (See also ex. 94 # D, F, G; 98 # 3)

Answer the following questions:

1. Where do you usually go on holiday?
2. Do you ever/usually go abroad on holiday?
3. What kind of holiday is, in your opinion, the best?
4. Where would you like to go for your summer holiday and why?

СПОТ

Sport

The English word 'sport' describes both casual play and the highest level of performance. Sports are games such as football, volleyball, basketball, tennis, hockey, golf, chess, billiards and other competitive leisure activities (gymnastics, swimming, walking-races, running and boxing) which need physical effort and skill.

Baseball and basketball remain two of the most popular American games that are now played in many other countries. Baseball, which is known as 'the national pas-

time', originated before the American Civil War (1861—1865). Unlike football and basketball, baseball can be played by people of average height and weight.

One of the most popular sports in Britain is horse racing, the so-called 'sport of kings'. Many other sports, such as badminton, basketball, boxing, cycling, ice hockey, show-jumping, tennis and table tennis are also popular.

* * *

We do a lot of sport at school. PE is included in most school curricula. There are two nice gyms and a swimming pool in our school, where we regularly have swimming lessons. Winter is the great time for skiing, skating and tobogganing. I go in for tennis and jogging. Generally speaking, tennis is my favourite game. I am a member of the school tennis team. Oksana Bilyk, a friend of mine, is the captain. She is very good at tennis. I must say, she excels at sport. As a member of the tennis team, I appreciate the spectators at our games. Yesterday, however, even though the match was played right here at school, only five students showed up to watch.

The most popular activities are walking (including rambling and hiking), jogging and swimming. Unlike aerobics, walking and jogging entail no expensive fees for classes or clubs. My sister and I jog 2 kilometres every other day.

Do you know that ...

Baseball is played with a bat and ball by two opposing teams of nine players, each team playing alternately in the field and at bat, the players at bat having to run a course of four bases laid out in a diamond pattern in order to score.

James Naismith, a Canadian-born educator, originated the game of **basketball** in 1891. He was assigned to teach a physical education class at a Young Men's Christian Association (YMCA) training school in Springfield, Massachusetts. The class had been noted for being disorderly and Naismith was told to invent a new game to keep the young men occupied. Since it was winter and very cold outside, a game that could be played indoors was desirable. He recalled watching rugby players toss a ball into a box in a gymnasium. He had the idea of nailing up raised boxes into which players would attempt to throw a ball. When boxes couldn't be found, he used peach baskets. Naismith drew up the rules for the new game in about an hour. Most of them still apply in some form today.

The British pioneered such sports now played worldwide as football (soccer), cricket, lawn tennis, golf and some other. The formal name for football in BrE is **association football** (a popular abbreviation for which is *soccer*), as distinct from *rugby football*. Rugby union is the standard game of *rugby football* (popularly known as *rugger*). The game originated in 1871 when the Football Association, the official body controlling professional and amateur football in Britain, banned handling the ball. (This first happened at Rugby School when, one day in 1823 a player picked up the ball and ran with it.)

Football became especially popular in Kyiv in 1974, when Dynamo Kyiv was headed by Valery Lobanovsky, one of the best coaches in the history of the game.

Snooker is a table game derived from billiards, played with 22 balls of various colours on a billiard table. It was probably invented at Kabul in 1875 by Colonel Sir

Neville Chamberlain, an Indian army officer, when he added extra balls to the normal three used for billiards.

Tennis, or real tennis, which originated in medieval France, is played on an indoor court. Lawn tennis, which evolved in England in the 1870s, is an open air version of the old game.

In 1954, Roger Bannister, a British athlete, became the first human being to **run the mile** in less than four minutes.

Jayne Torvill and Christopher Dean won the **world ice championships** every year from 1981 to 1984, and in the last year they also won the gold medal at the Winter Olympics.

Women's **figure skating** dominated the spotlight at the 1994 Winter Olympic Games held in Lillehammer, Norway, in February, as 16-year-old Ukrainian Oksana Baiul edged out American Nancy Kerrigan for the gold medal.

The Ukrainian **heavyweight boxers**, brothers Klychko, have won between them dozens of fights. Their crushing 'double punch', as they call it, has proven irresistible to most of their contenders. (See also ex. 58 #B[5]; 134)

Answer the following questions:

1. What sport are you good at?
2. Which sport(s) do you enjoy most?
3. What do you know about your favourite sport?
4. Is there any sport you enjoy watching?
5. How did your favourite sport develop?
6. Do you play tennis/football/basketball?
7. Can you swim?
8. How big is the swimming-pool?
9. What are the most popular indoor and outdoor games in Ukraine/Britain/the United States today?

ПОРИ РОКУ, КЛІМАТ ТА ПОГОДА

Seasons, climate and weather

People everywhere enjoy talking about the weather. "What a nice weather we are having today!", "Isn't the weather nice today?" or "Hasn't the weather been awful lately?" are good beginnings for informal conversations.

Ukraine lies in a temperate climatic zone and receives 400 to 600 mm of precipitation annually. Ukrainians divide the year into four seasons: spring, which begins in March, then summer, autumn and winter. Temperatures in Ukraine are measured according to the Celsius (Centigrade) scale, on which 0 degree is the freezing point of water and 100 degrees the boiling point. In some English-speaking countries, for example in the United States, temperatures are measured according to the Fahrenheit scale, on which 32 degrees is the freezing point of water and 212 degrees the boiling point. Weather varies a bit in Ukraine: we have milder winter and hotter summer in the southern areas than in the northern ones.

Spring (March, April, May) is a delightful season. Temperatures grow progressively warmer day by day, even though the nights remain cool. In southern Ukraine, you can expect the first flowers to bloom in March, but the new leaves do not return to the trees until April. In April it is quite warm in the rest of Ukraine, and in May the blooming trees and flowers make the city and the countryside bright with colour.

In summer (June, July, August) it is usually hot and dry, with occasional summer rain storms. Most people take their holidays during the summer.

During the autumn months of September, October and November temperatures grow progressively cooler day by day. Gradually, the leaves of trees change colour, turn red and yellow and then fall to the ground, leaving only the trees with needles to stay green all year round. The weather tends to be unsettled and rainy.

During the winter months of December, January and February, sub-zero temperatures are common in the northern and central areas of Ukraine, and there is much snow. Many Ukrainians actually look forward to winter. It is the great season for winter sports in the open air, for example, skiing. But sometimes it rains and the temperature is above zero. Winter, like all other seasons, can be full of surprise. Conditions may vary from place to place and year to year. Listen to the weather forecasts on the radio or television, and you'll know what to expect.

The British weather is seldom either very hot or very cold (temperatures rarely exceed 32 C° or fall below -10 C°), but it is unpredictable. The summer months are approximately from June to September and are warm and often humid. Rainy days are frequent. The winter months — October to March — are cold and wet with temperature sometimes below zero centigrade. Frost and snow are not uncommon during these months. Britain benefits from the warming effects of the Gulf Stream, an oceanic current flowing from the Gulf of Mexico to Europe.

Answer the following questions:

1. Do you appreciate having four distinct seasons?
2. Which season do you like best?
3. What season is it now?
4. Does it often snow in Ukraine?
5. What parts of Ukraine seldom have freezing weather?
6. Does it often rain in England?

7. What's the weather like today?
8. Is it hot/cold/cool/warm?
9. Do you like this weather?
10. What was the weather report for today? Was it accurate?
11. Who was the meteorologist?

ЗАСОБИ МАСОВОЇ ІНФОРМАЦІЇ

The Media

The (mass) media (television, radio, newspapers, and magazines) are means of public communication, reaching a large audience. The media play an important role in our daily life, informing and educating, questioning, and entertaining. **Newspapers** contain wealth of information, including reports of local and worldwide news, articles about people in the news or people who have won awards for special achievements, business reports, sports news, entertainment listings, articles about food, travel and fashions, classified and other advertising.

In Britain there are 10 national morning daily newspapers and nine Sunday newspapers, which have an average total circulation of over 13 million copies on weekdays and 15 million copies on Sundays, attracting an overall readership of some 40 million people each day. Depending on their format, style and content, British newspapers are often described as either 'qualities' or 'tabloids'. Quality newspapers (*The Times*, *The Sunday Times*, *The Daily Telegraph*, *The Guardian*, *The Independent*, *The Financial Times*), which are broadsheet in format, cater for those readers who want detailed information on a wide range of news and current affairs. Tabloid papers (*The Daily Mail*, *The Express*, *Today*, *The Sun*, *The Mirror*) cater for those who want to read shorter, entertaining, an occasionally bizarre stories with more human interest, and they generally contain a larger number of pictures. Many newspapers are now printed at least partly in colour. Many people in Britain have their paper delivered from a newsagent's shop direct to their home.

There are many **magazines**, especially serious or academic ones, which appear at regular times, for example, monthly, published in Britain on such topics as sport, cookery, gardening, music, religion, computers, cinema, pets and so on. There are also men's and women's magazines (*Loaded*, *Health*, *Maxim*, *Esquire*; *Take a Break*, *Woman's Weekly*, *Woman's Own*, *Woman's Realm*, *Weekly News*), as well as magazines for children and teenagers.

The top five U.S. **daily newspapers** are *The Wall Street Journal*, *The USA Today*, *The New York Times*, *The Los Angeles Times*, and *The Washington Post*. Now, most

American newspapers are available on the Internet, and anyone with a personal computer and a link to the Internet can scan papers from across the country in his or her own home or office. There are over 11,000 **magazines** published in the United States, on virtually any topic imaginable, including *Tennis*, *Reader's Digest*, *TV Guide*, *National Geographic*, and *Model Railroading*. Meanwhile, a new hybrid of newspaper and magazine became popular starting in the 1970s. Printed on inexpensive paper and often as short as four to six pages, the typical newsletter, which gathers and analyzes information on specialized topics, appears weekly or biweekly. The newsletter has been joined by 'zine', a highly personalized magazine of relatively small circulation, sometimes with contents that are meant to shock. *Afraid*, for instance, is a monthly zine devoted to horror stories.

Since World War II **television** has developed into the most popular medium in many countries, with enormous influence on the countries' elections and way of life. Television viewing is the most popular leisure pastime with many people. Despite the importance of TV, the reach of **radio** in many countries is still impressive. Three public bodies in **Britain** are responsible for television and radio services: the BBC (British Broadcasting Corporation), which broadcasts radio and television programmes; the ITC (Independent Television Commission), which licenses and regulates commercial television services, including cable and satellite television; the Radio Authority, which licenses and regulates commercial radio services.

There are over 300 public television stations across the **United States**, each of which is independent and serves its community's interests. Nowadays many Americans are disturbed by the amount of violence their children see on television. In 1996, the commercial and cable networks established a rating system, based on the amount of violence, sexual content, and/or profane language that a programme contains. Besides, beginning in 1998 new television sets sold in the United States are equipped with a 'V-chip', a device that enables parents to block out programmes they would rather their children not see.

Besides the 10,000 commercial radio stations, the United States has more than 1,400 public radio stations. Most of these are run by universities and other public institutions for educational purposes.

The **Internet** is among the most far-reaching of recent developments in electronic communications. Broadly, it is a loose collection of computer networks around the world — it links thousands of academic, government, military and public computer systems, giving literally millions of people access to a wealth of stored information and other resources. No one owns it — there is no centralised controlling or regulating body. To access — or send out — an information an Internet user needs only a computer with the necessary software, a telephone and a modem, which allows computers to talk to each other over a telephone line. For an increasingly computer-literate generation of consumers, the Internet could become a real alternative to more traditional media. That is why many publishers (such as *The Times*, *The Daily Mail*, *The Guardian*, *The Daily Telegraph*, *The Mirror Group*) and broadcasters (such as the *BBC* and *Channel 4*) have established sites on the World Wide Web.

* * *

My favourite TV programme is *Travellers' Club*. I also love watching films about sea voyages and sea exploration, especially Jacques Cousteau's specials on deep-sea life, deep-sea diving and deep-sea exploration. Jacques Cousteau was born in 1910; he died in 1997. He is a famous French underwater explorer, a film producer, and author who helped produce the Aqua-Lung (1943), an underwater breathing apparatus. Jacques Cousteau's specials is a fine programme, which I am willing to watch every day. My sister's favourite TV programme is *Fashion Time*, for she wants to be a fashion designer.

Answer the following questions:

1. How often do you read newspapers?
2. What is your favourite newspaper/magazine/TV programme?
3. What are the most popular newspapers and magazines in Ukraine?
4. Do you subscribe to any newspapers or do you prefer to buy them every day/once in a while?
5. How often do you watch television?
6. Do you watch television every day?
7. When do you watch TV?
8. When do you watch the news?
9. What time was the weather report on?
10. What channel did you watch?

Do you know that ...

At one time London's **Fleet Street** was the centre of the newspaper industry, but now all the national newspapers have moved their editorial offices and printing plants to other parts of the capital.

The **Web** (The World Wide Web or WWW) consists of tens of thousands of pages or 'sites' on the Internet, which can be viewed as a browser (a programme that provides a window in a computer screen on which the pages are displayed). Users can move from page to page (called 'surfing') in search of whatever information or service they are after.

МИСТЕЦТВО

The Arts

The arts are activities such as music, painting, literature, cinema and dance, which people can take part in for enjoyment, or to create works in which people express serious meanings or ideas of beauty.

Britain's artistic and cultural heritage is one of the richest in the world. Britain is one of the world's major centres for **theatre**, and has a long and rich dramatic tradition. There are companies based in London and in many other cities and towns; in addition, numerous touring companies visit theatres, festivals and other venues, including arts and sports centres and social clubs. Contemporary British playwrights who have received international recognition, with examples of their works, include: David Hare: *Skylight*; *Racing Demon*; Alan Ayckbourn: *The Revengers' Comedies*; *A Chorus of Disapproval*; Caryl Churchill: *Serious Money*; *The Striker*; and Tom Stoppard: *Travesties*; *Arcadia*; *Indian Ink*.

The many British performers who enjoy international reputations include Eileen Atkins, Ralph Fiennes, Sir John Gielgud, Sir Alec Guinness, Paul Scofield, Vanessa Redgrave.

Britain has about 300 theatres intended for professional use which can seat between 200 and 2,300 people. Some are privately owned, but most are owned either municipally or by non-profit organisations. In summer there are also open air theatres. London has about 100 theatres. Among the best-known are the Royal National Theatre, which stages a range of modern and classical plays in its three auditoriums on the South Bank; the Royal Shakespeare Company, which presents plays mainly by Shakespeare and his contemporaries, as well as some modern work, has two auditoriums in the City's Barbican Centre. The Company's main base is in Stratford-upon-Avon; it also tours other parts of Britain for six months of the year; the English Stage Company, which stages the work of many new playwrights. Outside London most cities and many large towns have at least one theatre.

People in Britain are interested in a wide range of **music**, from classical to different forms of rock, country and pop music. Jazz, folk and world music, and brass bands also have substantial followings.

Throughout the year Britain's arts festivals, many of which have a strong music focus, attract thousands of people — residents and tourists alike.

The leading symphony orchestras in London are the London Symphony, the Philharmonia, the London Philharmonic, the Royal Philharmonic and the BBC Symphony. There are also quite a few choral societies in Britain.

Hundreds of hours of pop and rock music are broadcast through BBC and independent radio stations every week. Some of the most recent groups include the Spice Girls, Oasis, Blur, and Manic Street Preachers. Well-known performers include George Michael, Gabrielle, Annie Lennox and Paul Weller.

America's fine arts (painting and sculpture) developed under conditions different from those in many other countries. The United States began as a group of colonies; its

settlers were drawn from many other places with differing customs and traditions. All of these customs and traditions, so well suited to society's needs in their lands of origin, had to be adapted to life in a strange and difficult environment.

Early American leaders looked to the development of the arts as a sign of the new nation's evolving maturity and success. "I must study politics and war that my sons may have liberty to study mathematics and philosophy," John Adams, the nation's second President, wrote in 1780. "My sons ought to study mathematics and philosophy, geography, natural history and naval architecture, navigation, commerce and agriculture, in order to give their children a right to study painting, poetry, music, architecture, statuary, tapestry and porcelain."

Just as there is no American ethnic or cultural group, there is also no peculiar "American" style in the arts. There is, rather, a mixture of many styles, reflecting the reality of American society.

In order to survive and expand, museums, art galleries, symphony orchestras and theatres have all had to depend on private benefactors, university endowments and ticket sales as the primary means of raising money. Without the security of government subsidies, American arts have always been tied to American commerce. Culture in America seems to have flourished precisely because of its independence from government subsidy and control.

The arts in America have grown rapidly, especially over the past 20 years. One major trend has been the expansion of the universities' role as centers in which arts were created and performed. To meet students' increased demand for arts training, they have added to their staffs active composers, musicians, painters and other artists. In turn, universities have spread cultural activity outward from its traditional centers — such as New York and Chicago — to other cities and regions throughout the country.

Another major development, occurring in contrast to earlier practice, has been a cautious but increasing federal and state government role in supporting the arts, especially in providing grants to cultural institutions.

A recent public opinion poll reported that over 90 percent of Americans believe that the arts "make a community a better place," improve the quality of life.

Lincoln Kirstein and the Russian choreographer George Balanchine (originally Georgiy Balanchavadze), who was invited to the United States in 1933, established the School of **American Ballet**, which became the New York City Ballet in 1948.

America's first well-known school of landscape **painting** — the Hudson River School — appeared in the 1820s. Led by Thomas Cole (1801—1848), the Hudson River painters combined great technical skill with romantic American scenery. Thomas Cole was the first to picture the wilderness with the passion of a poet and to capture the wild beauty of the continent as it was a century and a half ago.

Much of American painting and sculpture since 1900 has been a series of revolt against tradition. In 1908 a group of eight young artists staged an exhibition of their paintings which had been rejected by the National Academy, at the Macbeth Gallery, New York. Robert Henri was leader of what critics dubbed the "the ash-can" school because of the group's realistic portrayal of the squalid aspects of city life.

The discovery of American countryside in the early 1930s gave rise to the so-called "Regionalism". Regionalists such as Thomas Hart Benton (1889—1975) and Grant

Wood (1891—1942) celebrated the rural Midwest (you can see Benton's Arts of the West at the New Britain Museum of American Art and Wood's Stone City, Iowa at the Joslyn Art Museum) while artists such as Edward Hopper (1882—1967) pictured cities and small towns with new realism (you can see his House by the Railroad at the Museum of Modern Art in New York).

The first wave of modernism in America was represented by Cubism (L. Feininger, Charles Demuth, Ch. Sheeler), Futurism (J. Stella), Abstractionism (M. Russell, S. MacDonald-Wright) and Expressionism (Max Weber, A. Maurer, Marsden Hartley, John Marin).

The second wave of modernism in America began in the thirties. The American variant of surrealism was represented by P. Blume's, E. Berman's, Andre Breton. The 1940s and 1950s saw the Abstract Expressionists' radical innovations (Pollack, Franz Kline, Willem de Kooning, Helen Frankenthaler). Abstract Expressionism made bold new studies in transforming the function of colour, line and space in picture making. Helen Frankenthaler, for instance, was among the first to explore the possibilities of stainpainting — pouring and dripping thinned acrylics on raw canvas, so that the paint actually absorbs into the weave of the material. In the late 1950s and early 1960s, young artists — among them Robert Rauschenberg and Jasper Johns — reacted against Abstract Expressionism, using photos, news print, and discarded objects in their paintings.

The early 1960s saw the rise of "pop" art. Artists such as Andy Warhol and Roy Lichtenstein reproduced, with satiric care, everyday objects and images of American popular culture — Coca Cola bottles, soup cans, cigarette packages and comic strips. "Pop" was followed by "Op" — art based on the principles of optical illusion and perception.

The 1970s, 1980s and 1990s have seen an explosion of forms, styles and techniques. These different kinds of art bear a variety of names: earth art, conceptual art, performance art.

America's contribution to **architecture** is considered to be the skyscraper. The first skyscraper went up in Chicago in 1884. Many of the most graceful towers were designed by Louis Sullivan (1856—1924), America's first great modern architect. His most talented student was Frank Wright (1869—1959), whose best-known building is the Guggenheim Museum in New York City.

* * *

Charles Chaplin, known as 'Charlie', was a British-born actor, director and producer who gained fame for his role as a tramp in baggy trousers and a bowler hat. *Modern Times* is the first Chaplin's film with sound effects and his voice singing a tune and is the last appearance of 'Little Tramp' screen character. *Modern Times* is a devastating satire on modern industrial life. In this delightfully madcap comedy, Chaplin plays a hapless factory worker whose job is to tighten bolts on machine parts rolling by him on an endless conveyer belt. Cracking under the strain, he runs amok, which is only the start of his problems. Unemployed, arrested, then released when he accidentally averts a jail break, he finds life on the streets of Depression America his worst or-

deal yet and joins forces with a pretty young girl who is fleeing the child-care authorities. Together they are no more successful than each was on their own and they finally give up, leaving the city hand in hand, in search of happier times. One of Chaplin's most popular and famous films, it is as insightful, relevant and achingly funny as it was back in the 30's.

An important role in the assertion of **modern Ukrainian art** was played by the Ukrainian State Academy of Arts, founded in Kyiv in 1917. Among its members were prominent painters and teachers, such as Heorhiy Narbut, Vasyl and Fedir Krychevskiy, Mykhailo Boychuk, Oleksandr Murashko and others.

The 20th century was marked by the appearance of two brilliant **folk painters**, Kateryna Bilokur and Mariya Prymachenko. The subtle portrayal of Ukrainian nature by Bilokur and of fantastic chimerical metaphoric world by Prymachenko have added a new genre of compositional techniques to folk pictorial art, ridding it of rigid and stale traditions. Their works is the pride of the Museum of Ukrainian Decorative Folk Art.

Among the current leading Ukrainian artists are H. Neledva, V. Ryzhukh, Yu. Lutskevych, Ya. Levych, O. Dubovyk, I. Marchuk, T. Silvaczi, A. Antonyuk, O. Babak, E. Tetyanych, H. Vysheslavsky; sculptors Yu. Synkevych, V. Prokopov, T. Bryzh; graphic artists M. Kompanets, M. Aleksandrov, N. Lopukhova, V. Kononenko, S. Poyarkov, H. Babiychuk, known for his beautiful watercolours, and many others.

The key figure of the Ukrainian musical renaissance was **Mykola Lysenko** (1842—1912), pianist, composer, conductor, folklorist and professor who left behind creative heritage extending to almost every genre (including 10 operas, among them the well-known *Taras Bulba* and *Natalka Poltavka*).

At present, Ukraine numbers 6 opera houses, 3 musical comedy theatres, 10 state philharmonic societies, dozens of folk choirs and song-and-dance groups, 5 music high schools and 25 Regional Philharmonic Societies. New non-government symphony and chamber orchestras, brass bands and choirs have been formed since Ukraine's proclamation of independence in 1991.

A number of prominent **musicians** were born in Ukraine, destined to make a tangible contribution to the cultural heritage of many countries and peoples of the 20th century. Among them, Myroslav Skoryk, one of the most notable contemporary Ukrainian composers, who has written the ballet score *Stonecutters*, the symphonic *Waltz*, the symphonic poem *Stronger than Death*, *Hutsul Triptych*, based on his film score to *Shadows of Forgotten Ancestors* and completed M. Leontovych's opera *On Rusalka Easter*; Hennadiy Tatarchenko, known for his rock-opera *White Crow* and such songs as *Long Live the King!*, *Zaporizhya Cossacks*; Herman Safonov, a violinist known the world over, soloist of the Kyiv Philharmonic Society; Olena Strogan, a singer, soloist of the Philharmonic, Bogodar Kotorovitch, a famous pianist, and others.

Do you know that ...

Hollywood has come to mean the U.S. film industry. The major studios (often in partnership with other media companies) are located in Hollywood.

The first major composer of popular music with a uniquely American style was **Stephen Foster** (1826—1864).

Elvis Presley, an American singer known as “the King” (1935—1977), sang successfully in three popular idioms: country and western, rock-‘n’-roll and rhythm, and blues. His numerous hit records and charismatic manner greatly influenced American popular culture.

Impressionism is a style of painting that developed in France during the 1890s. It is characterized by concentration on the immediate visual impression produced by a scene and by the use of unmixed primary colours and small strokes to simulate actual reflected light. The impressionist movement began with the friendship of four students of the academic painter Marc Gleyre: Monet, Renoir, Sisley, and Bazille. A hostile journalist dubbed Monet, Renoir and other painters ‘impressionists’ after Monet’s painting entitled “Impression: Sunrise”, 1872, and they grudgingly accepted the name.

Leonardo da Vinci (1542—1519), an Italian painter, engineer, musician, and scientist, was the most versatile genius of the Renaissance. As a painter he is best known for *The Last Supper* and *Mona Lisa*.

John Constable (1776—1837), a British painter who is ranked among the world’s greatest landscape artists, is probably best known for his painting *The Hay Wain* (1821).

ПРО ПИСЬМЕННИКІВ

About writers

One of the most widely known **English poets** is remarkable because his work has been continuously transcribed, published, read and commented on since his death. That he lived over 600 years ago is no less remarkable. He is Geoffrey Chaucer (c. 1345—1400). His best known work is ‘The Canterbury Tales’, a collection of tales by a group of pilgrims bound for the shrine of St. Thomas Becket at Canterbury. Chaucer is buried in Westminster Abbey.

One of the loveliest British poets writing today is **Ted Hughes**. Hughes was made Poet Laureate in 1984. The Poet Laureate is the poet who has been chosen to write poems for special occasions. In Britain, the Poet Laureate is a member of the Royal Household, appointed by the Royal Warrant, who composes odes in celebration of State occasions. The appointment dates from the time of King James (1603—1625). The romantic poet William Wordsworth (1770—1850) was Poet Laureate from 1843—1850. The Poet Laureate is paid by the monarch or government for the rest of their lifetime.

In the United States they are paid for a fixed term. **Robert Penn Warren** — the poet, novelist, essayist and the only writer to have won the Pulitzer Prize for fiction and poetry (twice) — was named the country's first official Poet Laureate on February 26, 1986.

Many distinguished works of contemporary fiction have been awarded the **Booker Prize**, inaugurated in 1969 and given annually to the best novel published in Britain. One of the recent winners of the Booker Prize was Arundhati Roy for her novel 'The God of Small Things'.

The playwright William Shakespeare and the novelist Charles Dickens remain two of the most popular and widely known British writers the world over.

William Shakespeare

William Shakespeare was born on April 23, 1564 and died on the same date in 1616. He was born in Stratford-upon-Avon and was buried in an old Parish Church there.

At the age of seven William was sent to school where, besides reading and writing, he was taught Latin and Greek and which he left when he was thirteen never to go to school again. When he was about 21 he travelled to London on foot without much money in his pocket because he wanted to be an actor.

His works are considered the greatest in English literature. His plays, many of which were performed at the Globe Theatre in London, include historical works, such as *Richard the II*, comedies, including *Much Ado about Nothing* and *As You Like It*, and tragedies, such as *Hamlet*, *Othello*, and *King Lear*. His other best known plays include *Romeo and Juliet*, *A Midsummer Night's Dream*.

The earliest collected edition of his plays, the *First Folio*, contained 36 plays and was published posthumously (1623). He laid the scenes of his plays in Africa, Asia, Europe, yet never in England. Shakespeare sometimes acted in small parts in his own plays — he is known to have played Ghost in *Hamlet*. He also composed 154 sonnets.

Shakespeare's plays are full of the wit and sayings of the English people, which are remembered by many and are often quoted:

All the world's a stage,
And all the men and women merely players.

(*As You Like It*)

Brevity is the soul of wit.

Something is rotten in the state of Denmark.

Neither a borrower, nor a lender be.

To be or not to be?

That is the question.

There are more things in heaven and earth, Horatio,
Than are dreamt of in your philosophy.

(*Hamlet*)

Shakespeare's works were first translated into Ukrainian by P. Kulish and M. Starytsky. Other translators of Shakespeare's plays include I. Franko, Yu. Fedkovych, P. Hrabovsky, M. Rylsky, I. Kocherha, Yu. Klen and L. Taniuk. The first staging of a Shakespeare play in Ukraine was L. Kurbas's production of *Macbeth* in 1920.

Charles Dickens

Charles Dickens (1812—1870) began his writing career as a journalist, and all his novels were first published serially in periodicals. Many of his works highlight the injustice of 19th century social institutions and the inequalities between the rich and the poor. His most famous works include *Oliver Twist*, *David Copperfield* and *A Christmas Carol*.

His best known novel, *David Copperfield* is autobiographical, which means that the author is writing about himself. David Copperfield is Charles Dickens. We may be sure that what little David thinks in the book, is very much what young Charles Dickens thought as a boy in London. The blacking warehouse, the poor district in London, the Marshalsea prison, the hard work, and even his likeable but unsuccessful father — all these appear in the story of *David Copperfield*. We can still see the opening pages of *David Copperfield*, just as Dickens wrote them, in the South Kensington Museum, in London.

No other writer except Shakespeare has invented so many characters which are still constantly referred to, and phrases which are still in use, such as, for example, 'Circumstances beyond my individual control', 'We are so very humble.', 'There are strings in the human heart that had better not be vibrated.'

At the end of his eager, busy life, only three months before he died, Dickens achieved the supreme honour of being received by Queen Victoria at Buckingham Palace. (See also **Christmas**, p. 277)

My favourite writer/poet

It is difficult to say which writer I would prefer to others. There are quite a few authors writing in Ukrainian, Russian, English and other languages whom I like for their inter-

esting works from which you learn something new about life. One of such authors is **Oscar Wilde**, who was born in Ireland in 1856. His father was a well-known Irish doctor and his mother was a poetess.

Oscar Wilde studied at Trinity College in Dublin; in 1878 he graduated from Oxford. Oscar Wilde achieved recognition with the novel *The Picture of Dorian Grey*, which touches on the relationship between art and life. He also wrote poems, plays, such as *The Importance of Being Earnest*, and fairy tales. His fairy tale *The Happy Prince* was the first English book I read in the original.

Oscar Wilde is also known for his witty sayings and phrases, such as, for example:

I couldn't help it. I can resist everything except temptation.

Experience is the name everyone gives to their mistakes.

Duty is what one expects from others, it is not what one does himself.

It is always worth while asking a question though it is not always worth while answering one.

Sooner or later we have all to pay for what we do.

Rudyard Kipling, a British short-story writer and novelist, was popular at the end of the nineteenth century. Kipling was born in 1865 in India. His father was professor of sculpture at the British School of Art in Bombay. At the age of six he was sent to England, where he got his education. In 1882 he came back to India and for several years he worked as a journalist. He drew from his years in that country a great deal of the material he used in his work. His major works are set in India. After his travels in America and South Africa he settled down in England. He won the 1907 Nobel Prize for literature. Kipling died in 1936.

Besides numerous short stories, Kipling published several volumes of poems, one of them containing the poem 'If'. Kipling's poem 'If' is my favourite. Having read the poem, I felt that I had somehow overlooked something important in life. I felt something new, I was affected by something that made the look of the world, people and values different. I think that today the urgent need of people is to find something to believe in, something that sustains in time of trial and crisis, something that makes a person really great.

To my mind, 'If' is an inspiring poem, which can sustain a person in time of trouble and disappointment, it has the capacity for strengthening faith. The poem looks into the heart of human nature, intensifies our aspiration toward the good and the beautiful in people, and helps us to see the essentials of life more clearly.

If

If you can keep your head when all about you
Are losing theirs and blaming it on you,
If you can trust yourself when all men doubt you,
But make allowance for their doubting too;

If you can wait and not be tired of waiting,
 Or being lied about, don't deal in lies,
 Or being hated, don't give way to hating
 And yet don't look too good, nor talk too wise:
 If you can dream — and not make dreams your master;
 If you can think — and not make thoughts your aim;
 If you can meet with Triumph and Disaster
 And treat those two impostors just the same;
 If you can bear to hear the truth you've spoken
 Twisted by knaves to make a trap for fools,
 Or watch the things you gave life to, broken,
 And stoop and build 'em up with worn out tools;
 If you can make one heap of all your winnings
 And risk it on one turn of pitch-and-loss,
 And lose, and start again at your beginnings
 And never breathe a word about your loss;
 If you can force your heart and nerve and sinew
 To serve your turn long after they are gone,
 And so hold on when there is nothing in you
 Except the Will which says to them: "Hold on!"
 If you can talk with crowds and keep your virtue,
 Or walk with Kings — nor lose the common touch,
 If neither foes nor loving friends can hurt you,
 If all men count with you, but none too much;
 If you can fill the unforgiving minute
 With sixty seconds worth of distance run,
 Yours is the Earth and everything that's in it,
 And which is more — you'll be a Man, my son!

Edgar Allan Poe

Edgar Allan Poe, a short-story writer and poet, is considered to be the first American writer to produce boldly new fiction and poetry.

He was born in 1809 in Boston. His parents were impoverished actors. Before he was three years old his mother had died and his father had disappeared. He was informally adopted by John Allan, a Richmond merchant, and received most of his schooling in England.

In 1826 Poe entered the University of Virginia, but left the following year after his quarrel with Mr. Allan. Support from Allan was no longer possible, and for the remainder of his life Poe lived on the edge of poverty, supporting himself by literary journalism. He died in Baltimore in 1849.

Edgar Poe is known for his macabre poems, such as 'The Raven', written in 1845, and short stories, including "The Fall of the House of Usher", written in 1839, and "The Murders in the Rue Morgue", written in 1841, which is considered the world's first real detective story.

Although Poe left to the world only about fifty poems, he thought of himself primarily as a poet. He said of himself: "With me poetry has not been a purpose but a passion". Poe wrote several definitions of poetry; here is one of them: "Music, when combined with a pleasurable idea, is poetry." In his poems as well as in his tales romanticism achieved its utmost in the United States.

"Eldorado" is among the poems I like best.

ELDORADO

ЕЛЬДОРАДО

(Translated by Oleh Semenets)

Gaily bedight,
 A gallant knight,
 In sunshine and in shadow,
 Had journeyed long,
 Singing a song,
 In search of Eldorado.
 But he grew old —
 This knight so bold —
 And o'er his heart a shadow
 Fell as he found
 No spot of ground
 That looked like Eldorado.
 And, as his strength
 Failed him at length,
 He met a pilgrim's shadow —
 "Shadow," said he,
 "Where can it be —
 This land of Eldorado?"
 "Over the Mountains
 Of the Moon,
 Down the valley of the Shadow,
 Ride, boldly ride,"
 The shade replied, —
 "If you seek for Eldorado!"

Відважно і певно,
 І вдень і вночі,
 З презирством до смерті і зради
 Мій лицар скакав
 І пісню співав
 У пошуках Ельдорадо.
 В дорозі посівів
 Від бранних подій,
 Не може він дати собі ради.
 Його полишає
 Примара надій —
 То де ж ти, земля Ельдорадо?
 В смертельному розпачі
 Лицар зустрів
 Прочанина привид:
 «Поради благаю у тебе,
 Скажи-но мерщій,
 Де тая земля Ельдорадо?»
 «За місячні гори
 В долину тіней
 Простуй — отака ось порада,
 Без страху й догани
 Іди уперед —
 І знайдеш своє Ельдорадо!»

In addition to fiction (F. Scott Fitzgerald [*The Great Gatsby*], Ernest Hemingway [*The Sun Also Rises, A Farewell to Arms*]), the 1920s were a rich period for drama. There had not been an important American dramatist until Eugene O'Neill began to write his plays. Another strikingly American playwright was Tennessee Williams.

Eugene O'Neill (1888—1953) is considered America's greatest playwright. He was the first American dramatist to write tragedy consistently. He became one of the world's widely read dramatists. His plays deal realistically with psychological and social problems. Recognition came early in the 20th century as in eight years (1920—1928) he won three Pulitzer Prizes: for *Beyond the Horizon*, *Anna Christie*, *Strange Interlude*.

In 1936 O'Neill became the first American dramatist to be awarded the Nobel Prize for literature. O'Neill's 45 plays cover a wide range of subjects. He viewed his task as a playwright to be to 'dig at the sickness of today'. O'Neill drew upon classical mythology, the Bible, and the new science of psychology to explore inner life. He believed that science had robbed man of his faith to live by. Most of O'Neill's characters seek some meaning for their lives: some turn to love to find meaning, others turn to religion. All suffer disappointment. *Long Day's Journey into Night*, largely autobiographical, was published posthumously in 1956 and has been widely produced in numerous countries.

Tennessee Williams (1911—1983) is said to have translated his anguished life into great plays. His classic American dramas are chronicles of pain told with compassion and sensitivity. *The Glass Menagerie* was his first success, produced in 1944—1945. It was with this play that he adopted his pen name 'Tennessee' to replace his real name, Thomas. His list of accomplishments after the *Glass Menagerie* is breathtaking, including *Sweet Bird of Youth*, and *Night of the Iguana*. Several of his plays have been made into films, including *A Streetcar Named Desire* and *Cat on a Hot Tin Roof*.

Taras Shevchenko

Taras Hrihorovych Shevchenko, artist, poet and national bard of Ukraine, was born on March 9, 1814 in Moryntsi, Kyiv gubernia. Born a serf, Shevchenko was orphaned in his early teens and grew up in poverty and misery. He was taught to read by the village deacon. At the age of 14 he was taken by his owner, P. Engelhardt, to serve as house-boy, and travelled extensively with him. P. Engelhardt noticed his artistic talent and in St Petersburg apprenticed him to the painter Shiryayev for four years. Shevchenko met the Russian painter Bryullov, whose portrait of the Russian poet V. Zhukovskiy was disposed of in a lottery, the proceeds of which were used to buy Shevchenko's freedom from Engelhardt. Shevchenko enrolled in the Academy of Fine Arts in St Petersburg and pursued his arts studies as well as his general education. In 1840 he published his first collection of poems, *Kobzar*.

In 1846 Shevchenko came to Kyiv and joined the secret Cyril and Methodius Brotherhood. On 5 April 1847, he was arrested and sentenced to military duty as a private in a remote area of the Caspian Sea. Tsar Nicholas I himself initiated the sentencing order with the admonition that the prisoner be prevented from writing and painting. But Shevchenko secretly managed to continue doing both. He was released in 1857, two years after the death of Tsar Nicholas. Shevchenko was not allowed to live in Ukraine. He was permitted to visit Ukraine in 1859 but was again arrested and sent back to

St Petersburg, where he remained under police surveillance until his death on March 19, 1861. Shevchenko was buried in St Petersburg, but two months afterwards his remains were transferred to the Chernecha Hora (Monk's Hill) near Kaniv, in Ukraine.

Shevchenko has a uniquely important place in Ukrainian history. He created the conditions that allowed the transformation of Ukrainian literature into a fully functional modern literature. He is considered the major poetic voice of his nation, the father of modern Ukrainian literature. Shevchenko's literary output consists of a collection of poetry (*Kobzar*); the drama *Nazar Stodolia*; two dramatic fragments; nine novelettes, a diary, an autobiography in Russian, and over 250 letters. His poetry contributed greatly to the evolution of national consciousness among the Ukrainian intelligentsia and people, and his influence on various facets of cultural and national life is felt to this day.

ЗАПОВІТ

І мене в сім'ї великій,
В сім'ї вольній, новій,
Не забудьте пом'янути
Незлим тихим словом.

'ZAPOVIT' (Testament)

'And in the great new family,
The family of the free,
With softly spoken, kindly word
Remember also me,'

are the words bequeathed by Taras Shevchenko.

The poet's dream was to remain in the memory and hearts of his native people.

Today, as if alive, he stands in a park in the capital of Ukraine, in front of the University bearing his name. Kyiv Opera and Ballet Theatre also bears the poet's name. Many schools and libraries, streets and squares are named in his honour. Editions of his immortal works amount to millions of copies.

Lesya Ukrainka

Lesya Ukrainka, a famous Ukrainian poetess, lived and wrote her poems in the second half of the 19th century — those difficult times when Ukrainian culture — art, language and literature including, continued to develop despite the brutal suppression by the czarist regime. Her real name was Larissa Kosach. Her pen name *Lesya Ukrainka*, which she used to sign her poems and under which she entered the literary world of her time was a sort of challenge to the autocratic regime.

Lesya Ukrainka wrote her first poem *Hope* at the age of nine, responding to the exile to Siberia of her aunt, who was a member of the national liberation movement. From that time on till her death in her early forties Lesya Ukrainka had never ceased writing her poems in defence of her people.

As the well-known writer of that time, Lesya Ukrainka's friend and teacher Ivan Franko remarked, 'since Shevchenko's 'Bury me, then rise ye [ji: = you] up and break your heavy chains', Ukraine has not heard such a vigorous and vibrant message as comes from the lips of this fragile ailing girl.'

CONTRA SPEM SPERO

Гетьте, думи, ви хмари осінні!
 То ж тепера весна золота!
 Чи то так у жалю, в голосінні
 Проминуть молодії літа?

Ні, я хочу крізь сльози сміятись,
 Серед лиха співати пісні,
 Без надії таки сподіватись,
 Жити хочу! Геть думи сумні!

CONTRA SPEM SPERO

Get away, gloomy thoughts of the autumn!
 It is springtime now, golden spring.
 Can our young years pass utterly joyless
 On the wheel of the seasons' swing?

No! Through tears I would burst out laughing,
 Sing a song when grief is my lot.
 Always I, against hope, keep on hoping...
 I would live! Away, gloomy thought!

(Translated by Gladys Evans)

Do you know that ...

John Osborne's first play *Look Back in Anger* lent its name to the group of modern English writers now known as the 'angry young men'.

The poems of **Robert Burns** (1759—1796), one of Scotland's most famous sons, live on in refrains such as *Auld Lang Syne* ['ɔ:ld ,læŋ 'saɪn], literally 'good times long ago'. *Auld Lang Syne* is a traditional song sung at the end of a gathering, especially as midnight strikes on New Year's Eve.

Ernest Hemingway once said, 'All modern American literature comes from one book by Mark Twain called *Huckleberry Finn*.' (See also ex. 99 (8), 109, 129)

Answer the following questions:

1. When did you learn to read?
2. Do you enjoy reading books?
3. Has anyone directed your reading in your childhood?
4. Do you regard books as your friends?
5. Do you remember the favourite books of your childhood?
6. What kinds of books do you prefer?
7. Which do you like better — to read or watch TV?

ЗАХИСТ ДОВКІЛЛЯ

Environmental protection

The environment is the natural world of land, water, air, plants, and animals. Through their daily activities, people manage to pollute the natural world around them. Much of the world's fresh water lies in natural reservoirs deep underground. These are slowly becoming contaminated by dissolved chemicals which are washed through the ground. Air pollution, acid rain and toxic waste are already a problem in many countries. If it continues, the damage caused by this may become irreversible.

The Government of **Ukraine** is deeply concerned about the environment. The environment agenda is vast. The country faces a serious problem of nuclear safety which was dramatized by the Chernobyl disaster of 1986. It also has to deal with problems of industrial pollution, water quality and exploitation of natural resources. It passed, as early as 1991, a Law on Protection of the Environment, which established a legal basis of the state policy.

Britain pursues policies of sustainable development and engages fully in international co-operation on matters of environmental protection. It develops much of its legislation on pollution control and the conservation of wildlife in collaboration with its partners in the EU and bodies such as the OECD and the UN. Research into environmental protection is essential to the formulation of the Government's environmental policies. Several government departments — such as the Ministry of Agriculture, Fisheries and Food and the Scottish Office — have substantial research programmes.

Do you know that...

Recycling helps control environmental pollution by reducing the need for waste dumps. You can help recycle all paper, glass and aluminium people use by putting it in the recycling containers round town.

If you want to enjoy the earth you must help protect the environment in any way you can, e.g: turn out unnecessary lights; avoid using spray cans; fight smoking; it is harmful to people who smoke and to others; walk or cycle to school/college/university; avoid littering and do not let others litter, place litter (crushed soft drink cans, chewed gum, wrappings, etc.) in bins; tell others about environmental dangers: put up posters, organize debates, write articles, launch campaigns; collect money and send it to environmental projects short of money. Let us protect the environment!

УКРАЇНА

Ukraine

Ukraine is a country in south-east Europe. It is the second largest on the continent of Europe after Russia. Ukraine's **population** is about 50 million.

Ukraine is inhabited by people of 128 nations, nationalities, and ethnic groups. Ethnic Ukrainians make up more than seven-tenths of the total population. Modern archeological evidence indicates that Ukrainians are the original inhabitants of this land: their forefathers lived on this territory from the third or fourth millennium. Russians are the largest minority group, accounting for about two-tenths of the population. Other ethnic minorities of varying sizes are Belarussians, Moldavians, Poles, Bulgarians, Jews, Greeks, Tartars, and others.

The **Ukrainian language** is the official language of the country. It is related to Russian and Belarussian and belongs to the Slavic group of languages.

Administrative division: Ukraine includes 24 regions and the Autonomous Republic of Crimea.

The **Constitution** of Ukraine was adopted at the fifth session of the Verkhovna Rada on June 28, 1996. It consists of fifteen chapters dealing with political, social and economic structure of Ukraine. Articles 1 and 2 read that Ukraine is a sovereign, independent, democratic, social state based on the rule of law. The sovereignty of Ukraine extends throughout its entire territory, which is integral and inviolable within its present borders.

Ukraine is a **republic**. The President is the highest official, the head of the Ukrainian state, vested with supreme executive authority. He exercises it through the Government — the Cabinet of Ministers, which is accountable to him. The President is elected by citizens for a term of five years on the basis of universal, equal and direct suffrage by secret ballot and for not more than two successive terms. The highest legislative body of Ukraine is its Parliament — Verkhovna Rada. Members of Parliament are elected for a term of four years. The highest judicial body is the Supreme Court.

There are dozens of political parties in Ukraine, a few of which are represented in the Verkhovna Rada. These parties make up the entire political spectrum, from the extreme left to the extreme right.

The principal element of the **National Emblem/Coat of Arms** of Ukraine is a golden Tryzub (Trident) on a blue shield. Its roots trace back thousands of years. In the pre-Christian times the trident was revered as a magic sign, a protective charm. As a heraldic symbol it first appeared on the coins minted under Prince Volodymyr Svyatoslavovych. The golden-blue combination is also a very old tradition.

The **National flag** of Ukraine was adopted on January 28, 1992. It is a rectangular cloth with two horizontal stripes of equal width, the upper stripe is blue and the lower golden yellow.

The **National Anthem** is 'Ukraine Lives On', which has been performed since January 1992 (music by Mykhailo Verbytskyi, words by Pavlo Chubynskiy).

The national Ukrainian currency is the **hryvnya**.

The **capital** of Ukraine is Kyiv. It is also the largest city (over 2.5 million inhabitants) in Ukraine. Dnipropetrovsk, Donetsk, Kharkiv, Odessa are cities with a population of over 1 million.

Ukraine is a member of the UN and other international organisations. It has been a UN member since 1945 as one of its founders.

Local time: GMT + 2 hours (winter); **daylight saving(s)/summer time** (from the last Sunday of March to the last Sunday in October)

Geography. Natural Resources. Industry. Ukraine occupies an area of 603,700 sq. km. It borders on Belarus in the north; in the north-east and east, on Russia; in the south-west, on Hungary, Romania and Moldova; in the west, on Slovakia and Poland. In the south, Ukraine is washed by the Sea of Azov and the Black Sea. The total length of the frontiers is 6,500 km, including 1,050 km of sea frontiers.

Ukraine consists almost entirely of level plains and occupies a large portion of the East European Plain. It is very richly endowed by nature with mineral resources, with hundreds of rivers and thousands of lakes, with shady forests and rolling plains, with picturesque mountains in the west and in the south.

Ukraine's most important river, the Dnipro, is extensively dammed along much of its course for hydroelectric and irrigation purposes. The central part of the country consists of the Dnipro Lowlands, through which the Dnipro runs from north to south. Other lowlands extend along the shores of the Black Sea and the Azov Sea in southern Ukraine, while the Crimean Peninsula, in the extreme south, has both lowlands and low mountains. The Carpathian Mountains extend through the western region for more than 240 km. The Dnipro, Don, Dniester, and other rivers all drain southward through the plains to empty into the Azov-Black Sea Basin.

Ukraine has rich black soils whose intense cultivation has made the country a major producer of wheat and sugar beets. Ukraine has always been considered the 'breadbasket' — the name that its famously fertile soils deserve. Other crops include sunflower seeds, corn (maize), potatoes, grapes, oats, rye, millet, and buckwheat. Fruits and vegetables are grown on the outskirts of cities; cattle and pigs are raised throughout the country.

Ukraine has 5% of the world's **mineral resources**. The most significant deposits are those of iron ore, coal and manganese. Ukraine is the World's fifth largest producer of iron ore; it has the second largest reserves of manganese ore in the world after South Africa.

The **industrial** heartland of the country is the east-central region with its heavy-industrial, mining-metallurgical and chemical complexes. Ukraine's chemical industry covers a variety of important subsectors including fertilisers, paint, plastics and tyre production. Ukraine also produces natural gas and petroleum, though reserves of these fuels were much depleted during the Soviet period. The majority of oil and gas currently produced in Ukraine comes from the Dnipro-Prypyat fields in the east of the country. There are other fields in the west of the country and in the south off the Crimean coast, with the Black Sea and the Sea of Azov offering the greatest exploration potential. (See also **Chernobyl**, p. 252)

History. The oldest traces of human existence in Ukraine, dating from the early Paleolithic period of the Stone Age (the period thousands of years ago when people made stone tools and weapons) were discovered near the village of Luka-Vrublivetska on the Dniester River in 1946. The Trypillya culture, first discovered in 1896, was the most advanced culture on the territory of Ukraine, in the Dnipro and Dniester basins, from 4,000 to 2,000 BC. The Slavic ancestors of the Ukrainians inhabited modern Ukrainian territory well before the first century AD.

The first state (Kyiv Rus) on the territory of the present-day Ukraine sprang up in the 9th century and soon stretched from the Baltic Sea in the north to the Azov Sea and the Black Sea in the south and the Volga River in the east to the Carpathian Mountains in the west. A strong dynasty was established, with ties to virtually all major European royal families. To give his vast domain a unifying element, Volodymyr the Great (980—1015), ruler of Kyiv Rus, in 988 adopted Byzantine Christianity as the state religion, was baptized, and married Anna, the sister of the Byzantine Emperor Basil II. Byzantine art, architecture, literature, and teaching were introduced and adopted by the princes, boyars, and upper classes. Many churches and monasteries were built and the clergy became a powerful cultural and political force. During his reign, Volodymyr began minting coins stamped with the symbol of a trident. At the crossroads of European trade routes, the Kyiv state attained the height of its cultural development under Yaroslav the Wise (1019—1054). His children married kings and queens of Western Europe.

In the 13th century the country was invaded by the Mongols who inflicted a crippling blow on the civilisation of Kyiv Rus. Later, in the 13th and 14th centuries a slow revival of political and economic life began in the areas which were not under direct Mongol domination but peaceful life was often disrupted by Lithuanian, Polish and Turkish incursions. The Ukrainian state slowly disintegrated and was divided mainly between Russia and Poland.

From the 15th century onward, thousands of Cossacks, members of various social groups (peasants, burghers, and nobles), escaped from their oppressors and settled in the steppe frontier, this no-man's land. In 1552—1554 Prince D. Vyshnevetskyi united various Cossack groups and founded a Cossack fortress on the Mala Khortytsia Island south of the Dnipro Rapids. It became the first of several Cossack centres called the Zaporizhya Sich. The Ukrainian Cossack State, founded in the late 16th century, waged numerous wars of liberation against the invaders of Ukraine: Russia, Poland, and Turkey. The Cossacks' expeditions against the Tartars and Turks made them famous throughout Europe.

In the 17th century a war of independence was fought by Het'man (Ruler) Bohdan Khmelnytskyi against Poland. The Ukrainians were winning the war but the strain was too great and Khmelnytskyi sought assistance from Russia. Ukraine came under protection of Russia but when Russia turned into an empire freedom was completely taken away from Ukraine. It was divided between the Russian and Austro-Hungarian Empires. For some time the Ukrainian language was under the threat of extinction.

In 1917 after the Revolution in Russia, which brought about the downfall of the Romanov dynasty, the power in Russia was seized by the Bolsheviks. The Soviet rule brought to Ukraine political suppression. An independent Ukrainian National Republic

was proclaimed on January 22, 1922 but it was short-lived. In 1932—1933 the Soviet government engineered a man-made famine in Eastern Ukraine, resulting in the death of several million Ukrainians. Over 5 million Ukrainians lost their lives during World War II.

In 1991 after the collapse of the Soviet Union Ukraine regained its independence. The Act of Ukraine's independence was proclaimed by the Ukrainian Parliament on August 24, 1991. A search for national identity has begun.

Canada was the first Western country to recognize Ukraine's sovereignty. At present, Ukraine has diplomatic relations with over 150 countries.

On February 3, 1994 the Ukrainian Parliament ratified the agreement with Russia and the U.S. on deactivation of Ukraine's large nuclear arsenal. By voluntarily rejecting its recent status as the world's third nuclear power, Ukraine was the first to take a historic step towards a nuclear-free, peaceful future, bringing mankind closer to the long cherished goal, total nuclear disarmament. (See also ex. 51 [1—3])

Some dates in Ukrainian history

VIII—IXth centuries — formation of Kyiv Rus, a powerful medieval state unifying eastern Slavs in the expanses from the Baltic to the Black Sea and from the Volga to Tisza rivers

988—989 — baptism of Kyiv Rus

The 1130-ies — feudal fragmentation of the Kyiv Rus state

1237—1241 — invasion of Batu-Khan's horde, destruction of Kyiv

XIII—XIVth centuries — formation of the Halych-Volyn Principality (later a kingdom), controlling almost half of the former Kyiv state including nearly all contemporary Ukraine

Mid XIVth century — the Ukrainian lands gradually fell under the rule of the Lithuanian, Polish and Moldavian (Romanian) states

Beginning of XVIth century — formation of Zaporizhya Sich, a Cossack socio-political and military-administrative entity

1569 — union of Lyublin between Poland and Lithuania, their unification into a single state — Rzhech Pospolyta. Expansion of the Polish feudal rule over the lands of the Dnipro right bank Ukraine

1648—1654 — war of liberation of the Ukrainian people led by Het'man Bohdan Khmelnytskyi against Poland

January 18, 1654 — Pereyaslav Rada (Council of Pereyaslav), which approved of the unification treaty of Ukraine with Russia as a result of which Ukraine became the protectorate of Russia

End of 18th century — division of Ukraine between Russia, Poland and Turkey

1764—1775 — abolition of Het'manship, elimination of the Zaporizhya Sich. Ukraine becomes part of the Russian Empire

1905—1907 — first bourgeois-democratic revolution in Russia

February 1917 — victory of bourgeois-democratic revolution in Russia

March 1917 — establishment of the Central Rada Government in Kyiv

November 7, 1917 — victory of the Bolshevik armed uprising in Petrograd; proclamation of the Soviet power

November 20, 1917 — proclamation of the Ukrainian People's Republic

December 1917 — bolshevik takeover and proclamation of Ukraine as the Republic of Soviets in Kharkiv

November 1918 — formation of the Western Ukrainian People's Republic, which existed till July 1919

1918—1920 — civil war in Ukraine, which resulted in the establishment of the Soviet power all over Ukraine

December 1922 — formation of the USSR, incorporating the Ukrainian Soviet Socialist Republic

1923—beginning of the 1930s — a period of Ukrainization marked, despite the Soviet domination, by the upsurge of the development of the Ukrainian language, culture, science, education etc.

End of the 1920s — 'collectivization' of agriculture — establishment of collective farms, elimination and deportation to Siberia and the Far Eastern regions of the "kulaks" — hard-working and relatively wealthy peasants

1930s — period of industrialization. Ukraine became one of the most highly developed industrial regions in Europe.

1932—1933 — 'man-made Stalin famine' — systematic confiscation in Ukrainian rural districts of the harvested crops by the bolshevik activist teams which resulted in the death of several million Ukrainian peasants

1941—1944 — Nazi Germany occupation of Ukraine and struggle against the occupation which claimed more than 5 million Ukrainian lives

1945 — victory over Nazi Germany. Ukraine became a founding member of the United Nations

July 16, 1990 — Ukraine's Verkhovna Rada adopted the Declaration on the State Sovereignty of Ukraine

August 24, 1991 — Verkhovna Rada adopted the Act on the Proclamation of Independence of Ukraine

December 1, 1991 — all-Ukrainian referendum by virtually unanimous (91%) vote confirmed the Act on the Proclamation of Independence of Ukraine

June 28, 1996 — adoption of the Constitution of Ukraine by the Verkhovna Rada

Ukraine's **scientific** and **research** potential is concentrated not only in the universities and other institutes of higher learning, but also in a number of Academies — the Academy of Sciences of Ukraine, the Agricultural Academy, the Medical Academy, the Academy of Pedagogical Science and also in the industrial research and development facilities.

Among the founding members of the **Ukrainian Academy of Sciences**, created in 1918 (since 1994 it is the National Academy of Sciences of Ukraine), were Volodymyr Vernadskiy, a famous scientist of the 20th century, the noted historians Mykhailo Hrushevskiy and Dmytro Bahalii, orientalist Ahatanhel Krymskiy and many other noted scientists and scholars.

At first the Academy operated only three research institutes. At present, the system of the Academy of Sciences of Ukraine includes over a hundred research institutes and centres in a wide range of fields — mathematics, computer science and information technology, physics, mechanics, geology, geography, engineering, chemistry, biology and environmental protection, social sciences, the humanities etc. The total number of various research and development institutions in Ukraine amounts to about 1,400. Ukraine can be proud of her scientists of international renown, V. I. Vernadskiy, B. Ye. Paton, V. M. Hlushkov, to name but a few.

Volodymyr Ivanovich Vernadskiy (1863—1945) is the founder of geochemistry, biogeochemistry and radiogeology. He was among the founders of the national Academy of Sciences of Ukraine and was elected its first President. He was a member of the academies of sciences of many countries.

Boris Yevhenovych Paton (born in 1918) is a prominent Ukrainian scientist in the field of metallurgy and metal engineering. Based on his findings, electric metallurgy was created and welding in the outer space was developed. Since 1953 he has headed the Yevhen Paton Institute for Electric Welding, and since 1962 he has been President of Ukraine's Academy of Sciences. He is an honorary member of many national academies.

Ukraine is a country of ancient **cultural traditions** many of which have roots in the pre-Christian times. Ukraine preserves numerous historical sites which date back thousands of years. The Trypillya culture (4th — 2nd millennia B. C.) is well represented by whimsically decorated crockery, stylized figures of women, etc. The creative heritage of the Scythians and the people inhabiting the ancient city-states of the northern Pontic littoral consists of unique objects of gold (e.g., a unique collection of the so-called Scythian Gold, in the centre of which is a masterpiece of the world art — a gold pectoral ornament (breast decoration of a king, 400 B. C., which is currently on show at the Museum of Historical Treasures of Ukraine), women's gold ornament (12th — 13th centuries), created by Kyiv Rus craftsmen. They are on display in the very clay vessel in which they were first discovered. The arts of Kyiv Rus began to take shape at the turn of the 9th century, and the baptism of Rus by Prince Volodymyr the Great (988) produced a tremendous impact on monumental construction and the highly artistic decoration of the numerous churches and cathedrals in Kyiv, Chernihiv and other cities. It also stimulated the development of miniature book printing and calligraphic headlines for religious manuscripts.

During the feudal strife regional **icon painting** schools gained momentum. Very few samples of this craft (mostly preserved in Western Ukraine) survived the Golden Horde's devastating onslaught, and even fewer have reached our days. Petro Mohyla, an outstanding public and cultural figure of the 16th century Ukraine, played a significant role in the development of art. He sponsored the construction of churches and the establishment of what became known as the Kyiv Mohyla Academy, one of the early European Universities, the monastery's print shop, etc.

The 17th — 18th centuries were marked by an upsurge in Ukrainian **pictorial art**. The most popular figure in Ukrainian folk painting of the 17th — 20th centuries was Kozak Mamai. Paintings of Kozak Mamai were done in various media (mostly in oil and tempera) on wood, canvas, paper, walls of peasant houses, dishes, and ceramic tiles. He is portrayed as a serene and likable Cossack smoking a pipe and playing the bandura while squatting in an oriental manner. His horse stands saddled alongside tied to his spear, and his weapons hang on a nearby tree. A new style appeared, known as Ukrainian or Cossack baroque, having finally overcome the Byzantine icon-painting tradition. The most prominent creations of that period include icons from Kyiv's cathedrals of St. Sophia and Michael. St. Volodymyr's Cathedral was built in 1882, designed by architects P. Strom, P. Sparro and O. Beretti. Its interior was decorated by V. Vasnetsov, M. Nesterov, and M. Vrubel. Among the significant attainments of Ukrainian artistic culture are the monuments to Bohdan Khmelnytskyi, designed by M. Mikeshyn and unveiled on St. Sophia Square in Kyiv in 1888; to Ivan Kotlyarevskiy in Poltava (1896—1903), designed by L. Pozen, Adam Mitskiewicz in Lviv (1905—1906), designed A. Popel and others.

Ukraine numbers about 1,250 cities and towns and some 30,000 villages. Urban planning and **architecture** are notions dating from the Paleolithic period, from the settlements of the Trypillya culture, and ancient cities of the northern Pontic littoral. Architecture in Kyiv Rus marked an important stage in the process. Among the monumental religious structures is St. Sophia's Cathedral, built under Grand Prince Yaroslav the

Wise (1037) as the principal temple of the Old Rus state. Crowned by 13 cupolas, it is probably the best known monument of the past. The walls of the altar, the main cupola and the floor were decorated with colourful mosaic patterns, frescoes and stucco ornaments. All the images have a clearly iconographic character. The architectural ensemble of the Kyiv Cave Monastery (founded in 1051) is widely known, with its Assumption Cathedral (1072—78; demolished in 1941 and reconstructed in 2000), the Gate Church of the Holy Trinity, the Refectory (1106—1108) and 12th century fortified walls.

The refined and whimsical baroque style reached its apex in Ukraine's architecture in the 17th — 18th centuries. The whimsical baroque was replaced by strict classicism. The turn of the 19th century saw the appearance of cities in the south of Ukraine which were destined shortly to become important industrial and cultural centers (e.g., Katerynoslav, currently Dnipropetrovsk, Odessa).

Architectural ensembles of the first half of the 19th century serve as the best samples of European art. Among the best structures are Prince Bezborodko's Lyceum in Nizhyn (1824; architect L. Ruska), St. Volodymyr's University in Kyiv (1843; architect A. Beretti), the Kyiv Museum of Ukrainian Art designed by Vladyslav Horodetskyi in the classical style (1897—1900), a Roman Catholic church in stylized Gothic (1899—1909), and a residential building at No. 10 Bankova Street (1902—1903). Among Ukraine's romantic landscape parks the one known as Sofiyivka, in Uman, has international acclaim (1800—26).

Over the centuries the Ukrainian people have created a singular art of **music**, rooted deep in the misty pre-Christian times. Folk traditions have preserved to this day original ritual songs, dances and games dedicated to holidays, such as Kolyada (Christmas carols), Vesna (Spring) and Kupala (St. John's Eve). The flourishing of Kyiv Rus in the late 11th century was the fertile ground on which heroic epos grew and matured. Chronicles dating from the 15th — 17th centuries contain the records of ballads and historical songs.

The Ukrainian **folk vocal heritage** boasts a multitude of lyrical, humorous, patriotic, satirical, and children's songs and romances. Kobza, bandura, sopilka (pipe, flute), basolya (primitive double bass), buben (tambourine), tymbaly (dulcimer), violin, kolisna lira (wheel lyre) and koza (Ukrainian folk version of the bagpipe) became truly national musical instruments.

Professional musical culture developed following the introduction of Eastern Orthodox Christianity by Prince Volodymyr. The main venue of religious music and vocalism was the Cave Monastery in Kyiv where Greek-Bulgarian church tunes were adapted to local traditions, and where the original Kyiv school of church music (Kyivskyi rozspiv) eventually appeared. Secular music gained popularity in the second half of the 18th century. Het'man K. Rozumovskyi had a choir, an orchestra, even a miniature opera house (since 1751), and a unique library of music in Hlukhiv. The choir at the Kyiv Academy numbered 100 men. In 1707, the Kyiv Orchestra was established under the City Hall's auspices, and in 1768 a music school was attached to it.

Kyiv

Kyiv is situated on the banks of the Dnipro River. According to the Rus' Primary Chronicle, the founders of Kyiv were the brothers Kyi, Shchek, and Khoryv, leaders of the Slavonic Polivian tribe, and the city was named after the eldest, Kyi (end of the 5th century).

Kyiv is known as the mother of Rus' cities, for it was here, around the end of the 9th century, that the Eastern Slav lands collectively called Rus were first unified. Between the 10th and 12th centuries Kyiv flourished as the capital of Rus. After Christianity was adopted as the official religion in 988, Kyiv became one of the most significant points of religious exchange and learning of that time and one of the largest cities in Europe.

Severe 'storms' of the bygone centuries never bypassed it. It repelled the raids of the steppe nomad tribes such as Petchenihs, Khazars and Polovtsians. One of the most ancient monuments of the city is the ruins of the *Golden Gate*. It used to be the main entrance to the city, arousing admiration of numerous travellers with its splendour. Today above the Golden Gate rises a pavilion which preserves this ancient architectural memorial and reproduces the exterior look of the former fortification structure.

Right in front of the Historic Museum of Ukraine, on the ground there is a lay-out of the foundation of the *Tithe Church*, the first ancient Rus stone church built in 989—996. In 1240, when the formidable Mongol hordes of Batu Khan rushed into the city after the long siege, it was the last stronghold of the defenders of Kyiv.

After that devastating invasion Kyiv could not recover for a long time. It was later seized by Lithuanian and Polish feudal lords, plundered by the Crimean Tartars.

The city suffered heavy losses and was nearly destroyed during World War II, when it was captured and held by the German forces for almost 800 days. On November 6, 1943 Kyiv was liberated by the First Ukrainian Front rapid advance. After the war Kyiv was rebuilt and modernized.

In the Eternal Glory Park on the high Dnipro slopes there lie the remains of the heroes of Kyiv's defence and its liberators who lost their lives in the battle for the city. In their memory a 26-metre granite monument shot up to the sky. At its foot there is a *Grave of an Unknown Soldier*, with the Eternal Flame torch flashing in the breeze.

The capital's landmarks include *Kyiv-Pechersk Lavra Monastery*, whose ensemble of buildings includes architectural monuments dating from the 11th to the 19th centuries, the *St. Cyril's Church*, built in the 12th century, *St. Volodymyr's Cathedral*, an architectural monument of the 19th century, *St. Andrew's Church* and the *Mariinsky Palace*, architectural monuments of the 18th century. The Palace was designed in Baroque style by the architect Bartolomeo Rastrelli for Czarina Elizabeth. In 1870 the Palace was rebuilt (after the fire which destroyed its wooden first floor) for the occasion of a visit to Kyiv by Czar Alexander and Czarina Maria, hence the name. Currently, it is used for official state functions.

The most ancient edifice preserved till our days is the *St. Sophia's Cathedral*, which is now a State Architectural and Historical Preserve — the Sofiyskyi Museum. It was built in 1017—1037 by the Kyiv Prince Yaroslav the Wise. St. Sophia's Cathedral was devised by Yaroslav the Wise not only as a temple but also as the cultural centre of the city. Here books were translated and rewritten and it was here that the first large library

was established. Exquisite mosaics and frescoes portraying Christian saints recreate features of ancient inhabitants of the city and depict realistic life scenes such as hunting, performances of wandering actors (skomorokhs). In the shady public garden at St. Sophia's Square one may find the statue of the ancient *idol Svitovyd* (1st millennium B. C.), which was found on the River Zbruch, and the bronze *Lion Fountain* (12th — 13th centuries A. D.)

Kyiv is a city of **monuments** (*monument to Taras Shevchenko*, unveiled on March 6, 1939 on the 125th anniversary of birth of the great poet; *monument to Lesya Ukrainka*, a great Ukrainian poetess, whose life and creative activities were closely linked with Kyiv; *monument to the Ukrainian poet and philosopher Hryhorii Skovoroda* in the Podil, etc), **museums** (*Bohdan and Varvara Khanenko Arts Museum*, containing paintings by Bellini, Perugino, Goya, Rubens, Velazquez and other famous painters; the *Museum of Ukrainian Fine Arts*, the *Museum of Folk Architecture and Ethnography of Ukraine*; the *Museum of Ukrainian Decorative Folk Art*, the *Museum of Russian Art*, containing paintings by many well-known Russian painters and others), **theatres** (the *National Opera and Ballet Theatre*, the *Ukrainian Drama Theatre*, the *Russian Drama Theatre*, the *Puppet Theatre*, to name but a few), expositions, and art galleries.

Today more than ever before, the city authorities are paying special attention to the preservation of the numerous historical and cultural monuments as well as to their restoration and creation of new ones, among them — the monument to *Princess Olga* in St. Mykhailo's Square (1911), restored in 1996, the monument to *Mykhailo Hrushevskiy*, unveiled in December, 1998, *St. Mykhailo's Cathedral*, restored in 2000 and others.

On the site where hundreds years ago ran the Lybid River, so named after the sister of the founders of Kyiv, today lies the spacious *Peremoha (Victory) Square*. Another square in one of the central districts of Kyiv is the *Lviv Square* with the House of Artists of Ukraine, whose facade features the Muses of the Arts, ancient Greek goddesses, each of them representing a particular art. The city's central square — *Independence Square* is lavishly adorned with flowers. The square is dominated by a monument symbolising the independent Ukraine. It is one of the most beautiful squares in the city. During grand holidays it is a venue of concerts and outings.

Khreshchatyk has been the city's main thoroughfare for many decades. Of the old Khreshchatyk only one block (from Bohdan Khmelnytskyi Street to Taras Shevchenko Boulevard) survived till modern times, the rest was destroyed during the last war. The street was completely rebuilt and considerably expanded after the war.

The traffic is rather heavy in Kyiv. There are various means of public transport in Kyiv like busses, trolley-busses, trams, and taxis. Kyiv's *Metro* is a pride of Kyivites. The Metro is being expanded farther and farther, connecting the city centre with the most distant residential areas.

The city of Kyiv grew up along the banks of the Dnipro River, rising near Smolensk in west-central Russia and flowing about 2,285 km southwards through Belarus and Ukraine to the Black Sea. It has been a commercial waterway since the ninth century. One of the best ways to see the river is by boat. During the summer months riverboats sail from the piers at the River-boat station at Podil. Of the many bridges across the Dnipro mention should be made of the *Moscow Bridge*, a six-kilometre long structure

that provides a short cut connecting the left-bank Dnipro area with the Podil and Minsk districts and the *Paton Bridge*, an all-welded bridge, named after Ye. O. Paton, a prominent scientist in electric welding.

Surrounded by parks, the city itself is a man-made carefully cherished garden city. Visiting Kyiv, the American painter Rockwell Kent exclaimed, 'I have seen many parks in cities but this is for the first time that I see a city inside a park!' Laid out along the Dnipro slopes is the *Central Botanical Gardens*. It is especially beautiful in spring when the lilac trees are in blossom. From here one can see the panorama of the *Kyiv-Vydubitskyi Monastery*, an ancient architectural monument. One will enjoy the view of the Dnipro and a few residential areas from *St. Volodymyr's Hill* with the monument to *Prince Volodymyr*, the Baptist of Rus (1853).

Habits and ways. Ukrainians have three names: a first name, patronymic and a surname (a family name). The family name is a formal identification; for example, most lists of people in telephone directories, students at schools and universities, etc. are indexed (alphabetically, if required) by family name. The first name is generally used by family members and friends, by people who see each other frequently or who work together. Older people who work together often use the first name followed by the patronymic. An older person is usually addressed by his or her first name followed by a patronymic, and not by his or her first name, which in English-speaking countries is considered friendly.

Since time immemorial Ukrainians have been known as hard-working, thrifty, skilled farmers, emotionally strongly attached to their native land. They are typically kind-hearted, friendly, hospitable and well-wishing to both fellow countrymen and guests; they are cautious yet inclined to romanticism and sentimentality. But in the time of ordeal they are determined, resourceful, brave, staunch, ready for self-sacrifice. Ukrainians have a very special sense of humour; they can be biting sarcastic, though. Evidence of this is their wonderful folk vocal heritage, captivating decorative art etc.

Most urban Ukrainians do not expect to be visited without an invitation. People who live close together in a block of flats frequently make friends, particularly if they have children of the same age. When people are invited to someone's home to dinner or for the evening, it is customary to bring a small gift, for example a modest bunch of flowers, a box of sweets, etc. It is customary for people to compliment their host for a good meal.

National holidays

Besides the national holidays which are shared by people in many countries (see p. 276—279), there are a few uniquely Ukrainian, holidays (although some of them have analogues in other nations).

Women's Day (is on) 8 March; **Labour Day** — 1, 2 May.

On **Victory Day** (9 May) Ukrainians remember soldiers and war veterans.

June 28 is **Constitution Day**. This is the day when the Ukrainian constitution was signed in.

Independence Day — August 24 — is Ukraine's National Day.

Other holidays (working days)

On March 14 Ukrainians celebrate the **birthday** of the Ukrainian national poet, **Taras Shevchenko**.

There is a special **holiday** in Ukraine **for teachers** (September 30) as well as for people of other professions.. Flower shops are busiest on Teacher's Day and Women's Day.

Ukrainians outside Ukraine

Over ten million Ukrainians live outside Ukraine now. Over six million Ukrainians live in the former Soviet republics: the Russian Federation, Kazakhstan, Moldova, Belarus, etc. Ukrainians in Poland, Romania and Slovakia belong to the original population. Most of them live in some ethnic Ukrainian territories, where their forefathers had lived since time immemorial. In other European countries (Yugoslavia, France, Germany, Great Britain) they are registered as immigrants.

There are ethnic Ukrainian communities in Latin America, mainly in Argentina (over 150,000) and Brazil (about 100,000).

Historically the youngest ethnic Ukrainian community is in Australia (over 30,000).

In North America (the USA and Canada), the Ukrainian national community (diaspora — about two million people) formed as the result of three waves of immigration — at the turn of the 20th century, between World War I and World War II, and after the Second World War.

In 1966 Ukrainian scholarly institutions in the diaspora celebrated the centenary of Hrushevskyi's birth and in 1984, the 50th anniversary of his death.

Answer the following questions:

1. How many regions are there in Ukraine?
2. What is the highest legislative body of Ukraine?
3. What is the official language of Ukraine?
4. What does the Ukrainian flag/National Emblem represent?
5. What was the first Western country to recognize Ukraine's sovereignty?
6. Who is the current President of Ukraine?
7. Who is the current Prime Minister of Ukraine?
8. What counties border Ukraine?
9. When was Taras Shevchenko born?
10. When was Hrushevskyi born?
11. When did Bohdan Khmelnytskyi live?
12. Who was Taras Bulba?

13. What is the population of Ukraine/Kyiv?
14. Does Kyiv have a subway/metro system?
15. What is the best route from your native town to the Crimea?
16. When is Independence Day celebrated?
17. When does Labour Day come?
18. When are flower shops busiest?

Choose the appropriate word or phrase to complete the following sentences:

1. The longest river in Ukraine is the ____.
 2. The President of Ukraine is elected for _____.
- | | |
|---|--|
| <ol style="list-style-type: none"> A. the Don B. the Dniester C. the Dnipro D. the Donets | <ol style="list-style-type: none"> A. three years B. four years C. five years D. two years |
|---|--|
3. The Sofiiivka Park is in _____.
 4. Hrushevskyyi and Yavornytskyi are famous Ukrainian ____.
- | | |
|---|---|
| <ol style="list-style-type: none"> A. Lviv B. Chercassy C. Kharkiv D. Poltava | <ol style="list-style-type: none"> A. generals B. historians C. cossacks D. poets |
|---|---|
5. The Ukrainian flag is a rectangular cloth with _____.
- A. two horizontal stripes of equal width, the upper stripe is blue and the lower golden yellow.
 - B. two vertical stripes of equal width, the upper stripe is blue and the lower golden yellow.
 - C. two horizontal stripes of equal width, the upper stripe is golden yellow and the lower blue.
 - D. two horizontal stripes of unequal width, the upper broader stripe is blue and the lower golden yellow.

ВЕЛИКА БРИТАНІЯ

Great Britain

Britain comprises Great Britain (England, Wales and Scotland) and Northern Ireland, and is one of the 15 member states of the European Union (EU). Its full name is the **United Kingdom of Great Britain and Northern Ireland**.

Britain's **population** is about 59 million, the 18th largest in the world. The population has increased by over 2.4 million since 1981. Great Britain is inhabited by the English (81.5%), Scottish (9.6%), Irish (2.4%), Welsh (1.9%), Ulster (1.8%). The largest ethnic minorities are of Caribbean or African descent. Other ethnic minorities of varying sizes are West Indians, Indians, Pakistani and Bangladeshis. Overall, ethnic minority groups represent just under six per cent of the population of Great Britain.

English is the official language; the Welsh language has equal validity in Wales.

Administrative division. England is currently divided into 45 counties, and Wales into 8 under the Local Government Act 1972. The six former counties in Northern Ireland were divided into 26 administrative districts. In Scotland the corresponding areas are known as regions.

The Monarchy. Queen and Royal Family. The ruling sovereign of the United Kingdom of Great Britain and Northern Ireland is Elizabeth II of the House of Windsor. The House of Windsor is the name of the royal dynasty. Queen Elizabeth II is herself directly descended from King Egbert, who united England under his rule in 829. The only interruption in the history of the Monarchy was the republic, which lasted from 1649 to 1660.

The Queen's title in Britain is: 'Elizabeth the Second, by the Grace of God of the United Kingdom of Great Britain and Northern Ireland and of Her other Realms and Territories Queen, Head of the Commonwealth, Defender of the Faith'. In the Channel Islands and the Isle of Man the Queen is represented by a Lieutenant-Governor. Each year the Queen and other members of the Royal Family visit many parts of Britain. (See also ex. 2, 37 [9], 42 [5], 93 [9], 94 [A], 98 [1].)

Buckingham Palace is the royal palace at which the Queen and Prince Philip reside when they are in London. The sovereign's personal flag, the Royal Standard, flies from the central flagpole when the Queen is in residence.

Political system. Britain is a constitutional hereditary monarchy. The Monarchy is the oldest institution of government. The Crown, which represents both the Sovereign (the person on whom the Crown is constitutionally conferred) and the Government, is the symbol of supreme executive power. The Sovereign (currently the Queen) is head of the executive and the judiciary, an integral part of the legislature, commander-in-chief of the armed forces, and supreme governor of the Church of England. The Queen is not only head of State, but also an important symbol of national unity. The Queen acts on the advice of her ministers. Britain is governed by Her Majesty's Government in the name of the Queen.

The highest legislative body of Britain is its Parliament. It consists of three elements: the Queen, the House of Commons and the House of Lords. They meet together only on

occasions of ceremonial significance, such as the state opening of Parliament, when the Commons are summoned by the Queen to the House of Lords, although the agreement of three is normally required for legislation.

The House of Lords consists of over 1,000 members (Lords Spiritual and Lords Temporal): 763 hereditary and 314 life peers and peeresses, certain judges, 2 archbishops and 24 bishops of the Church of England. The House is presided over by the Lord Chancellor, who is ex-officio Speaker of the House.

The House of Commons consists of 659 Members of Parliament (MPs) directly elected in each of Britain's 659 parliamentary constituencies. Of the 659 seats, 529 are for England, 40 for Wales, 72 for Scotland and 18 for Northern Ireland. (See ex. 4, 37 [6, 8])

Almost all winning candidates belong to one of the main political parties (Conservative, Labour, Liberal, Scottish National, Ulster Unionist, etc.). Since 1945 either the Conservative Party ('conservative' because the Party aims to conserve traditional values and practices), whose origins go back to the eighteenth century, or the Labour Party, which emerged in the last decade of the nineteenth century to promote the interests of the industrial working class, has held power.

The party which wins most seats at a general election usually forms the **Government**, headed by Prime Minister. By tradition, the leader of the majority party is asked by the Sovereign to form a government. The largest minority party becomes the official Opposition, with its own leader and 'shadow cabinet'. Her Majesty's Government is the body of ministers responsible for the conduct of national affairs. (See also ex. 2)

The **Royal Coat of Arms** incorporates three golden lions on a red shield.

The **flag** of Britain, commonly known as the Union Jack (which derives from the use of the Union Flag on the jack-staff of naval vessels), embodies the emblems of three countries under one Sovereign. The emblems are the crosses of three patron saints: the red cross of St. George, for England, on a white ground; the white diagonal cross of St. Andrew, for Scotland, on a blue ground; the red diagonal cross of St. Patrick, for Ireland, on a white ground. The final version of the Union Flag appeared in 1891.

The British **National Anthem** originated in a patriotic song first performed in 1745. There is no authorised version — the words used are a matter of tradition. On official occasions it is usual to sing the first verse only, the words of which are given on the right:

“God save our gracious Queen!
Long live our noble Queen!
God save the Queen!
Send her victorious,
Happy and glorious,
Long to reign over us,
God save the Queen!”

The national British currency is the **pound sterling** (£), divided into 100 pence (p). There are 1p, 2p, 10p, 20p, 50p, 1 and 2 pound coins. Banknotes are issued in 5, 10, 20 and 50 pound denominations.

The **capital** of Great Britain is London (about 7 million inhabitants). Birmingham, Glasgow, Leeds, Sheffield, Liverpool, Manchester, Edinburgh, Bradford, Bristol are the largest cities, whose population varies from about 1 million (Birmingham) to about 400,000 (Bristol).

Britain is a member of some 80 international organisation, including the EU, the UNO, the NATO, the OSCE, and the Commonwealth. It has diplomatic or consular relations with 188 countries.

Geography. Natural Resources. Industry. Great Britain occupies an area of 94,251 sq. miles (244,100 sq. km.) It lies off the north-west coast of Europe, across the English Channel, Strait of Dover and the North Sea. Its neighbours are Ireland to the west and France to the south-east. England is mostly a rolling land, rising to Uplands of southern Scotland; Lowlands are in the centre of Scotland, granite Highlands are in the north. The coast is heavily indented, especially on the west. Forest and woodland covers about 11 per cent of the total land area. The country's major mineral resources are: coal, tin, gas, limestone, iron, salt, clay, oil.

Agriculture accounts for almost three-quarters of land use in Britain (farming, beef cattle, sheep and poultry raising). Wheat, barley, sugar beet and potatoes are Britain's major crops. Britain has a comprehensive food and drink manufacturing industry.

It is one of the world's primary industrial powers. Britain excels in high-technology industries such as chemicals, plastics, pharmaceuticals, electronics, motor vehicles, aerospace, paper and printing, its main industries being: steel, metals, vehicles, ship-building, banking, textiles, chemicals, electronics, aircraft, machinery. Britain's economy is based primarily on private enterprise. Britain is the fifth largest trading nation in the world. It is a major centre for tourism and advertising.

The **climate** is mild and temperate due to the Gulf Stream. As in much of the world, the temperatures in Britain have been rising over recent years. These changes in climate may be arising partly from increasing emissions of greenhouse gases, although it is still too early to be certain about this.

GMT, the local time of the 0 degree meridian that passes through Greenwich in London, is the standard time in Great Britain which is used to calculate the time in the rest of the world. **Summer time** or **BST** [bi: es 'ti:] is a period from the end of March to the end of October (the last Sunday in each month), when clocks are advanced one hour ahead of GMT to gain maximum of daylight hours.

Traditional and religious public holidays

Many public holidays in Britain are known as 'bank' holidays, because these are days on which banks are legally closed. Besides the national holidays which are shared by people in many countries, there are a few uniquely British holidays (although some of them have counterparts in other nations):

Late Spring Holiday (last Monday in May), **Late Summer Holiday** (last Monday in August for England, Wales, and Northern Ireland and first Monday for Scotland), **Good Friday** (the Friday before Easter when the Christian Church marks the Crucifixion of Christ; *hot cross buns* are traditionally eaten on this day), **Boxing Day** (26 December; it is a time when tradespeople receive a 'Christmas Box' — some money in appreciation of the work they've carried out all year), **Easter Monday** (the day after Easter Day) is a holiday in England, Wales and Northern Ireland, while **January 2** (the day following

New Year's Day) is a bank holiday only in Scotland. **St. Patrick's Day** (17 March) and **the anniversary of the Battle of the Boyne**, 1690, (12 July) are additional holidays in Northern Ireland.

Other holidays

The **Sovereign's birthday** is officially celebrated in June by Trooping the Colour on Horse Guards Parade. It is normally held on the second Saturday in June. No particular annual ceremony is held on the Queen's true birthday, although the Union Flag is flown on public buildings and the national anthem is sung.

The birthdays of the Queen, the Queen Mother and the Duke of Edinburgh are marked by a salute of 62 guns, fired from the wharf of the Tower of London. A salute of 41 guns is fired from Hyde Park and the Tower of London to mark the birth of a royal child. (See also ex. 52, 59.)

All Saints' Day — 1 November; **All Souls' Day** — 2 November; **Ash Wednesday** — the first day of Lent; **Guy Fawkes Night/Bonfire Night** — the evening of 5 November, when many people have bonfire parties and let off fireworks. It was originally a time when people remembered Guy Fawkes' attempt to blow up the Houses of Parliament in 1605. (See also ex. 42; 44 [1].)

From the history of Britain: Charles II

In the year 1658 Cromwell died, a general called Monck sent messengers secretly to Charles, to try to arrange for him to return. In May 1660 the rightful King returned to his country, nine years after he had left it, a hunted fugitive.

It was during the reign of King Charles II that one of the most important documents in the history of English liberty was signed by the King. This was called the "Habeas Corpus Act". The Act meant that no person could henceforth be kept in prison without being brought before a court and charged with the offence for which he had been arrested.

The Act is still important today, but it was even more important in 1679, when it was first passed. In those days men were frequently thrown into prison because they had annoyed someone in authority, or because some enemy had accused them of crimes they had not committed.

During the reign of King Charles II the plague of London began in the rat-infested areas of the docks and rapidly spread throughout London. It lasted for a year. By the end of the year, seventy thousand people in London had died.

Another disaster struck at London on Sunday morning, September the 2nd, 1666. A baker's shop in a street called Pudding Lane caught fire. Before noon hundreds of houses had been destroyed, and the fire was still spreading. More than thirteen thousand houses and nearly a hundred churches, including St. Paul's Cathedral, were destroyed in the great fire.

The plague of London and the great fire were not the only disasters which England suffered in the early years of the reign of Charles II.

At that time England was at war with Holland. Shortly before the outbreak of the fire of London, the two fleets had met in the English Channel, and the battle lasted four days. The English ships retreated up the Thames. The English were taken by surprise and the English ships had been burned by the Dutch.

King Charles had been fortunate in finding Samuel Pepys to help him in rebuilding the Navy; he was equally fortunate in finding Christopher Wren to plan the rebuilding of London. Together they set to work to repair the damage caused by the great fire. (See also ex. 10; 48 [# 1, 2]; test XV [B].)

London

For almost 1,000 years London has been a capital city, first of England and, since 1707, of the whole of Britain. London is so complex a city that it is quite impossible in a few days or even weeks to take stock of all that it has to offer. Certain aspects of the London scene, however, are priorities with every visitor:

the **Tower of London**, one of the most ancient buildings in London. They say that London is the key to England and the Tower is the key to London. For many centuries the Tower has served as royal residence, state prison and fortress. Now it is a museum. The Jewel House contains the fabulous Crown Jewel Collection.

Westminster Abbey, where since Norman times almost every English monarch has been crowned;

St. Paul's Cathedral, Wren's masterpiece, which rose from the ruins of the church destroyed in the Great Fire of 1666. For nine years he drew and altered plans for the building, always showing them to the King and discussing them with him. At last, in 1675, the first stone was laid. It was not until thirty-five years later that the Cathedral was finished. Another famous building in London built by Christopher Wren is the **Royal Hospital, Chelsea**. The Chelsea Hospital was founded by Charles II, but it not what we today call a hospital. It is a home for old soldiers, and those who live in it wear a special uniform, a long red coat and a particular kind of black hat. They are known as Chelsea Pensioners, and they can be seen going about London to-day, still wearing a uniform designed nearly three hundred years ago. There is a story that Charles II founded Chelsea Hospital because Nell Gwyn, a famous actress at that time, told the King that it was a shame to let old soldiers starve. Whether this story is true or not, the Hospital was not completed until 1692, seven years after the King's death.

Trafalgar Square, with the 184-foot-high column surmounted by the statue of Nelson. The northern side of the square is dominated by the **National Gallery**, where you will find one of the world's most celebrated collections of fine art, with masterpieces by Goya, Rembrandt, Velazquez, Leonardo da Vinci and many other great painters. Not far from the National Gallery just round the corner, is the **National Portrait Gallery** which houses portraits of a wide range of Britain's portrait painters, such as Holbein, Gainsborough, Reynolds. Portraits of Prince Charles and his former wife the Princess of Wales Lady Diana by Brian Organ.

Whitehall, leading from Trafalgar Square to Parliament and Westminster Abbey. It contains many government offices. 'Whitehall' is often used for the government itself. At Horse Guards in Whitehall, once a guardhouse for the former royal Palace of Whitehall, the daily **Changing of the Guards** by the mounted guards of the Household Cavalry is a popular tourist attraction.

Buckingham Palace, the official residence of the sovereign since 1837, when it was completed. The young Queen Victoria, who succeeded to the throne on 20 June that year was the first sovereign to live here. The **Queen Victoria Memorial** unveiled by George V in 1911, stands in front of Buckingham Palace.

Piccadilly Circus, often called 'the hub of the Commonwealth'. It is one of the busiest junctions in London, where a number of famous streets meet, including Piccadilly, Regent Street and Shaftesbury Avenue. At night it is ablaze with neon advertisements of every kind and colour. (See also ex. 30 [# 4]; 37 [1—11]; 44 [1—3].)

Answer the following questions:

1. What countries border Great Britain?
2. How many counties are there in Great Britain?
3. What does the British flag represent?
4. When was William Shakespeare born?
5. Who is the ruling Monarch of Great Britain?
6. What are the major political parties of Great Britain?
7. What do you know about the Queen's birthday?
8. How long has the present Monarch been on the throne?
9. Who is the current Prime Minister of Great Britain?
10. What is the highest legislative body of Great Britain?

Do you know that...

The **British Commonwealth of Nations** (or Commonwealth of Nations) is an association embracing the United Kingdom, its dependencies, and many former British colonies that are now sovereign states with a common allegiance to the British Crown. It was established by the Statute of Westminster in 1931.

John Bull is a personification of England or the English; it is also used to denote a typical Englishman (after *John Bull*, a character in *Law is a Bottomless Pit* by John Arbuthnot).

No 10 Downing Street is the official residence of the British Prime Minister.

The **national flower of England** is the rose;

the **national flower of Northern Ireland** is the shamrock, a three-leaved plant similar to clover;

the **Scottish national flower** is the thistle;

the **national flower of Wales** is usually considered to be the daffodil; the leek is also considered to be a traditional emblem of Wales.

Clocks were placed in a clock tower at Westminster Hall, London, in 1288.

Xmas ['krisməs/'eksməs] (from the Greek letter X that was used as a symbol for 'Christ' by early Christians) is a conversational and commercial abbreviation of Christmas.

Fish and chips is a popular British dish, consisting of plaice or cod fried in batter and served hot with fried, chipped potatoes (known in many restaurants as 'French fries').

СПОЛУЧЕНІ ШТАТИ АМЕРИКИ

The United States of America

Geography. The United States is a country of central and northwest North America with coastlines on the Atlantic Ocean in the east and the Pacific Ocean in the west. It borders on Canada in the north; on Mexico in the south. In the south, the United States is washed by the Gulf of Mexico. It includes the non-contiguous states of Alaska and Hawaii and various island territories in the Caribbean Sea and Pacific Ocean. The U.S. occupies an area of 3,787,318 sq. mi.

The U.S. **population** is over 226 million. The United States was settled, built, and developed by generation of immigrants and their children. In 1776 Thomas Paine, a British-born American writer and revolutionary leader, who argued for American independence from Britain, wrote that "Europe, and not England, is the parent country of America". These words described the settlers who came not only from Great Britain, but also from other European countries, including Spain, Portugal, France, Holland, Germany and Sweden. Over the next 45 years 2 million Jews moved to the United States; the Jewish-American population is now more than 5 million. Today, African Americans constitute over 12 percent of the total U.S. population; there is an increasing acceptance of blacks and whites in all walks of life and social situations. The United States is counted among the most heterogeneous societies in the world: the country has welcomed more immigrants than any other country—more than 50 million in all—and still admits almost 700,000 persons a year.

The United States has no official national language. The **English language** is the common language by use. About 30 million Americans speak a language other than English at home.

The United States includes **50 states** (*Alabama, Alaska, Arizona, Arkansas, California, Colorado, Connecticut, Delaware, Florida, Georgia, Hawaii, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Mississippi, Missouri, Maryland, Massachusetts, Michigan, Minnesota, Montana, Nebraska, New York, New Mexico, New Hampshire, Nevada, New Jersey, North Carolina, North Dakota, Oklahoma, Ohio, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Utah, Vermont, Washington, West Virginia, Virginia, Wisconsin, Wyoming*) and District of Columbia.

Political system. The U.S. is a federal republic with a strong democratic tradition. The national government is divided into three parts, or branches: the legislative (the Congress, which consists of the House of Representatives and the Senate), the executive (headed by the President), and the judicial (the federal courts). Members of the House of Representatives are elected to two-year terms. Senators are elected to six-year terms. The President is the highest official, vested with supreme executive authority. The President is elected to a four-year term and may be elected to only two successive terms. The President is commander-in-chief of the armed forces. The President has the power to make treaties with other nations and to make appointments to federal positions. The Senate, however, must approve all treaties and confirm the appointments before they can go into effect. The **highest court** in the United States is the Supreme Court.

The **Great Seal** of the U.S. is an American bald eagle. The **American flag** (The Stars and Stripes), which is red, white and blue, has stars and stripes. Each star on the American flag represents a state. The 13 stripes symbolize the 13 original states. The flying of the American flag is widespread on the Fourth of July (Independence Day), Memorial Day and other holidays.

The **National Anthem** is "The Star-Spangled Banner". The author of the American National Anthem was Francis Key, an American lawyer and poet. He wrote "Defence of Fort McHenry" after witnessing the British attack on Fort McHenry at Baltimore on September 13—14, 1814. The poem was set to the music of an 18-century tune called "To Anacreon in Heaven", renamed 'The Star-Spangled Banner', and in 1913 was the conquest adopted by Congress as the national anthem.

The national currency of the United States is the **dollar**. 'In God We Trust' is printed on all United States money. On every one dollar bill, there is a picture of George Washington.

The **capital** of the United States is **Washington, D. C.** (over 700,000 inhabitants) and New York is the largest city.

The U.S. is a member of the UN. It is also a member of the NATO, OECD, OAS and other international organisations.

Local Time: GMT + 2 hours (winter). **Daylight Savings Time** from the last Sunday of March to the last Sunday in October.

History. The first successful English colony in the New World was founded at Jamestown, Virginia, in 1607. A few years later, English Puritans, known as the Pilgrim Fathers, came to America to escape religious persecution for their opposition to the

Church of England. In 1620, the Pilgrim Fathers founded Plymouth Colony in what later became Massachusetts. By 1733 English settlers had founded 13 colonies along the Atlantic Coast. The original Thirteen Colonies declared their independence from Great Britain in 1776 and formed a government under the Articles of Confederation in 1781. War broke out on April 19, 1775, when British soldiers confronted colonial rebels in Lexington, Massachusetts. On July 4, 1776, the Continental Congress adopted a Declaration of Independence. The war officially ended with the Treaty of Paris in 1783, by which England recognized American independence. After Abraham Lincoln, a foe of slavery, was elected President in 1860, 11 states left the Union and proclaimed themselves an independent state, the Confederate States of America. The American Civil War, a war between the North and the South, had begun. Two years later the Confederates surrendered. The Civil War put an end to slavery, and it decided that the country was an indivisible whole. Within a few years of the Civil War, the United States became a leading industrial power. (See also ex. 40, 41.)

Legal holidays and special occasions

Besides the national holidays which Americans share with many countries (see p. 276—279), there are a few uniquely American holidays (although some of them have counterparts in other nations).

Thanksgiving Day — the fourth Thursday in November. The holiday dates back to 1621, the year after the Puritans arrived in Massachusetts. After a rough winter, in which about half of them died, they turned for help to neighbouring Indians, who taught them how to plant corn and other crops. The next autumn good harvest inspired the Pilgrim Fathers to give thanks to God for harvest and health by holding a feast. The Thanksgiving dinner held at Plymouth in 1621, at which the Pilgrims ate with American Indians, became a national tradition — not only because so many other Americans have found prosperity but also the Pilgrims' sacrifices for their freedom still captivate the imagination. On Thanksgiving many people in the United States eat some of the foods served at the first feast: roast turkey, cranberry sauce, potatoes, pumpkin pie.

The Fourth of July is Independence Day. It honours the nation's birthday — the adoption on July 4, 1776 of the Declaration of Independence by the Continental Congress in Philadelphia. (Its principal author, Thomas Jefferson, became the third President in 1801.) It is a day of picnics and patriotic parades, a night of concerts and fireworks. You can buy a red, white and blue cake on July 4.

Besides Thanksgiving and the Fourth of July, there are a few other uniquely American holidays.

Martin Luther King Day (see also p. 332). Since King's assassination in 1968, memorial services have marked his birthday on January 15. In 1986, that day was replaced by the third Monday of January, which was declared a national holiday.

President's Day — the third Monday in February. Until the mid — 1970s, the February 22 birthday of George Washington, hero of the Revolutionary War and first President of the United States, was a national holiday. In addition, the February 12 birthday

of Abraham Lincoln, the President during the Civil War, was a holiday in most states. The two days have been joined, and the holiday has been expanded to embrace all past Presidents.

Memorial Day (also called **Decoration Day**) comes on the fourth Monday in May. It is observed in commemoration of the dead of all wars, and the dead generally, who are remembered in special programmes held in cemeteries and other public meeting places. (Compare **Remembrance Day**, p. 278)

Labor Day — the first Monday of September, honours the nation's working people, typically with parades. For most Americans it marks the end of the summer vacation season, and for many students the last holiday before the new school year.

Columbus Day — the second Monday in October. It is observed in commemoration of the discovery in 1492 of the New World by Christopher Columbus.

June 14 is Flag Day. It is observed in commemoration of the adoption in 1777 of the official U.S. flag. The American flag is red, white and blue.

Mother's Day is on the second Sunday in May. It is observed in the United States in honour of mothers.

Father's Day, the third Sunday in June, is observed in the United States in honour of fathers.

In addition, there are state holidays, e.g. **Nathan Hale Day**, celebrated in Connecticut on September 22. Nathan Hale (1755—1776) was an American revolutionary soldier hanged by the British as a spy. He said the famous words, "I only regret that I have but one life to lose for my country."

Various ethnic groups in America celebrate days with special meaning to them even though these are not national holidays, for example, Irish Americans celebrate *St. Patrick's Day*, Jews observe their high holy day in September. (See also ex. 8 [2].)

Habits and ways

An **engagement party** is for two people who are going to get married. When two people plan to marry, the man often gives the woman a diamond ring.

At a **wedding**, the woman getting married is called the *bride*. The man is called the *groom*. Your *fiancé* is the man you are going to marry. Friends may decorate your car on your wedding day. Flower girls, young girls who carry flowers, are often part of weddings.

After a couple marries, friends throw rice on them. The only time American women wear veils is on their wedding day. On their wedding day brides usually don't wear black dresses. At a wedding you wear a suit or dress. On a traditional wedding you often hear the song 'Here Comes the Bride'. When people marry they often ask friends to be ushers at their wedding.

The best man at a wedding is the best friend of the groom. Organ music is very common at wedding ceremonies. At a wedding people eat and drink the wedding food.

A honeymoon is a trip taken by a newly married couple.

You say 'Happy Anniversary' when a couple is celebrating the day they got married. A 50th anniversary is a golden anniversary.

Students wear a **cap and gown** on their graduation day.

Children often invite friends to sleep at their house for **pajama parties**.

Americans usually do not buy a **baby boy** pink clothes.

The day after they lose a tooth children **look for money** under their pillow.

Sightseeing in the USA

The United States of America is such a large country that it is impossible to see everything in a couple of weeks. Americans say, "So many sights. So little time." Decide what you really want to see. If you are interested in history and architecture, you may want to visit **George Washington Country**, containing the states of Pennsylvania, Maryland, Washington DC, Virginia, and West Virginia. This is the land of pioneers and Presidents, Blue Ridge Mountains (Virginia) and the restored town of Williamsburg. The latter was the capital of Virginia from 1699 to 1799 but declined after the capital moved to Richmond. In 1926 a large — scale restoration project, financed mainly by John D. Rockefeller, Jr., was begun, in which some 700 modern buildings were removed, 83 colonial buildings were renovated, and more than 400 buildings were reconstructed on their original sites. The Liberty Bell is in Philadelphia.

Rich in American history is also **New England**, a region of the northeast United States, comprising the modern-day states of Maine, New Hampshire, Vermont, Massachusetts, Connecticut, and Rhode Island. Salem, for example, is noted as the site of witchcraft trials (1692) and of Nathaniel Hawthorne's House of the Seven Gables. This region is also noted for its beautiful countryside with spectacular foliage in the autumn months.

If you want beautiful mountain scenery, consider a trip through Montana, Wyoming and Colorado. If you want to see ranches, large farms used for raising animals, especially cattle, horses, or sheep, you might choose to go to Texas or Arizona. In the Sunshine State — Florida — you will find golden beaches, year-round sunshine, the wilderness charm of the Everglades and, of course, everyone's favourite, Disneyland. The Everglades is a subtropical swamp area of southern Florida, including Everglades National Park. It is noted for its wildlife, especially crocodiles, alligators and egrets.

In America's **Deep South**, a region of the southeast United States, comprising the states of Alabama, Georgia, Louisiana, Mississippi, and South Carolina, you will find spectacular '*Gone with the Wind*-style' plantation mansions, jazz music, trams and delicious Creole cooking. No less spectacular is the **Heart of America**, a cowboy country, comprising the states of Missouri, Oklahoma, Kansas, Arkansas and Texas. It is full of prairieland, wheatfields as far as the eye can see and cattle ranches.

In the states of the **Old West** — Montana, Wyoming, North and South Dakota — land of the open range, you will find the wonderful Yellowstone National Park, full of grizzly bears, dude ranches, resorts patterned after Western ranches, featuring camping, horseback riding, and other outdoor activities. You can also watch rodeos.

In the **Golden West** — the states of California, Nevada, Arizona — you will see the glamour of Las Vegas, San Francisco and Los Angeles, plus the beauty of redwood tree country. The Golden Gate Bridge is in San Francisco. Alcatraz, a rocky island of west-

ern California, used to be a large prison (until 1963). It is now a tourist attraction. The island has long been known as "the Rock".

In the **Great Southwest** — Arizona, New Mexico, Colorado, and Utah, you will enjoy the beauty of the Grand Canyon, which is listed among the Seven Natural Wonders of the World, huge mountains, vast desert areas and the wonderful Wild West.

In the **Pacific Northwest** — Idaho, Oregon, Washington, mountain trails to hike, white-water rivers to raft and spectacular coastlines all add up to a splendid outdoor feast.

The **New York State** contains not just New York City, but also Niagara Falls, beautiful rural countryside, the Hudson River, Lake Placid and Lake Ontario. The latter is one of the group of the **Great Lakes** — five freshwater lakes of central North America between the United States and Canada — including also Lakes Superior, Huron, Erie, and Michigan — the largest body of surface fresh water in the world. Bordering on the Lake Superior is the state of Minnesota, whose largest city Minneapolis is noted for its Sculpture Garden. There are about forty works of art in the Minneapolis Sculpture Garden, the giant fountain sculpture Spoonbridge and Cherry among them.

Washington, D. C.

Washington, D. C. is the capital of the United States. The basic city plan for Washington was designed by Pierre L'Enfant, a French-born architect, who came to the country to fight for American independence from Great Britain. Washington became the capital of the country in 1800. It is the only American city that is not in any of the fifty states. Instead, it occupies its own piece of land, **the District of Columbia**. It is situated on the bank of the **Potomac River**, between Virginia and Maryland.

Washington is a beautiful city. Its broad avenues are lined with trees. It has many green, well-kept lawns and sparkling fountains. Its public buildings, mostly of white or light-gray stone are very impressive. Most government buildings are in the same general area, the area of the **Capitol** and the **White House**. The **Capitol**, where the **Congress** of the United States meets, is on a high spot in the centre of Washington, which is usually referred to as 'Capitol Hill' or just 'the Hill'. At night its lighted dome can be seen from far away. The Library of Congress has one of the biggest collections of books in the world, in 468 languages. **Pennsylvania Avenue**, running from the Capitol, will take you to **the White House**, the President's official residence, which is a mile and a half away. Washington has many monuments. At the far left of the Capitol there is the needle-shaped **Washington Monument**, that honours the memory of George Washington, who won independence for the United States and was its first President. George Washington was the first to plan **Washington National Cathedral**, a great church for national purposes in the capital city, whose official name is the Cathedral Church of Saint Peter and Saint Paul.

From the top of the Washington monument you can see the whole city. **The Lincoln Memorial**, a white marble building with columns on all four sides, is in memory of Abraham Lincoln (1809—1865), the 16th President of the United States, who led the Union during the civil war and emancipated slaves in the South. Inside the building,

there is a large statue of Lincoln, sitting, deep in thought. More people visit this monument than any other in the United States. **The Jefferson Memorial** honours the memory of Thomas Jefferson (1743—1826), the third President of the United States, who drafted the Declaration of Independence. Jefferson took great interest in the construction of Washington's public buildings, especially the Capitol, which he called 'the first temple dedicated to the sovereignty of the people'.

New York City

New York or **New York City**, known as 'The Big Apple', is a city of southern New York on New York Bay at the mouth of the Hudson River. It was founded by the Dutch as New Amsterdam and was renamed by the English in honour of the Duke of York.

Originally consisting of Manhattan Island, it was rechartered in 1898 to include the five present-day boroughs of Manhattan, the Bronx, Brooklyn, Queens, and Staten Island.

The population of New York is 7,071,030. New York is a very busy city. The busiest and most crowded part is the island of Manhattan. Thousands of people go there every day to work or do business. And millions of tourists come every year. Many visitors come for entertainment — to see plays, hear concerts, or visit museums. Others want to buy things, and still others come just to see the sights. You can ride to the top of the Empire State Building or the World Trade Centre. From there you can see the whole city; it is a wonderful sight. It is also possible to take a boat ride all around Manhattan to get a different view. By boat you can also see the beautiful bridges over the two rivers.

The traffic is very heavy in New York. Most streets are crowded with taxies, buses, trucks, and people.

New York is a financial, cultural, trade, shipping, and communications centre. Its most important streets are associated with different types of activities. For example, *Broadway* is the principal theatre and amusement district of New York City. *Broadway* usually stands for the theatre. Besides, it is the longest street in the world. It begins at the southern tip of Manhattan and extends about 241 km north to Albany, the capital of New York State. *Wall Street* stands for finance, *Fifth Avenue* stands for fine stores, and *Madison Avenue* for advertising. *Times Square*, an intersection in New York City formed by the juncture of Broadway, Seventh Avenue, and 42nd Street in midtown Manhattan, has long been noted as a centre of the city's entertainment district. Times Square at night, very bright with billboards, theatres, cinemas, and stores, has been known as the Great White Way.

New York's port is the largest in the United States and one of the largest in the world. Kennedy International Airport is one of the busiest in the world.

One of the most famous landmarks in New York and the whole of the United States is the **Statue of Liberty**, standing at the entrance to New York Harbour, not far from the Ellis Island. The Statue of Liberty was a gift from the people of France in 1884. It is regarded as a symbol of the United States and an expression of freedom and opportunity. The statue depicts liberty as a woman draped in flowing robes and carrying a lighted torch. She wears a crown of seven spikes that represent the seven seas and

seven continents. In her left arms, she cradles a tablet bearing the date of the American Declaration of Independence, July 4, 1776.

Answer the following questions:

1. What countries border the United States?
2. How many major political parties are there in the United States?
3. How many states are there in the United States?
4. Which state has the smallest population?
5. What city is referred to as 'The Big Apple'?
6. What do you know about the Library of Congress?
7. What languages are spoken in the United States?
8. What is the Capitol? (See also ex. 38; 40; 41; 44 [2]; 47; 48 [3]; 55; 76 [1, 3].)
9. What places of interest in the United States would you like to see most of all?
10. What land does Washington, the capital of the United States, occupy?
11. What is the highest legislative body of the USA?
12. Who is the current President of the United States?
13. What bird is the symbol of the United States?
14. What does the American flag represent?

Do you know that ...

America was **named after** Amerigo Vespucci (1454—1512), Italian navigator and explorer of the South American coast.

The Rocky Mountains are the greatest range of mountains in the United States. The **highest mountain** in the United States Mt. McKinley, in Alaska. The **longest river** in the United States is the Mississippi River. The **desert areas** of the United States are in the West.

Most **oranges** in the United States come from California and Florida. Most of the **cotton** is grown in the South. Most **potatoes** are grown in Idaho.

Many people work in the coal mines of Kentucky, West Virginia and Pennsylvania. Cowboys are in the West. Cowboys' hats and boots are often seen in Texas.

Uncle Sam is another name for the United States Government. *Uncle Sam*, a personification of the government of the United States, is the American nation or its people often represented as a tall, thin man having a white beard and wearing a blue swallow-tailed coat, red-and-white-striped trousers, and a tall hat with a band of stars.

The **President** of the United States must be at least thirty-five years old. The only President of the United States elected for four consecutive years was Franklin D. Roosevelt. Today nobody can be elected president more than twice.

When people are talking to the President, they call him "**Mr. President**". In the United States, the wife of the President is called the first lady.

George Washington, like many men in the 1700s wore a wig.

The only fathers and sons who were Presidents of the United States were the **Adams** and the **Bushes**.

On November 22, 1963 John F. Kennedy was killed. When **John F. Kennedy** became President, he was 43 years old. He is known to have addressed his fellow citizens with the following words, "And so, my fellow Americans, ask not what your country can do for you; ask what you can do for your country. My fellow citizens of the world: ask not what America will do for you, but what together we can do for the freedom of man."

Before **Ronald Reagan** became a politician and, later, President, he was an actor.

People vote on the first Tuesday after the first Monday in November. In 1971 the **voting age** was lowered from 21 to 18 years. The people in each state elect two U.S. senators. Each state has a governor. Every big city has a mayor.

The first **woman** to run for **Vice-President** of the United States was Geraldine Ferraro.

The United States bought **Florida** from Spain. The United States bought **Alaska** from Russia.

In 1849 people rushed to California to find gold. Gold is kept in **Fort Knox**, Kentucky.

San Francisco is famous for its cable cars.

Disney World is in Orlando, Florida.

The city best known for gambling is **Las Vegas**.

The Windy City is another name for **Chicago**.

Detroit is the **automobile capital** of America.

Rhode Island is not an island.

The **cherry blossoms** in Washington, D. C. were a gift to the United States from Japan. Many people look forward to the month of April, the beginning of the cherry blossom festival and the long tourist season.

(See also ex. 44; 47; 55; 96 #1; 103.)

КАНАДА

Canada

Canada is a country of northern North America. It is contiguous with the US along much of its territory. Canada is the second largest country in land size in the world, but most of the territory is thinly populated. The most densely populated provinces are Ontario and Quebec in the St. Lawrence Lowlands.

Before European explorers and adventurers came to North America in the fifteenth and sixteenth centuries, the First peoples — the Indians and Inuit — had well-developed cultures. The two founding European peoples, the British and the French, came to what is now Canada in the seventeenth century. Both brought a language, a system of government, a set of laws and a cultural heritage. England and France were at war in Europe and around the world until 1763, when what is now Canada came under British rule.

Canada's population is over 28 million. Except for the first peoples (as the Inuit and the Indians prefer to call themselves) all Canadians are of immigrant origin. Over the course of history, millions of people have come to live in Canada. More than 80% of all the people in Canada live in cities and towns along the southern edge of the country.

English and **French** are the official languages of the country.

Administrative division. Canada has 10 provinces (*British Columbia, Alberta, Saskatchewan, Manitoba, Ontario, Quebec, New Brunswick, Prince Edward Island, Nova Scotia, New Foundland and Labrador*) and two territories (the *Yukon* and the *Northwest Territories*).

Political system. Canada is a **confederation** with a **parliamentary democracy**. It has a national Parliament, consisting of two chambers: The House of Commons, which is elected by Canadian citizens over the age of 18, and the Senate, which is an appointed body with limited powers.

Canada's **official head of state**, Queen Elizabeth II, is represented by a resident Governor-General. However, in practice the nation is governed by the Prime Minister, leader of the party that commands the support of a majority of the House of Commons.

The federal **Government**, headed by Prime Minister, is responsible for such national matters as foreign policy, the Canadian Armed Forces and criminal justice; it shares many powers with the provincial governments). There are also provincial, territorial and municipal governments.

The national Canadian currency is the **Canadian dollar**.

The capital of Canada is **Ottawa** (about 1 million inhabitants). Toronto, Montreal, Vancouver are Canada's largest cities, they are the most international in outlook and way of life.

Canada is a member of the UNO and all its specialized agencies. It is also a member of the NATO, OECD, the British Commonwealth of Nations, etc.

National (general) holidays

Besides the national holidays which are shared by people in many countries (see p. 276—279), there are a few uniquely Canadian holidays (although some of them have counterparts in other nations). There are nine general or “statutory” holidays per year, including the following:

Labour Day — the first Monday in September.

Victoria Day — May 24, the Queen’s official birthday (not observed as a holiday in Quebec).

Canada Day — July 1, celebrating the birth of the country.

Thanksgiving Day — the second Monday in October, observed as a legal holiday in Canada by the giving of thanks to God for harvest and health.

Boxing Day — the day after Christmas, as is the first Monday in August in most provinces.

In addition, there are local and provincial holidays. e.g. **St. John the Baptist**, June 24 in Quebec.

Do you know that...

The **beaver** and the **maple leaf** are both emblems of Canada.

Canada was the first Western country to recognize Ukraine’s sovereignty.

Answer the following questions:

1. What countries border Canada?
2. How many provinces are there in Canada?
3. What is the highest legislative body of Canada?
4. Who is the current Prime Minister of Canada?

ВСЕСВІТНЬОВІДОМІ ОСОБИСТОСТІ

Personalities of international renown

A great person makes a marked impact on human society. Unless we are willing to take a chance on the unknown, our horizon becomes narrowed, our ambition stifled, and there can be no progress. The person adventurous enough to take a chance is putting his enthusiasm to work. Without enthusiasm there can be no fruit of enjoyment.

Many people of Ukrainian origin — statesmen, scientists, writers, musicians, singers, sportsmen — have achieved international renown: Volodymyr the Great and Yaroslav the Wise; Hryhorii Skovoroda, Taras Shevchenko and Lesya Ukrainka; Mykhailo

Hrushevskiy; Olexander Dovzhenko and Serzh Lyfar; Solomiya Krushelnytska; Ihor Sikorskyi, Serhy Korolyov and Yevhen Paton; Oksana Bayul, Yana Klochkova and brothers Klychko, to name but a few.

Mykhailo Hrushevsky

Mykhailo Hrushevskiy, a gifted scholar and the most distinguished Ukrainian historian, a prominent political and public leader, was born on September 29, 1866 in Kholm (now Chem, Poland). His father, Serhii Hrushevskiy, was a teacher. Hrushevskiy graduated from the classical gymnasium in Tiflis (Georgia) in 1866. In 1890 he graduated from the Historical-Pedagogical Faculty at Kyiv University, where he was a student of V. Antonovych. He received a master's degree and in 1894 was appointed professor of the newly created chair of Ukrainian History at Lviv University.

As a student and during his first years in Lviv, Hrushevskiy devoted most of his energy to organizing Ukrainian scholarly and cultural life. He was an active member of the Shevchenko Scientific Society and in 1897 was elected President. He reorganized the Shevchenko Scientific Society, which under his leadership became akin to an academy of sciences. He collected funds, founded a library and museum, initiated scholarly contacts with a host of academic bodies, and gathered around him many scholars, including his close collaborator for many years, I. Franko. Hrushevsky developed a school of Ukrainian history with historians such as S. Tomashivskiy, O. Terletskiy, M. Korduba, I. Krypiakevych, V. Gerasymchuk, I. Dzhydzhora. From 1908 he headed the Teachers' Hromada and from 1910 the Provincial School Union.

In 1898 the first volume of his monumental work *Istoria Ukraïny-Rusy* (*History of Ukraine-Rus'*) was published in Lviv. In 1904 his *Survey of the History of the Ukrainian People* was published in St. Petersburg. It was republished in a more popular form as *Illustrated History of Ukraine*. Subsequently, versions of these popular histories appeared in German, French, English, Bulgarian, and Czech.

After a brief stay in St. Petersburg, Hrushevskiy transferred his activities to Kyiv, where he cofounded the Ukrainian Scientific Society, serving as its first head and coeditor of its journals.

During World War I Hrushevskiy was arrested and exiled to Simbirsk, then to Kazan, and finally to Moscow, where he remained under police surveillance. Hrushevskiy was released from exile after the February Revolution of 1917 and he quickly emerged as the leader of the Ukrainian national revolution.

He was one of the founders of the National Democratic Party of Halychyna, the Society of Ukrainian Progressives (Kyiv), author of the Ukrainian independent political system, Chairman of the Central Rada, and the first President of the Ukrainian National Republic, which was proclaimed by the Central Rada as "a totally independent sovereign state of the Ukrainian people" on January 9 (22), 1918.

In 1919 Hrushevskiy emigrated to Austria, where he founded the Ukrainian Sociological Institute (later moved to Prague). He travelled widely in Western Europe, trying to rally support for the Ukrainian independence movement and re-establishing scholarly contacts. He left for Kyiv in early 1924. He was elected a full member of the USSR and

Ukrainian Academy of Sciences. He continued work on his major syntheses of Ukrainian history and literature.

Having done considerable work in the history of Ukraine, he turned his attention to the history of literature. His *History of Ukrainian Literature* (vols. 1—5; vols. 6 and 7 remained unpublished) examines Ukrainian literature up to the beginning of the 17th century in relation to the development of culture.

A number of his works were devoted to the development of education, religious life, art, printing, ethnography, folklore, and sociology. In total, Hrushevsky wrote over 1,800 works.

Hrushevsky died on November 25, 1934, in Kislovodsk, Russia, where he had gone for medical treatment, and was buried in Kyiv in the Baikove Cemetery.

In December, 1998 a monument to Hrushevsky was unveiled in Kyiv.

Ihor Sikorsky

Ihor Sikorskyi, an aeronautical engineer and designer and pioneer of aviation technology, was born on May 25, 1899, in Kyiv, he died on October 26, 1972, in Easton, Connecticut.

While studying at the Kyiv Polytechnical Institute (1908—1912) he designed two helicopters, among the first such designs in the world, as well as a series of biplanes. He was a member of the pioneering Kyiv Aeronautical Society. In 1911, he established the world speed record (111 km/hr) for a loaded plane (three passengers) in a plane of his own design, the C-6. He designed and built the first airplanes with multiple engines. In 1918 he emigrated to France, and in 1919 to the United States. In 1939 he perfected the design of the first successful helicopter in the world. His Sikorskyi Helicopter Co. developed military and civilian helicopters and was considered the world leader in its field.

David Livingstone

David Livingstone was one of the great men who lived during the reign of Queen Victoria. He was the first white man to explore the wildest parts of central Africa. David Livingstone, one of the greatest of missionary explorers, was born in Scotland in 1813.

When Livingstone afterwards wrote the story of his life, he said: "At the age of ten I went to the factory as a 'piecer'. With part of my first week's wages I purchased 'Rudiments of Latin' and studied the language for many years with unabated ardour at an evening school, which met between the hours of eight and ten. I continued my labours when I got home till midnight or even later, if my mother did not interfere by snatching the books out of my hands. I had to be back at the factory by six in the morning, and my work lasted, with intervals for breakfast and dinner, till eight o'clock at night."

It was a hard life for a boy, but young David Livingstone was determined to learn all he could. This desire for knowledge remained with him to the end. The result was that he not only learnt more about Africa than any white man had ever known before, but he passed his hard-won knowledge on to the world.

Livingstone had travelled 29,000 miles in Africa and added 1,000,000 square miles to the map. He had discovered six lakes and many rivers, including the Zambezi River (1851), and mountains, including the biggest waterfall in the world, Victoria Falls (1855). But more important than all, it was due to Livingstone's work and writings that the movement was set on foot which abolished the slave trade in Africa.

Diana, Princess of Wales was born 1 July 1961. She was the youngest daughter of the 8th Earl Spencer and the Hon. Mrs Shand-Kydd. On 29 July 1981 Diana married the Prince of Wales. She was the first Englishwoman to marry an heir to the throne for over 300 hundred years. She died on 31 August 1997, after a car crash in Paris. Her two sons, Prince William, born 1982, and Prince Harry, born 1984, are respectively second and third in line of succession to the throne. During her marriage, she was patron or president of over 100 organisations, but after her divorce in July 1996, she reduced her charity work to six areas. During the last year of her life she gave her support to the British Red Cross Anti-Personnel Land Mines Campaign. To mark her humanitarian work, The Diana, Princess of Wales Memorial Fund has been set up to channel donations to the causes she championed during her lifetime.

Martin Luther King

The Rev. **Martin Luther King, Jr.** (1929—1968), an African-American clergyman, is considered a great American because of his tireless efforts to win civil rights for all people through nonviolent means.

Born in Atlanta, Georgia, he was the son of a Baptist minister. He attended Morehouse College in that city and went on to the Crozer Theological Seminary in Chester, Pennsylvania, where he graduated first in his class. King received the Ph.D. degree in religious studies at Boston University in 1955. While in Boston, he met and married Coretta Scott, a student at the New England Conservatory of Music. They had four children.

After his studies in Boston, King went on to Montgomery, Alabama, to become Minister of the Dexter Avenue Baptist Church. At that time and place, black people had to sit at the back of public buses, and, in case of overcrowding, black passengers had to give up their seats to white passengers. One day in December 1955, a black woman, Mrs. Rosa Parks, refused to give up her seat to a white man. She was arrested.

In response, the black community formed the Montgomery Improvement Association for the purpose of boycotting or refusing to patronize the public transportation system. Martin Luther King became its president. The boycott lasted a year, during which time King's family was threatened and his home dynamited. Finally, however, a federal court order ended segregated seating on public buses. Thus, in his first year as a minister, King gained national prominence in the civil rights movement. His commitment to nonviolent tactics formed the foundation of the civil rights movement of the 1950's and 1960's.

In 1963 King joined with other civil rights leaders in planning the march on Washington. The march on Washington, August 28, 1963, was a demonstration for civil rights and equal job opportunities. It marked the 100th anniversary of the Emancipation

Proclamation. A quarter of a million people from all walks of life and all parts of the country gathered at the Lincoln Memorial. The event was televised worldwide and King delivered his most memorable speech, "I have a Dream". There was no violence. Afterwards the leaders met with President Kennedy at the White House. The next year, 1964, he received the Nobel Peace Prize. Four years after he was assassinated in Memphis, Tennessee.

(See also ex. 8 [1]; 37; 41; 47 [1, 2]; 75; 108; 134.)

Do you know that ...

Mykloukho — Maklay, whose father was a Ukrainian, visited Ukraine twice. On the first occasion, in April of 1886, he spent ten days in the south of Ukraine, where he explored the fauna of the Black Sea. (See also test 1 [28].)

Walter Elias Disney, known as "Walt", was an American animator, showman and film producer. Noted for his creation of the cartoon characters Mickey Mouse and Donald Duck, he produced the first animated film with sound, *Steamboat Willie*, and the first full-length animated feature, *Snow White*. (See also 182 — Disneyland, p. 327 — Disney World)

Francis Crick, born 1916,. **James Watson**, born 1928, an American biologist. In 1953 Francis Crick, a British biologist, and James Watson, an American biologist, discovered the structure of DNA — the code by means of which patterns of life are passed on from each generation to the next. The scientists received the Nobel Prize (1962) for this discovery.

Answer the following questions:

1. What do you think makes a great person?
2. What do you think is the greatest achievement in the twentieth century?
3. What British and American scientists, writers, or politicians were awarded the Nobel prize?
4. Who do you think is the most famous person in the history of Ukraine/Britain/The United States?
5. Are there any people alive who you think will be famous in a hundred years?
6. Would you like to be famous some day?
7. If you could be one famous person in history, who would it be?
8. Some people say that fame is fleeting. Do you think it is true?

ПРО ІНОЗЕМНУ МОВУ

About a foreign language

Language is a means of communication. It makes possible the exchange of ideas between people. It also makes possible the transmission of ideas from generation to generation.

There are about 3,000 languages in the world today. According to the *Guinness Book of Knowledge*, published in 1997, Mandarin Chinese is the language with the most speakers (810 m). Spoken by many millions of people are also Hindi (364 m), English (337 m), Spanish (308 m), Arabic (210 m), Russian (156 m), Japanese (126 m), German (87 m), French (73 m), Italian (59 m), Turkish (59 m), Polish (39 m), Ukrainian (37 m) and a few other languages.

Mastery of more than one language has long been a mark of an educated individual; those who use more than one language have access to many more of the world's cultural riches. Moreover, they are better prepared to understand the contemporary world — a world that is constantly changing.

People may decide to study a foreign language for various reasons. They may do so for the purpose of satisfying the requirements of some public examination or of getting greater fun and enjoyment out of a holiday abroad. Men of business may have to deal directly or indirectly with foreign correspondence and research workers may realize the importance of being able to read the latest accounts of advances made in their subjects as soon as they are published in foreign journals, without waiting for a translator.

People may be interested in the activities of a foreign nation for political reasons and they may wish to acquire that close knowledge of current affairs which travel abroad and the reading of foreign newspapers and journals alone can supply. Students of literature must surely be able to read the writers in the original. It helps them to enrich their understanding of literature and culture.

It will not be an exaggeration to say that those who use more than one language have access to many more of the world's cultural riches, the arts, history and traditions of other lands. They become knowledgeable participants in a multinational and multilingual world. Thus, the practical mastery of two or more languages in addition to the native language is a means to an end: human understanding in its broadest terms.

English is spoken as the major language in Great Britain, the United States, Canada, Australia, and New Zealand. It is either dominant or well established in all six continents, being used as an official or semi-official language in over 60 countries. Despite the great distances separating the English-speaking communities from each other and from the British Isles, and the great social and cultural differences between them, the forms of English which they use remain similar and mutually intelligible.

People who speak English fall into one of three groups: those who have learned it as their native language; those who have learned it as a second language (usually in a bilingual society); and those who are forced to learn and use it for a practical purpose — administrative, professional or educational.

When I began learning English I couldn't but pay attention to the fact that names can be misleading. I learnt, for example, that *sand dollar* is not a dollar, but a tiny dweller of sandy ocean bottoms, that the word *island* should not always be the name of an island in the true sense of the word (e.g. *Rhode Island*, a state in the United States) Examples can be given in numbers e.g. *bone meal* — see ex. 66 # 2). I began to understand better the special role of a language in manipulating people — how skillfully some people use language forcing or persuading other people to do what they want, as it often takes place, for example in advertising. In my opinion, this aspect of language can be, in itself, a fascinating object of study.

Besides, I began to understand my native tongue better by noting not only differences but also correspondences in Ukrainian and English. Thus, you won't fail to notice the similarity between the Ukrainian adjective *файний* and the English word *fine*; in both the languages obligation can be expressed with the verb whose meaning is 'possess' (I *have* to do it — Я *маю* це зробити.) Your eye becomes sharp enough to notice differences and similarities in mentality, attitude to the outside world, which are 'imprinted' in the language: compare, for example, *touch wood* and the Ukrainian *постукати по дереву*, used to accompany your action of touching something made of wood in order to avoid bad luck.

Remember that ...

To learn a language successfully, a person should accept that the foreign language is different from his own language.

Another important thing in learning a language is to have patience: patience is a virtue. You must be patient and not despair; you should give learning a foreign language a second try.

You should keep working steadily, using every opportunity to speak a language. Practice makes perfect and all things are difficult before they are easy.

Answer the following questions:

1. Why have you decided to learn English?
2. Do you find learning texts by heart (and writing them from memory) useful?
3. How long have you been learning English?
4. What do you think is the best way to remember things?
5. Are you planning to learn any other language?
6. Do you agree that learning a new language implies approaching a new world, that it inevitably leads to a widening of intellectual experience and enriches a person culturally, that repeating new language structures again and again will enable you to use them automatically?

КЛЮЧИ

Keys

КЛЮЧИ ДО ВПРАВ

Keys to the exercises

Ex. 2. dies, becomes, is, mean, say, is.

Ex. 3. 1. A 2. B

Ex. 4. is; consists; is; sits; starts; sits; has; is; consists; is; includes; acts; sits; has

Ex. 5. 1. D 2. D

Ex. 6. 1. Scotland has its own football team. 2. At what time do you have breakfast? 3. We don't have classes at the weekend. 4. I see Ted every day. 5. Does your brother go to work every day? 6. When do you usually get up? 7. My sister is never late. 8. The population of our country is about 50 million. 9. We go to the Crimea every summer. 10. It takes me about half an hour to get to college. 11. Make sure you do the work well. 12. We have/'ve got a new car. 13. Mother likes these flowers. 14. My brother is not a teacher; he is a pilot. 15. The earth rotates round the sun. 16. When do your parents arrive? 17. You won't see us if you don't get there until five o'clock. 18. He will be at home when you call/(tele)phone.

Ex. 8. 1. was, formulated, invented 2. is, adopted

Ex. 9. A 3 (began), B 4 (discovered), C 5 (became), D 1 (gained), E 2 (disbanded).

Ex. 10. A 4, B 3, C 2, D 7, E 6, F 1, G 5

Ex. 11. spent, travelled, developed, came, completed, went, got, saw, groaned, had, opened, took, placed, loosened, locked, jacked, set, watched, removed, rolled, placed, tightened, tightened, lowered, put, returned, continued

Ex. 12. 1. John and Harry remained friends through thick and thin. 2. I thought of my childhood when I saw the film. 3. I had no choice because their decision was final. 4. She did not drink the cold milk because she had a sore throat. 5. It turned/worked out that everyone left on the same train. 6. She succeeded through hard work. 7. He was through with the project. 8. The horse threw its rider. 9. The rising sun threw shadows across the lawn.

Ex. 13. 1. bought, will buy 2. enjoyed, will write 3. have, have

Ex. 14. 1. are ... going, go, are ... going 2. shines, is shining 3. cry, is crying 4. has, are having

Ex. 15. 1. usually. now 2. seldom. at the moment

Ex. 16. 1. Was she watching TV? Who was watching TV? 2. Was he reading a story? What was he reading? 3. Was Andrew playing the guitar? What (musical instrument) was Andrew playing? 4. Were they discussing the film? What were they discussing?

Ex. 17. 1. got off, was moving 2. measured, was 3. noticed, was coming 4. called, was walking 5. was reading, came 6. hope, see, wish/wished 7. got up, was shining, were singing 8. looked, saw, was measuring

Ex. 20. 1. shall/will be writing 2. see, mean 3. will be playing, arrive 4. understand, is saying 5. is ... crying, wants

Ex. 21. 1. He was taking/having a shower when the telephone rang. 2. We are studying for our exams at the moment. 3. Do you realise what you are saying? 4. I am sorry you are leaving. 5. I don't understand what he is driving at. 6. You're always looking for something. 7. Ed was having his breakfast when I looked into his room. 8. When our parents arrive, we'll be sleeping.

Ex. 22. 1. **Sometimes** I stay in the library after classes. / I stay in the library after classes **sometimes**. / I **sometimes** stay in the library after classes. 2. She has **never** been to London. 3. He is **always** late! 4. Our team is going to Kyiv **tomorrow**. 5. **Up to now**, the work has been easy. / The work has been easy **up to now**. 6. Did you watch the game on TV **last night**? 7. Paul telephoned **just now** — he wants the money.

Ex. 23. 1. a) live b) have lived c) have...lived d) did...live 2. a) have been b) was c) have been d) were

Ex. 25. 1. has worked; worked 2. Did... speak; Have ... spoken 3. Have... seen; have seen; have not seen; saw 4. has gone; went 5. have seen; did not see 6. was; has been 7. Have...read; Did ...read

Ex. 26. 1. Have you been to Great Britain? No (I haven't). But I've been to the United States. 2. How many times have you been to the United States? I've only been there once. 3. She has worked out the equations. 4. I've seen that film. I saw it a few days ago. 5. Harry's gone home. Do you know him? — No (I don't.) We haven't met yet. 6. They have gone on holiday. 7. The telephone hasn't worked since the thunderstorm. 8. My brother has just passed his exams. 9. We've just seen your sister at the shops. 10. I know Kyiv very well. I've lived here since I was born. 11. Masha is my closest friend. I've known her since we were in kindergarten. 12. Have you heard of Medvedev? Yes (I have). He plays tennis. 13. I've just finished my homework. 14. Have you returned the book to the library? — No, I haven't. I haven't finished my project yet. 15. Times have changed. 16. The standard holiday has always been to go to the seaside and stay at a boarding house or in lodgings. 17. I'll join you as soon as I have finished my breakfast. 18. I've just read the story. I liked it immensely. 19. The olive branch has always been the symbol of peace. 20. The emotional ties of the mil-

lion-strong Ukrainian Canadian community gave all Canadians a special bond with the Ukrainian people.

Ex. 27. 1. came, had finished 2. had learned, came 3. had lost, was 4. came, had learnt/learned 5. got, had started 6. watched, had finished 7. had intended, were 8. got, had... begun 9. had begun, got 10. had told, left 11. left, had told 12. had ... left, began; had ... left, began

Ex. 28. 1. swam, was swimming, was sitting; got, had swum 2. were solving; went, had solved

Ex. 29. 1. has not answered, will have answered 2. is going, reach, will have done 3. am writing, will have finished, get, will have finished

Ex. 30. 1. has been writing, is writing, has not written 2. am reading, has...read, have been reading 3. did...do; have...done, is doing, has been doing 4. has been organising, has been

Ex. 32. 1. have been sleeping 2. had been crying 3. looked, had been swimming; was swimming, was watching 4. were queuing, had been standing

Ex. 33. is, brings, says, is, am, collects, has, will have been collecting, have become, will ... receive, think, will order.

Ex. 34. 1. The teacher **has read** her project. She **enjoyed** it very much. 2. **I've been reading** your report/project. **I'm enjoying** it very much. 3. **He won't leave** until he **finishes/has finished** his homework. 4. Whenever he **is** back/returns, he **will ring** you up. 5. When I **have finished** *Hamlet* I **will read** *Romeo and Juliet*. 6. Our grandmother **will see** (to it) that he **cleans** his room before he **goes**. 7. You **will post** the letter after you **do/have done** your homework. 8. My favourite book when I was a child **was** *The Adventures of Tom Sawyer*. 9. **Were** you at school yesterday? When **did** you **arrive**? 10. Where **were** you yesterday at 7 p.m.? 11. **Were** you in bed asleep at 11 p.m.? 12. Kharkiv **was** the capital of Ukraine before Kyiv. 13. Different languages **resemble** one another in different ways. 14. I **understand** what you **are driving** at. 15. Sue's parents **live** in Glasgow, and she **is visiting** them. 16. He's **been studying** at this school since last term. 17. We've never **read** anything about ozone holes before. 18. I **have been studying** hard of late. **I've got** exams next week. 19. I **will have finished** this story by the end of next week. 20. I **had** hardly/scarcely/no sooner **fallen** asleep//**Hardly/ Scarcely/No sooner had I fallen** asleep when/when/ than the telephone woke me up.

Ex. 35. 1. rose, raised, raised, rose 2. sat, set 3. laid, lay, lay 4. hung, hung, hanged

Ex. 37. 1. The British bacteriologist Sir Alexander Fleming was awarded 1945 Nobel Prize for discovery of penicillin. George Bernard Shaw was awarded the Nobel Prize for literature in 1925. Rudyard Kipling was awarded the 1907 Nobel Prize for literature. Sir Winston Churchill was awarded the Nobel Prize for literature in 1953. **2.** The telephone was invented in 1876 by the Scottish-born American Alexander Graham Bell. **3.** The United Nations was founded in 1945. **4.** The reign of Elizabeth I (was

marked by the execution of Mary Queen of Scots in 1587, the defeat of the Spanish Armada in 1588, and domestic prosperity and literary achievement.) 5. The Tower of London was begun in the eleventh century by William the Conqueror and was added to and altered by later sovereigns. 6. The Houses of Parliament stand on the site of the Royal Palace of Westminster, which was built by Edward the Confessor in the 14th century. The Palace was very badly damaged by the fire in 1834 and all that could be saved was Westminster Hall. The present Houses of Parliament were built on the site between 1840 and 1867 from designs by Sir Charles Barry and Augustus Pugin. The House of Commons was bombed during the Second World War but was completely rebuilt by 1950. 7. About 250 of the larger independent schools are known for historical reasons as public schools. Eton, which was founded in 1440, is said to have been the first grammar school to be called a 'public school' because scholars could come to it from any part of England and not, as was generally the case, just from the immediate neighbourhood. Parents of pupils attending independent schools pay for their education, and in some cases fees can amount to several thousand pounds a year. Some pupils gain scholarships and their expenses are covered by the schools. Schools in Scotland supported by public funds are also called 'public schools' but they are not fee-paying, independent schools. 8. Big Ben is the clock in the clock tower (St. Stephen's Tower) of the Houses of Parliament, famous for its accurate time-keeping and for its use as a broadcast time signal by the BBC. The name properly refers to the bell of the clock, so nicknamed after Benjamin Hall, Chief Commissioner of Works when it was cast in 1856. 9. The Heir Apparent — the heir to the throne — has, since the institution of the title by King Edward I in 1301, usually been 'created' Prince of Wales. Edward I led the conquest of independent Wales between 1277 and 1283. He subsequently proclaimed his son, Edward, born at Caernarfon in Wales in 1284, the Prince of Wales. There is no succession to the title, which is only renewed at the Sovereign's pleasure. Prince Charles was created Prince of Wales at Caernarfon Castle on July 1st 1969. 10. The poppy is traditionally worn on Remembrance Day in memory of service personnel who lost their lives in the First and Second World Wars and subsequent conflicts like the Falklands War and the Gulf War. Remembrance Day falls on the nearest Sunday to 11 November — the day peace was declared. The day is commemorated by church services around the country and a parade of ex-service personnel in London's Whitehall. Wreaths of poppies are left at the Cenotaph, a war memorial in Whitehall, built after the First World War. 11. Burns' Night is a patriotic festival, commemorating the birthday of the Scottish poet Robert Burns. It is celebrated on 25 January, wherever Scots get together. 12. Differences in accent arose from the time when English was spoken in a variety of different forms during the Middle Ages — Northern, West and East Midlands, South Western and South Eastern. After 1500 the language of London gradually emerged as the most dominant form, and today the London or Southern accent is usually accepted as Standard English. This is sometimes referred to as 'BBC English' since at one time all announcers on BBC radio and TV were required to speak it. Today regional accents are widely used on television and radio. 13. British schoolchildren and those studying English around the world find English spelling unpredictable and occasionally totally chaotic. However, studies of the language claim that there are only about 400 words whose spelling is wholly irregular. Unfortunately many of them are among the most frequently

used in the language. The problem with the English spelling came about as the language developed over the period of 1,000 years. Some complications arose early on, when the Romans tried to write down Old English using the 23 letter Latin alphabet. Old English contained nearly 40 vowels and consonants. The influence of French after the Norman Conquest also made an impact on English spelling. French scribes introduced 'qu' where Old English had used 'cw' e.g. queen, and 'gh' instead of 'h' e.g. night, amongst other changes. **14.** Kyiv was founded by the brothers Kyi, Shchek, and Khoryv and the city was named after the eldest, Kyi. **15.** The Academy of Sciences of Ukraine was founded on November 27, 1918, in Kyiv. **16.** The monument to Hrushevsky in Kyiv was unveiled in December 1998.

Ex. 38. A 2, B 1, C 4, D 14, E 3, F 8, G 6, H 7, I 16, J 13, K 10, L 15, M 11, N 9, O 12, P 5

Ex. 39. appeared, combined, was, dubbed, portrayed, gave, celebrated, pictured, was represented, began, was represented, saw, made, was, tried, reacted, used, saw, reproduced, was followed

Ex. 40. 1) A 4, B 1, C 6, D 5, E 2, F 3 2) A 10, B 13, C 7, D 3, E 4, F 1, G 12, H 5, I 16, J 8, K 14, L 6, M 15, N 17, O 9, P 2, Q 11

Ex. 41. A 3, B 1, C 2, D 7, E 8, F 6, G 4, H 5, I 10, J 9

Ex. 42. 1. The Union Jack is flown on public buildings and the national anthem is played on April 21, the Queen's true, or natural, birthday. 2. The Queen's official birthday is usually celebrated on the second Saturday in June. 3. It is associated with the trooping the colour ceremony by the Household Division. 4. The tradition of an official birthday in early summer was instituted by Edward VII (1901–1910) because his own birthday was in November, when the weather was unlikely to be fine for this colourful event. 5. The name Wettin, family name of Albert, consort of Queen Victoria, was changed to Windsor by George V in 1917.

Ex. 43. A D; B D

Ex. 45. 1. to be writing 2. to be praised 3. to praise 4. to have made 5. to be changing 6. to have changed 7. to be informed/to have been informed 8. to have called 9. to call 10. to have been invited 11. to swim 12. To forgive, to do 13. to have been waiting 14. to hear 15. to buy 16. to do 17. to be criticised

Ex. 46. 4. to (enter) 6. to (hear) 7. to (become) 9. to (stand)

Ex. 47. to be adapted, to be, study, have, to study, to give, to study, to survive (and) expand, to depend, to have flourished

Ex. 48. A 1. The first English sovereign after the Norman conquest known to have been fully literate was Edward III. 2. Henry VIII, a noted sportsman in his day, is said to have enjoyed the game of skittles. 3. Franklin Delano Roosevelt was the only American President to be reelected three times.

Ex. 49. A 2, B 4, C 7, D 1, E 10, F 3, G 5, H 9, I 6, J 8

Ex. 50. A 3, B 4, C 1, D 8, E 6, F 5, G 2, H 7

Ex. 51. 1. We were fortunate **to have witnessed** the tumultuous events which brought about the birth of Ukraine as an independent nation. 2. Canada was the first Western country **to recognise** Ukraine's sovereignty. 3. **To show** its good will, Ukraine destroyed its nuclear weapon arsenal and made the world safer. 4. (George) Bernard Shaw seems **to have lived to be** 94. 5. I want you **to stay** at a boarding house. 6. I would rather not **speak** on the subject.

Ex. 52. 1. Be slow in choosing a friend, slower in changing him. 2. Seeing is believing. 3. Doing is better than saying./It is better to do well than to say well. 4. It is good fishing in troubled waters. 5. There is no disputing about tastes./There is no accounting for tastes.

Ex. 54. 1. Some professions require many years of **specialized** training. 2. Bone meal is a substance **made of crushed** bones and **used** as a plant fertilizer and in animal feed. 3. A Pulitzer Prize is any of several awards **established** by Joseph Pulitzer and **conferred** annually in the USA for accomplishment in various fields of journalism, literature, and music.

Ex. 55. reflecting, drawn, differing, suited, to be adapted, differing, to survive, to depend, of raising, To meet, increased, training, to add, occurring, increasing, in supporting, in providing, in transforming, in making, to explore, of stain-painting, pouring, dripping, thinned

Ex. 56. 1. to have been built, landing, connected. 2. associated, comprising, set, leading, including, being imprisoned, seeing, to leave, paid, set, flying 3. regarded, built, having been destroyed. including, whispering, standing, be heard. 4. held, held, providing, emerging, to showcase, staged

Ex. 57. 1. sinking 2. Talking 3. willing 4. blaming 5. bearing 6. to learn 7. not to eat, to live. 8. To err 9. forced 10. sleeping, lie 11. to be treated 12. rolling 13. to promise, to perform 14. washing

Ex. 58. **A** were, flourished; inhabited; called, was established; adopted; reached; absorbing, disintegrated, was divided; founded, waged; was occupied; was proclaimed; occupied, divided; engineered, -made, resulting; was, to wage, -led. was declared; lost. came, renewed; was restored. **B** 1. was, led, credited, reaching 2. invented, hearing 3. designed, sewing 4. loved, used, to portray, to give 5. were confined, to running; forbidden, to participate, to watch, held, called, said, to have been founded; were (also) held, had 6. living, are known; are, attaching. have been used, to hold. used, for bathing, scrubbing.

Ex. 59. C

Ex. 60. 1. If Ann takes size 5 in shoes, these shoes **can't/couldn't** be too small for her. 2. If Bob is a hard-working student, he **can't/couldn't** have failed his maths exam. 3. If Joy has been living in this street all her life, she **can't/couldn't** have lost her way.

Ex. 61. 1. Their team **can't** have won. 2. Harry **can't** have been half an hour late. 3. The flight **can't** have been cancelled. 4. Bruce **can't** have **failed** to arrive yet. 5. You **can't** have **failed** to see her this week. 6. Ed **can't** have **failed** to finish reading the book yet. 7. **Can it be that** Sid does not watch television? 8. **Can it be that** Wendy does not know the truth? 9. **Can it be that** Jim does not like big cities?/Can Jim **dislike** big cities? 10. Sue **can't** have **misspelt** the word. 11. Ron **can't** have **mishit** the ball.

Ex. 62. 1. pay 2. be used, choose, be moved 3. have originated 4. be thought 5. be said

Ex. 63. 1. She must have lost them. 2. She must have received a letter. 3. She must be rehearsing a play. 4. She must be making a cake. 5. She must have had no lunch. 6. He must have received no reply. 7. He must have failed to arrive. 8. She must have failed to realise the importance of the problem. 9. She must misunderstand me. 10. He must have been inattentive.

Ex. 64. 1. My brother does. 2. Joshua did. 3. June has. 4. Mary and Wendy have. 5. I had. 6. Ted did.

Ex. 65. 1. won't/will not have to 2. must not/mustn't 3. doesn't have to 4. mustn't 5. must not/mustn't 6. mustn't 7. did not have to

Ex. 66. 1. Ronald has to go. 2. The meeting is to be held on Tuesday. 3. You have to hurry up if you want to be on time. 4. You will have to say 'thank you'. 5. The next train to Rome is to be here at two o'clock. 6. Tim had to give his consent.

Ex. 67. 1. didn't have to take 2. don't need to/needn't leave 3. needn't have gone 4. didn't have to tell 5. needn't have told 6. needn't have typed

Ex. 68. A. 1. Shall we have a game of tennis? a) Yes, lets./Yes, let's, shall we? b) No, I'd rather we didn't. 2. Shall we go for a walk? a) Yes, let's./Yes, let's, shall we? b) No, I'd rather we didn't. **B.** 1. Shall I close the window? — Can/could you? That's very kind of you. 2. Shall I open the window? Yes, please. 3. Shall I bring you a chair? — No, thank you

Ex. 69. 1. Shall 2. shall 3. will 4. shall, shall 5. will, won't.

Ex. 70. 1. You should get more sleep. 2. You should keep regular hours. 3. You should have a healthy diet. 4. You should not worry over trifles. 5. You should avoid hurting other people's feelings. 6. You should have stayed with us. 7. You should have said what you did. 8. You shouldn't have taken so much luggage. 9. You should have travelled by aeroplane. 10. He should have checked the brakes before setting off.

Ex. 74. 1. can't/couldn't 2. will 3. must 4. may 5. shall 6. could 7. are to/should 8. may 9. needn't 10. will have to 11. should/have to 12. Will 13. can't, will have to 14. are to 15. wouldn't 16. is to, must/should/ought to

Ex. 75. 1 will be able to 2 will be able to 3 is to, must

Ex. 76. 1. Most people who go into professional work **must** have additional formal education beyond the high school level. 2. Children **should** not use microwave ovens until they have been shown how to do it. 3. When you are in Philadelphia, you **should** see the Liberty Bell.

Ex. 77. A. A 9, B 5, C 7, D 8, E 1, F 4, G 6, H 10, I 3, J 2 B. 1. swings, roundabouts 2. Lookers-on 3. workmen, tools 4. bygones, bygones 5. Standers-by, gamesters 6. Footprints, sands 7. lives 8. results, analyses 9. English 10. children 11. dogs, thieves 12. Wolves, sheep 13. men, women 14. means, problems 15. curriculums/curricula 16. Newspapers, magazines, mediums/media 17. Names, data, classes, books 18. countries, customs

Ex. 78. 1. are 2. is 3. is 4. is 5. Are 6. is 7. is 8. Is

Ex. 79. 1. He gave me **some** money. 2. We don't buy **much** bread. 3. I have very **little** time for reading. 4. We need just a **little** water. 5. They were given a **lot of** homework. 6. He drank a **lot/lots of** milk. 7. He has caused us a **great deal of** trouble. 8. There is **plenty of** milk in the bottle. 9. There are **some** questions to answer. 10. The children eat a **lot/lots of** vegetables.

Ex. 80. 1. sheets of paper 2. articles of furniture 3. slices of meat 4. articles of clothing 5. piece of information 6. loaves of bread 7. piece of bread 8. pieces of string 9. pieces of news 10. pieces of advice 11. piece of work 12. lumps of sugar

Ex. 81. 1. trousers, pair of trousers 2. jeans, pair of jeans 3. pairs of tongs, pair of tongs, tongs, pair of tongs, pairs of tongs, tongs

Ex. 82. 1. is 2. are 3. is 4. is 5. is, are 6. are, is 7. is 8. is 9. is, are 10. is 11. are 12. is

Ex. 83. 1. are 2. seems 3. is 4. raise 5. are 6. were 7. includes 8. are 9. have 10. are 11. are 12. were

Ex. 84. 1. The boy's house is a long way off. 2. The dog's barking kept me awake all night. 3. The deer's antlers are beautiful. 4. The baby's toys were spread all over the room. 5. The woman's songs were very moving. 6. We heard the man's shouts in the distance.

Ex. 85. 1. I met her at my brother's. 2. They had to wait for an hour at the doctor's. 3. He bought a loaf of bread at the baker's. 4. Could you go to the chemist's (shop) for me? 5. He is a guest at Bill's. 6. Wild sheep's horns are large. 7. The police found some stolen things in the thieves' houses. 8. Where is yesterday's newspaper? 9. They were walking at a snail's pace. 10. The children's bicycle has not been found so far.

Ex. 86. D

Ex. 87. 1. worse, worst 2. better, best 3. farther/further 4. lesser 5. elder, elder, older

Ex. 88. 1. worst, best 2. eldest, oldest, older, older, oldest 3. farther/further, farthest/furthest

Ex. 89. 1. The worse luck now, the better another time. 2. The best fish swim near the bottom. 3. Of two evils, choose the lesser.

Ex. 90. 1. the least, lesser 2. harder 3. finer 4. the least quiet 5. the worst 6. the youngest 7. cleverer, The cleverest, the cleverest 8. more careful, The most careful 9. The most important, more important 10. the softest, softer 11. older, older, the oldest, elder 12. more expressive, the most expressive

Ex. 91. 1. The sloth is (the laziest animal in the world — it almost never moves). 2. The Nile is (the longest river in the world). 3. Hydrogen is (the lightest gas)./The lightest gas is hydrogen. 4. The Red Sea port of Massawa is (the hottest place in the world)./The hottest place in the world is the Red Sea port of Massawa. 5. Gold is (the most valuable of all metals)./The most valuable of all metals is gold. 6. Astronomy is (thought to be the oldest science). 7. Chester is (the most ancient city in England)/The most ancient city in England is Chester. 8. Everest is (the highest of all the mountains)/The highest of all the mountains is Everest. 9. Ben Nevis is (the highest mountain on the British Isles)./The highest mountain on the British Isles is Ben Nevis in Scotland. 10. The ostrich is (the largest bird with the smallest number of toes — it has only two toes)./The largest of birds with the smallest number of toes is the ostrich — it has only two toes. 11. The sun is (the brightest star of all)./The brightest star of all is the sun. 12. Nitrogen is (the commonest gas in the atmosphere)./The commonest gas in the atmosphere is nitrogen. 13. Osmium is (the heaviest element)./ The heaviest element is osmium. 14. The Egyptian University in Azhar is (the oldest university in the world)./The oldest university in the world is the Egyptian University in Azhar. 15. Kyiv Mohyla Academy is (the oldest university in Ukraine)./Kyiv Mohyla Academy, founded in 1632, is the oldest university in Ukraine./The oldest university in Ukraine is Kyiv Mohyla Academy, founded in 1632. 16. The Dnipro is (the longest river in Ukraine)./The longest river in Ukraine is the Dnipro. 17. The east of the country is (the driest part of Ukraine)./ The driest part of Ukraine is the east of the country. 18. No, they aren't. July and August are warmer than May. 19. The Tower of London is (one of the oldest, best-known and most imposing fortresses in England). 20. Canada is (the largest English-speaking country in land-size).

Ex. 92. 1. Your brother has always been the most considerate young man I've ever known; but he is also the most demanding person I know. 2. The underground is less safe in the evening than during the day. 3. The roads were slightly busier than normal. 4. John's house is farther from the library than Steve's, but Mary's is the farthest. 5. The library will be closed until further notice. 6. He was the least experienced athlete in the team.

Ex. 93. 1. a 2. an 3. a, a 4. An, a, an, a 5. A, an, an 6. A, an 7. A, an, a, a, a 8. A, a; an, an 9. An, a, a, a 10. a/one 11. a 12. a/one, a 13. a/one 14. an 15. a/one, an 16. a/one, a/one, a/one, a/one

Ex. 94. A 2, B 5, C 6, D 7, E 4, F 1, G 3

Ex. 95. 1. a, The, a 2. a, The 3. a, The, a 4. a, The 5. a, an, a, the, the

Ex. 96. 1. The, the, the 2. the, the 4. The, the 5. a, an; The 6. The, (in sculpture), a (recumbent), the, a, the (body), a (lion) 7. the, a 8. A, the, the. The, the, the; the, the; the, the (fourth); the, a; the, a; the, a; the, an, the 9. The, the (world), the 11. The, the, the

Ex. 97. The term *philatelist*, a person; you will become a philatelist; a very interesting pastime; an art gallery, a perfect zoo; a very entertaining pastime, a very useful one; the great army

Ex. 98. 1. she 2. it 3. They, it 4. it 5. us 6. me, him, me, me 7. you, it 8. they 9. he 10. You, it.

Ex. 99 1. our 2. my 3. your 4. her 5. their 6. my 7. their 8. his 9. its 10. its 11. theirs 12. her

Ex. 100. 1. their 2. our, theirs 3. your 4. its 5. theirs 6. our 7. their 8. its 9. their, ours 10. his 11. its 12. his, her 13. its 14. her 15. his 16. her 17. its 18. its, its

Ex. 101. 1. **These** are the books I need and **those** are the books you need. 2. **This** test is difficult; **that** test was difficult too. 3. It's **the same** thing. 4. He couldn't believe **such a** thing. 5. The best-known non-national flags are **those** of the United Nations, the Olympic flag, and some others.

Ex. 103. A 4, B 9, C 6, D 12, E 1, F 2, G 10, H 11, I 8, J 7, K 3, L 5

Ex. 104. 1. Who is the author of *Alice in Wonderland*? — Lewis Carroll is the author of *Alice in Wonderland*. 2. Who(m) are you visiting? — I'm visiting my sister. 3. Who is he talking about? 4. Which type of car do you prefer, a two-door or a four-door?

Ex. 105. 1. What is Loch Ness? 2. What kind of lake is Loch Ness? 3. What/Which is the longest lake in Scotland? 4. What lake is the deepest in Scotland? 5. Whose home is Loch Ness? 6. What is the legendary Loch Ness Monster? 7. What did the legend benefit? 8. What newspaper reported that the famous 1934 snapshot of Scotland's Loch Ness Monster is a fake? 9. What did London's Sunday Telegraph say about the famous 1934 snapshot of Scotland's Loch Ness Monster? 10. Who confessed that Nessie was actually a toy submarine fitted with a plastic head and neck? 11. What was Nessie according to the confession of the last of 5 pranksters who created it? 12. What did one poll show?

Ex. 106. 1. Who knows the truth? What do they know? 2. Who is writing a composition? What are you/am I writing? [питає хтось/я сам(а)] 3. Who are reading a story? (відомо, що дві особи читають) What are Jane and Paul reading? 4. Which (books) are hers? Whose are these books? 5. Whose brother is a writer? Who is your brother? 6. Who are your/my friends? [питає хтось/питаю я сам(а)] Whose friends are Tom and Jerry? 7. Who will help you/me? [питає хтось/питаю я сам(а)] 8. Who was/were late? (відомо, що запізнилася/запізнилися одна особа/більше двох осіб).

Ex. 107. 1. whose 2. who 3. whose 4. who(m) 5. whom 6. who 7. who 8. which 9. who 10. that 11. who 12. which 13. which 14. which 15. which 16. which 17. that, which.

Ex. 109. 1. his, He, he, his, his. 2. who, Her, all. 3. her, her, whose, Their. 4. which, I, It, whose. 5. whose. 6. her 7. more

Ex. 110. 1. We spend **less** money on food and **more** money on books now. 2. She asked the children to make **less** noise. 3. He has made **fewer** mistakes **this** time, but he has done **less** work than we expected. I wonder **who** has made the **fewest** mistakes? 4. It was **nobody's** fault. **More** haste, **less** speed. 5. We don't really believe **that** any human being can read **another's** mind. 6. **Nobody** should use a food-processor until **they** have been shown how to do **so**. 7. **My** sister prefers cheese with the **least** amount of fat. Besides, **she** eats **less** chocolate now. 8. There was **something** strange about **him**. 9. **Neither** of **them** speaks French. 10. One of **his** sisters is 14 years old and the **other** is 16. 11. **Each** (of **them**) wants to stay. 12. **He** has the **most** authority of all. 13. **You** have spent **less** time on **your** report than **you** should have done. 14. **He** came up without the **least** hesitation and asked **me** what **I** was doing there.

Ex. 111. 1. late, lately, late. 2. hardly, hard, hard, hard. 3. sharply, sharp, sharp. 4. tightly, tight, tight 5. easy, easily, easy 6. shortly, short, short. 7. highly, high, high 8. deeply, deep, deep

Ex. 112. 1. Physics was always a difficult subject for Liz, **therefore** she was surprised when Ed turned to her for help. 2. Carrie decided it was too cold to go swimming, **besides**, she had an exam tomorrow. 3. It rained heavily during the afternoon, **hence**, our trip to the mountains had to be postponed. 4. Charles had taken tennis lessons for two years, **nevertheless**, he was not a good tennis player. 5. It is very late, **consequently/hence**, you must go to bed. 6. It was raining; **however**, the football match was not postponed./It was raining; the football match, **however**, was not postponed. 7. Liz was tired; **however** she kept on working.

Ex. 113. 1. What June said **yesterday** was **altogether** wrong. 2. Has Peggy done her maths homework **well**? 3. Joe **always** walks two miles **daily**. 4. My sister is a **rather** pretty girl. 5. That is good **enough** for you. 6. Martha lived **abroad then**. 7. Your hair needs cutting **badly**. 8. It was **too** cold to go swimming. 9. Five cupboards, but **only** one door. What is it?

Ex. 114. 1. more, more 2. worse 3. quicker 4. longest 5. most 6. least

Ex. 115. A. A.; B. C

Ex. 116. 1. less, little, least 2. much, more, most 3. best, better, well, better 4. farthest, farther, far 5. more heavily, heavily 6. neatly, neatly, more neatly, most neatly 7. earlier, earlier 8. most, least

Ex. 117. 1. slower 2. closer 3. higher, higher. 4. loudly, louder, loudest, loudest 5. later, later, late. 6. hard, harder, hardest, harder 7. easier

Ex. 118. 1. You **had best** leave it as it is. 2. What kind of weather do you like **better**? — I like the weather in Ukraine **better**. 3. I shall/will need **further** help **later**. 4. This skirt is a bit **too** tight and, **further**, it is **too** expensive. 5. It's **very** hot **here** **now**. 6. His story is **hardly** true. 7. He was **incredibly** hungry. 8. He could run **faster** and jump **higher** than other people. 9. A snowflake is **very** small and it is **very** beautiful. 10. The street was **almost** dark. 11. She paints **exceedingly** well. 12. He came **here** **late** **today**. 13. Ed studies **well**; he studies **better** **now** than he did **before**. 14. We should have gone **farther**.

Ex. 119. 1. The names of the last four months of the year — September, October, November and December — are derived from the Latin for 'seven', 'eight', 'nine' and 'ten'. 2. The passengers who were awaiting flight 35 proceeded to departure gate 7. 3. Roast turkey has been the central dish of Christmas dinner for hundreds of years. 4. Alaska was admitted as the 49th state in 1959. The territory was purchased from Russia in 1867 and was known as Seward's Folly (after Secretary William H. Seward, who negotiated the purchase) until gold was discovered in the late 1800's. 5. The Earth is the third largest planet. 6. For millions of people, World War II was the greatest catastrophe in history. 7. The Olympic Games are held every four years in a different city. 8. Some 50,000 mammoths' tusks have been discovered in Siberia.

Ex. 120. 1. at 2. in 3. of, for 4. in 5. by 6. of 7. to, in 8. in, with 9. for, without 10. to, for

Ex. 121. 1. The mushrooms at the bottom of the basket were small. 2. He arrives in Kyiv on Saturday. 3. Today is Thursday, so Tuesday was the day before yesterday and Saturday will be the day after tomorrow. 4. This photo was taken with my new camera.

Ex. 122. 1. before 2. While 3. and 4. but 5. and, but 6. yet

Ex. 124. 1. The dog went to the door and stood there until they arrived. 2. John lost the keys, but he found them after a few days. 3. I will go to the party if I finish my homework. 4. Will they phone me tomorrow or shall I call them? 5. No sooner/Hardly/Scarcely had the doorbell rung than/when/when my sister opened the door. // The doorbell had no sooner/hardly/scarcely rung than/when/when my sister opened the door. 6. They came and went in the car. 7. She spoke firmly though pleasantly. 8. Shall we walk or ride? 9. The hotel was very expensive but rather dirty.

Ex. 125. 1 B, 2 A, 3 D, 4 C, 5 F, 6 G, 7 E, 8 J, 9 L, 10 K, 11 H, 12 I

Ex. 126. 1 D, 2 C, 3 A, 4 F, 5 B, 6 G, 7 E

Ex. 127. A. 1. is 2. am, is 3. is 4. are 5. are 6. is 7. are 8. are 9. are 10. is 11. is 12. are B. 1. were 2. was 3. were 4. were 5. was 6. were 7. was 8. was 9. were 10. were 11. was 12. was 13. were 14. was

Ex. 128. 1. them 2. him 3. us 4. me. 5. me

Ex. 129. 1 whose, 2 where, 3 where, 4 which

Ex. 130. 1. who, work 2. who, are 3. which, have 4. who, are 5. who, were 6. who, are 7. whose, eats 8. who, works 9. whose, is 10. which, hasn't won 11. which, makes 12. which, is

Ex. 131. 1. a) Could you lift that box if you tried? b) Could you have lifted that box if you had tried? 2. a) He could come at six if it were necessary b) He could have come at six if it had been necessary 3. a) I wish I could go there tomorrow b) I wish I could have gone there yesterday.

Ex. 132. 1. isn't it 2. shall we 3. wasn't it 4. will you 5. aren't they 6. will you 7. didn't we? 8. didn't they 9. did they 10. can it 11. will you 12. isn't it 13. didn't they 14. have you 15. can't you 16. did they 17. did they 18. will you 19. may I 20. won't there 21. did he 22. have you 23. aren't they 24. won't they 25. is there 26. can they

Ex. 133. 1. will/would you 2. shall we 3. will you 4. can't you 5. will you 6. may I

Ex. 134. was, said, Fight; are, have, to shuffle, fight; are, can, lift, to come, fight; is bleeding, are, are, wish, would crack, put, DON'T QUIT; FIGHT

КЛЮЧИ ДО ТЕСТІВ

Keys to the tests

I. 1 shall/will have been waiting 2 have been cleaned up, are, take 3 had eaten 4 has been 5 Has ... passed, has, doesn't know/hasn't got. 6 has believed 7 fell, had made, gave 8 called, came, traded 9 would have been, had not built 10 have been, fled, to escape, declared 11 is said, to have accepted 12 has been, being, joined. 13 See, is done 14 is, makes, go 15 decided, was, to go, swimming 16 wouldn't have accepted 17 were walking, were being cut down. 18 have been turned 19 walked, following 20 was, was destroyed 21 is, of performing 22 were ... invented, were, had, to carry 23 has been celebrated 24 is being widened, drove 25 is ... known, recruiting, saying, want 26 signalled, expects, will do, became 27 to reform, have been made, agree, be 28 was; belonged; is, wrote, love, does not diminish; had inherited, of travelling, made, sailing, had been; sailed, returning, to plan, to say, is known, to be associated; Following, lived, regarded, living, missing; Visiting, making, sleeping, stayed, established; came, to believe; believed, would be, to defend, by organising; was, refused, to turn, had gathered, interested, in colonizing

II. 1 C, 2 B, 3 A, 4 C; **III.** 1 C, 2 C, 3 D, 4 D, 5 C

IV 1 C, 2 A, 3 F, 4 K, 5 H, 6 M, 7 P, 8 J, 9 B, 10 Q, 11 D, 12 G, 13 N, 14 S, 15 E. 16 T, 17 R, 18 O, 19 I, 20 L

V. 1 F, 2 K, 3 D, 4 A, 5 I, 6 C, 7 A, 8 A, 9 M, 10 G, 11 E, 12 O, 13 K, 14 E, 15 N, 16 E, 17 A, 18 M, 19 L, 20 J, 21 A, 22 H, 23 M, 24 A, 25 M, 26 B, 27 M

VI. 1 D, 2 D, 3 A, 4 C, 5 C, 6 A, 7 D

VII. 1 D, 2 A, 3 B, 4 D

VIII.B; IX.A, X.D; XI.D; XII.C; XIII.1C, 2B, 3C, 4C; XIV.C

XV. A D, B D, C D (Correct answers: A. himself; B. 1 the, 2 although, 3 between, 4 as, 5 as, 6 Scottish; C. 1 economics, 2 who, 3 These, 4 first, 5 gold, 6 money, 7 are awarded, 8 on, 9 sometimes)

XVI. A. 1 C (the same), D (driving); 2 A (Its), D (to visit); 3 B (the Cook Islands'), D (through); 4 E; 5 A (off); 6 B (than); 7 C (through which), D (The same); 8 C (economic); 9 B (reading), D (aloud); 10 C (pieces of furniture), D (missing); 11 C (then reigning), D (they are); 12 C (described); 13 E; 14 D (than); 15 B (became); 16 A (People evacuated), C (lost); 17 A (On February); 18 B (15), C (was closed), D (for good); B. 1 A (A missing fifteen-page), D (sometime); 2 A (worth), C (lying hidden for); 3 E; 4 C (were presumed); 5 C (62-year-old); 6 A (are back)

XVII. C; XVIII. D; XIX. A; XX. B; XXI. C; XXII. A; XXIII. B; XXIV. D; XXV. B; XXVI. A; XXVII. D; XXVIII. C; XXIX. B; XXX. A; XXXI. C; XXXII. D

XXXIII. 1 (a) B; (b) C; 2 C; 3 A; 4 D; 5 B; 6 B; 7 A; XXXIV. D

XXXV. 1. The new economic policy is sure to affect all of us. 2. He left his exercise book at home, besides which he hasn't done his homework. 3. He was not altogether sure he had invested his money wisely. Remember to get in touch with him and give him a few pieces of advice. 4. The committee will report its decision next week. Generally speaking, the committee expressed their approval of your initiative. 5. Your hair needs cutting badly. When did you last have your hair cut? Why do I always have to make you have your hair cut? 6. My brother has always been a very neat person. His motto has always been 'Leave the place as you'd like to find it'. 7. He was the least experienced athlete in the team. His mistakes have not been forgiven. 8. He must have remembered that the characters in Chinese writing look like small pictures, otherwise he wouldn't have answered the question correctly. 9. Who was the first to discover that one dolphin can convey instructions to another? 10. She said (that) she understood that anyone would object to being treated like that and added that any girl would tell me the same. 11. Everyone must know that the only bird that can walk upright, like a man, is the penguin and that the largest eggs seem to be laid by ostriches. No wonder we saw dozens of ostriches in the farmyard. 12. Robert is older than Jack. He is the oldest boy here. He is as old as my elder brother. 13. The teacher said that anyone who had applied could use the library. 14. I asked if there was anyone at home and then gave my sister the present I had bought recently. 15. The year 2000 is a centennial (i. e. ending in -00)

leap year, the last such year being the year 1600. Unlike ordinary leap years, which require to be divisible only by 4 to qualify, centennial leap years have to be divisible by 400. 16. The lecturer assured us that sufficient data about various species of mangoes would be available after those analyses had been made. He promised to give/that he would give further information later. 17. I wonder if you know that if a coin and a feather were dropped in a vacuum, they would reach the ground together. 18. The girl was afraid to stroke the cat. She was afraid of being scratched by the cat. 19. About a thousand families may have lived in our town at that time. The cattle could often be seen grazing in the meadow. 20. I've just bought/bought just now two kilos of apples and half a kilo of cherries. I wish I had bought more cherries than had been expected. 21. I wonder if you know that the name which is most popular in Scotland is Smith. Scotland has 16 Smiths for every thousand people. 22. We were told that the road was still being repaired/had still been repaired. 23. The rain having stopped, he went swimming. He went to the beach by himself. He has few friends, but he isn't lonely. 24. What Helen said yesterday was altogether wrong. Her brother began learning English the other day. He can't have mastered it to perfection by today. 25. Having said that he was anxious that nobody (should) be hurt, he left the room. 26. Andrew forgot having had dinner and readily joined us. Eating seems to be his only interest in life although he used to repeat that you should eat to live but not live to eat. 27. Our guests haven't arrived yet. They were to have arrived in Kyiv at two p.m., but the flight had been delayed two hours. 28. I wish you had seen this film. It's the best comedy I have ever seen. You may borrow my video cassette as soon as my brother's friend returns it. 29. I wish someone here knew Chinese. Can it be that we'll have to invite an interpreter? 30. He can't/couldn't have made an omelette without breaking eggs. 31. He said they had been given a lot of homework and that he needed some more time to finish his report. 32. He can't/couldn't have told anyone anything about our arrival. They must have learnt about it from newspapers. 33. If I hadn't had to sit for my exam, I would have taken you sightseeing/shown you our city last night. 34. Have you ever been to London? — I am sorry to say no, but we are going to England one of these days and we are sure to spend a few days in London. 35. I haven't seen him since he stopped/gave up painting. He happened to have got engaged in politics. 36. We arrived when the national anthem was being played.

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Універсальний посібник з англійської мови призначений для широкого кола осіб, які вивчають або викладають англійську мову,— вчителів та учнів старших класів шкіл, гімназій, ліцеїв і коледжів, студентів молодших курсів вищих навчальних закладів, слухачів курсів іноземних мов, усіх тих, хто вивчає англійську мову самостійно. Окремо слід відзначити особливу корисність цього посібника для тих, хто вступає до вищих навчальних закладів, оскільки в ньому ретельно враховано вимоги до вступних іспитів з англійської мови у провідних університетах та інститутах України.

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