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«Південноукраїнський національний педагогічний університет
імені К.Д. Ушинського»**

**Іноземна (англійська) мова
за професійним спрямуванням**

**Навчальний посібник
для здобувачів першого (бакалаврського) рівня вищої освіти
спеціальності 013 Початкова освіта**

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Навчальний посібник «Іноземна (англійська) мова за професійним спрямуванням» для здобувачів першого (бакалаврського) рівня вищої освіти спеціальності 013 Початкова освіта. Одеса, 2023. 200 с.

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Навчальний посібник для студентів 1-4 років навчання факультету Початкової освіти містить оригінальні тексти англійською мовою, які мають педагогічну та психологічну спрямованість, а також вправи на закріплення лексико-граматичного матеріалу. Метою даного посібника є формування у студентів комунікативних компетенцій для ефективного спілкування в іншомовному професійному середовищі.

Матеріал посібника призначений для аудиторної та самостійної роботи для студентів денної та заочної форми навчання.

ПЕРЕДМОВА

Навчальний посібник містить комплекс завдань для вдосконалення комунікативних умінь усного та писемного мовлення на базі аутентичних текстів, укладених відповідно тематики робочої програми з дисципліни «Іноземна (англійська) мова за професійним спрямуванням». Мета посібника формування у студентів комунікативних компетенцій для ефективного спілкування в іншомовному професійному середовищі.

У посібнику зроблено акцент на професійно-спрямоване навчання, організацію самостійної роботи з англійської мови. Матеріал призначений для студентів 1-4 років факультету Початкової освіти денної та заочної форми навчання зі спеціальностей «Логопедія», «Практична психологія», «Англійська мова».

Навчальний посібник містить оригінальні тексти англійською мовою, які мають педагогічну та психологічну спрямованість, а також передтекстові і післятекстові вправи на закріплення лексико-граматичного матеріалу. Кожен текст призначений для читання, перекладу і переказу.

Зміст посібника містить умовно 2 блоки: 1. Професійно-спрямовані тексти з відповідними вправами. 2. Лексико-граматичні вправи та тестові завдання для аудиторної та самостійної роботи.

Тексти та вправи до них розроблено враховуючі пізнавальні та соціокультурні компоненти навчання іноземної мови, що дозволяє підтримувати високий рівень мотивації при їх вивченні. Лексико-граматичні вправи та тестові завдання підібрані з метою розвитку навичок мовленнєвої діяльності: фонетичних, лексичних та граматичних.

Навчальний посібник є складовою навчально-методичного комплексу з дисципліни «Іноземна (англійська) мова за професійним спрямуванням», може бути корисним студентам та викладачам педагогічних та гуманітарних закладів вищої освіти.

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Text 1

Read and translate the text.

Active Vocabulary:

1. to spend – витратити, проводити
2. literate – грамотний
3. knowledge – знання
4. a subject – предмет (шкільний)
5. education – освіта
6. higher education – вища освіта
7. schooling – процес освіти
8. successful – успішний
9. high standard – високий стандарт
10. to get on well – ладити (з кимось) with pleasure – з задоволенням
11. to create – створювати
12. to develop relations – розвивати відношення
13. tolerant – толерантний
14. the ability to work without assistance – здатність працювати без допомоги
15. a human being – людське створіння
16. a key figure in our education – ключова фігура в освіті
17. fair – справедливий
18. teaching experience – викладацький досвід
19. to express opinion – виражати думку
20. to solve the problem – вирішувати проблему
21. behavior – поведінка

Schools.

School really plays an important role in our life. You may like it or you may not but we spend so much time at school that it becomes our second home. And no doubt this is true. What is the role of school in modern age? First of all it is making students literate. All students study for eleven years to get knowledge. And the most important role of school is giving knowledge. There are students who like studying because they are doing well in most subjects and they are going to continue their education after school, get higher education. But for those who are not successful in schooling and who are always pressed by their parents and teachers school becomes boring and not interesting.

The education given at our school is of a very high standard. A good student actually don't have many problems with schooling. He gets on quite well with the teachers, is quite successful in class and usually goes to school with pleasure.

School gives us not only knowledge. Children are taught real life there. School helps us understand our life better. School is a place where we create and develop our relationships, are taught to be tolerant and respect one another. And school teaches us principles and how not to lose face in difficult situations.

However, sometimes we have too much homework. Teachers and parents think that doing homework helps us to develop the student's ability to work without assistance, or that additional work could help us complete our education successfully.

We are human beings who want to be heard and understood and only then taught. And only sensitive teachers can do this well. So a teacher is a key figure in our education. Teachers come to your mind first when you think about school years. A good teacher must be intelligent and fair. Most of my teachers have a lot of teaching experience. They help us to learn all subjects well. They share their knowledge and experience with us, and we respond with love. If we do something wrong our teachers do not criticize us they always try to tell what was wrong in this or that action, they express their opinion helping to solve the problem. Any

teacher should remember that they are responsible for student's character and behavior too.

2. Read the task and present the required information.

Now you are first-year students. You passed your entrance exams thanks to the knowledge you gained either at school, or at a vocational school or at a technical college. Speak on the educational institution you studied at before entering the university. Present information on:

- 1) the type of school you studied at;
- 2) the place it is situated;
- 3) the age you began to attend it;
- 4) compulsory and optional courses there were at your school in chemistry, in drawing, in history, etc.;
- 5) the language teaching was carried out;
- 6) how many times a week you had your lessons of English;
- 7) your favourite subjects and why;
- 8) the entrance exams you passed before entering the university;
- 9) what you like and what you don't like about your school.

3. Complete the texts with the words from the list.

boarding schools; private schools; state schools; head; uniforms; mixed; nuns; pupils; priests.

In a typical school system in many countries, there are two kinds of schools: ¹ _____, which are run by the government, and ² _____. Private schools are often stricter than state schools, and in many of them the ³ _____ (schoolchildren) have to wear ⁴ _____.

Both state and private schools are often ⁵ _____ (for boys and girls) or are for boys or girls only. There are also some schools, usually private, where the pupils sleep at school, which are called ⁶ _____.

The 'boss' of a school is called the ⁷ _____ (teacher). In some religious schools there are also ⁸ _____ (women) and ⁹ _____ (men) who work as teachers.

4. Explain the difference between the following notions:

- 1) a primary school / a secondary school
- 2) a state school / a private school
- 3) your exams / your marks
- 4) a pupil / a student
- 5) do an exam / pass an exam

What do you call ...?

- 6) the qualification you get when you finish university
- 7) the parts of the school year
- 8) a school for children under three
- 9) a school where pupils live and sleep
- 10) the work scientists do at universities.

Text 2

Read and translate the text.

Active Vocabulary:

1. to be encouraged - бути заохоченим
2. according to - згідно з
3. personal abilities - особисті здібності
4. apart from - окремо від
5. vocational school - професійна школа
6. to deal with - мати справу з
7. professional growth - професійне зростання

Choosing a Career

In our modern fast paced world there are plenty of new interesting and socially important professions. The future profession must not be boring for you. It should suit your interests and your features of character. You might choose working indoors or outdoors, dealing with people or just with papers. In other words you should enjoy the work you do. It should also satisfy your career plans and

professional ambitions. It should provide us with a chance of professional growth and personal development.

Young people in our country are encouraged to choose their own careers (professions) according to their personal abilities and interests. They are given all sorts of facilities. Usually personal qualities show up at school and teachers should guide and encourage the young people to take up the careers for which they are best suited.

Apart from the academic careers in science, medicine, law and the arts, more and more boys and girls go in for special training in the trades and the professions and take up a career seriously. They can apply to a vocational school, a technical or a polytechnic college.

Our country needs skilled specialists in all kind of trades. Young people should be encouraged to see the value of all trades, crafts and professions and to take upon the career they have chosen with interest and pride.

1. Answer the questions.

- 1) When do young people in our country start choosing their career?
- 2) When do personal qualities of children show up?
- 3) What jobs do boys and girls take up when they leave school?
- 4) Why did you choose your speciality?

2. In not more than 100 words describe the career opportunities opened to young people in Ukraine.

3. Acting the scene (make up a dialogue).

Characters: two schoolgirls / schoolboys are talking about choosing a career. You may use the following words and expressions:

Career; to give it much thought; to have something in mind; many professions are open to; would you like to be a ...?; I'd love to; I should ... if I were you; a highly competitive career; you shouldn't waste any time getting started.

4. You know some professions are usually preferred by women, some by men. Some people think that there are some professions, which are only for men or for women. Do you agree that nowadays there are women's and men's professions?

5. Look through the following list of professions. Which of them would you recommend for girls and which of them for boys? Why?

a plumber; a fireman; an officer; a doctor; a cook; a poet; a pilot; a butcher; a book-keeper; a shop-assistant; a postman; a nurse; a secretary; an engineer; a teacher; a pianist.

6. Read the following arguments which the supporters of opposite points of view have. Think of some more.

There are some women's and men's professions:

For	Against
1. Some professions are dangerous for women's health. 2. Some people think that some jobs only women can do well (a nurse, a teacher, etc.), some only men can do well (a spaceman, a captain of a ship, etc.). 3. Some professions don't allow women to combine it with looking after children.	1. All the people are equal so both men and women have equal rights to choose a profession. 2. Having both men and women of one profession gives good results. 3. Women are as clever as men.

7. Discuss the problem in groups of 3-5 students to make a decision. Give your reasons.

Text 3

Read and translate the text.

Active Vocabulary:

1. moral values - моральні цінності
2. to make decisions – приймати рішення
3. student's experience – досвід учня
4. to influence - впливати
5. opportunities - можливості
6. polite - ввічливий
7. deeper study – поглиблене навчання
8. to make efforts – докладати зусилля

What makes a person educated?

What do you think can help you to be successful in your studies?

How can you acquire a good knowledge of different subjects?

Each of us has to study at school. Only school can make a person educated. School teaches us moral values, helps to understand ourselves better and make our own decisions. That's why school plays one of the greatest roles in everyone's life. It's often at school that we learn to make friends and get on with other people. A student's experience at school can influence how he or she relates to the rest of the society. The kind of education a student receives will of course influence his or her job prospects. Besides, it offers many opportunities for many kinds of activities. So schools are often responsible for producing the citizens of tomorrow. Besides school introduces us to different sorts of people, it makes us polite and well-behaved and helps us to use our free time sensibly. And, which is most important, it teaches us about our country, its history, culture and its present-day place in the world, because an educated person contributes more to the rest of the society and education on the other hand gives a person the prospect for professional advance. Taking part in all kinds of contests, making reports and holding discussions give us opportunities to develop speaking skills and explore new ideas. The scientific

knowledge, which pupils get at their lessons of chemistry, biology and physics, will be valuable to them.

The activities of the school day afford different opportunities for pupils to participate in sports and in some useful work. They give opportunities for deeper study, for exercising speech, for making a wall newspaper, for developing our talents for paintings, music, drama and so on. These opportunities for practice are with us all day and every day.

In Ukraine there is a nine – year compulsory education, but to enter a university one has to study two years more. This system of education is quite good: those who fill with studies can go working or in special places to learn this or that profession. Others, more diligent pupils continue their studies to get a higher education and to enter university.

Still there is always place for improvement. For example, pupils want uniform at schools not to be compulsory or they want more educational excursions to be arranged.

But it is not a secret that studying at school isn't easy so we have to face lots of problems. Nobody is good at everything without making any efforts. Good work habits, constant study and a good memory help us to acquire a serious knowledge of some subject. We should take any opportunity of speaking English if you want to improve your conversational skills. Diligent work, additional reading and responsibility can help us to pass examination successfully. We will need someone's parent's advice and daily practice and a friend's help and support to cope with a difficult subject. We need all this to become an educated person, to become personalities, because an educated person is one who knows a lot about many things. Knowledge is power, light and wealth.

1. Write down these words with their transcription and translation into your vocabularies and try to remember them:

Person, successful, acquire, knowledge, subjects, values, decisions, experience, influence, opportunities, responsible, well-behaved, sensibly, present-day,

contributes, professional, advance, discussions, explore, scientific, knowledge, chemistry, biology, physics, valuable, exercising, speech, diligent, improvement, conversational, responsibility, power, wealth.

2. Give Ukrainian equivalents to the following words and word combinations:

To be successful in studies, different subjects, moral values, make own decisions, student's experience at school, will influence his or her job prospects, offer many opportunities, make polite and well-behaved, to use free time sensibly, present-day place in the world, the prospect for professional advance, to develop speaking skills, place for improvement, conversational skills, diligent work, to pass examination successfully, daily practice.

3. Give English equivalents to the following words and phrases:

Придбати хороші знання, моральні цінності, приймати власні рішення, досвід учня, перспективи роботи, ввічлива та освічена людина, навички вимови, надавати різні можливості для учнів, старанні учні, отримати вищу освіту, удосконалення, діалогові навички.

4. Complete the sentences using the passages from the text:

- 1) School teaches us moral values, helps to understand ourselves better and ...
- 2) ... often responsible for producing the citizens of tomorrow.
- 3) Taking part in all kinds of contests, making reports and holding discussions give us opportunities ...
- 4) The activities of the school day afford different opportunities for pupils to participate in sports ...
- 5) But it is not a secret that studying at school isn't easy ...
- 6) We will need someone's parent's advice and daily practice and a friend's help and ...

5. Render the content of the text.

Text 4

Read and translate the text.

Active Vocabulary:

1. nursery school – дитячий садочок
2. private homes – приватні будинки
3. income - доход
4. Eleven Plus Examination – відбірковий іспит
5. local education authority's - місцеві органи освіти
6. secondary education – середня освіта
7. clay - глина
8. primary school – початкова школа
9. addition - додавання
10. subtraction – віднімання

Pre-primary and Primary Education in Great Britain

In some areas of England there are nursery schools for children under 5 years of age. Some children between two and five receive education in nursery classes or in infants' classes in primary schools. Many children attend informal play-groups organised by parents in private homes. Nursery schools are staffed with teachers and students in training. There are all kinds of toys to keep the children busy from 9 o'clock in the morning till 4 o'clock in the afternoon while their parents are at work. Here the babies play, lunch and sleep. They can run about and play in safety with someone keeping an eye on them.

For day nurseries which remain open all the year round the parents pay according to their income. The local education authority's nurseries are free. But only about three children in 100 can go to them: there aren't enough places, and the waiting lists are rather long.

Most children start school at 5 in a primary school. A primary school may be divided into two parts: infants and juniors. At infants school reading, writing and arithmetic are taught for about 20 minutes a day during the first year, gradually increasing to about 2 hours in their last year. There is usually no written timetable. Much time is spent in modelling from clay or drawing, reading or singing.

By the time children are ready for the junior school they will be able to read and write, do simple addition and subtraction of numbers.

At 7 children go on from the infants school to the junior school. This marks the transition from play to "real work". The children have set periods of arithmetic, reading and composition which are all Eleven Plus subjects. History, Geography, Nature Study, Art and Music, Physical Education, Swimming are also on the timetable.

Pupils were streamed according to their abilities to learn into A, B, C and D streams. The least gifted are in the D stream. Formally towards the end of their fourth year the pupils wrote their Eleven Plus Examination. The hated Eleven Plus Examination was a selective procedure on which not only the pupils' future schooling but their future careers depended. The abolition of selection at Eleven Plus Examination brought to life comprehensive schools where pupils can get secondary education.

1. Write down these words with their transcription and translation into your vocabularies and try to remember them:

Nursery, infants, informal, pre-school, private, staffed, income, authority's, infants, juniors, arithmetic, taught, modelling, drawing, addition, subtraction, composition, Geography, Nature Study, Physical Education, streamed, abilities, Plus Examination, selective, procedure, future, careers, abolition, selection, comprehensive, secondary, education.

2. Give Ukrainian equivalents to:

nursery schools, receive education, nursery classes or infants' classes, primary schools, informal play-groups, staffed with teachers, keeping an eye on them, according to their income, local education authority's nurseries, infants and juniors, gradually increasing, do simple addition and subtraction of numbers, Eleven Plus Examination, selective procedure, future careers, comprehensive schools, secondary education.

3. Give Ukrainian equivalents to:

Дошкільна і початкова освіта, дитячі сади, в дошкільних установах, неофіційні дошкільні ігрові групи, приватні будинки, під чийось наглядом,

виходячи з їх особистих доходів, дошкільні установи, у веденні місцевих органів освіти, початкова школа, виконувати просте складання і віднімання, відбіркові іспити в 11,5 років, відміна відбіркового іспиту, середня освіта.

4. Answer the following questions:

- 1) What can you say about pre-primary education in England?
- 2) What can parents choose for their children?
- 3) Nursery schools are staffed with teachers and students in training, aren't they?
- 4) What can children do in nursery school?
- 5) When do most children start primary school?
- 6) How may a primary school be divided ?
- 7) When do children go on from the infants school to the junior school?
- 8) Is the Ukrainian system of pre-primary education the same? Are there any changes in it?
- 9) Where can pupils get secondary education in England?

5. Complete the following sentences using the passages from the text:

- 1) In some areas of England there are nursery schools for
- 2) But only about three children in 100 can go to them:
- 3) At infants school reading, writing and arithmetic are taught for about 20 minutes a day during the first year,
- 4) Here the babies play,
- 5) The abolition of selection at Eleven Plus Examination brought to life comprehensive schools
- 6) The children have set periods of arithmetic, reading and composition

6. Render the content of the text.

Text 5

Read and translate the text.

Active Vocabulary:

1. available - доступний
2. academic grammar schools – середня класична школа

3. a comprehensive school - загальноосвітня школа
4. selective - вибірковий
5. to pass an exam - скласти іспит
6. unfair – несправедливий
7. craft – творчість власними руками
8. ability – можливість

Secondary education in Great Britain

Since the 1944 Education Act of Parliament, free secondary education has been available to all children in Britain. Indeed children must go to school until the age of 16, and pupils may stay on for one or two years more if they wish.

Secondary schools are usually much larger than primary schools and most children – over 80% - go to a comprehensive school at the age of 11. These schools are not selective – you don't have to pass an exam to go there. In 1965 the Labor Government introduced the policy of comprehensive education. Before that time, all children took an exam at the age of 11 called – the '11+'. Approximately the top 20% were chosen to go to the academic grammar schools. Those who failed the '11 +' (80%) went to secondary modern schools.

A lot of people thought that this system of selection at the age of 11 was unfair on many children. So, comprehensive schools were introduced to offer suitable courses for pupils of all abilities. Some LEAs (Local Education Authority) started to change over to comprehensive education immediately, but some were harder to convince and slower to act. There are a few LEAs who still keep the old system of grammar schools, but most LEAs have now changed over completely to non-selective education in comprehensive schools.

Comprehensive schools.

Comprehensive schools want to develop the talents of each individual child. So they offer a wide choice of subjects, from art and craft, woodwork and domestic science to the sciences, modern languages, computer studies, etc. All these subjects are enjoyed by both girls and boys. Pupils at comprehensive schools are quite often put into 'sets' for more academic subjects such as mathematics or languages. Sets

are formed according to ability in each subject, so that for example the children in the highest set for math will not necessarily be in the highest set for French. All pupils move to the next class automatically at the end of the year.

1. Write down these words with their transcription and translation into your vocabularies and try to remember them:

Parliament, available, secondary, comprehensive, selective, labor, policy, approximately, unfair, suitable, courses, abilities, authority, immediately, individual, choice, domestic, science, languages, necessarily, automatically.

2. Give Ukrainian equivalents to the following words and word combinations:

Free secondary education, not selective, to pass an exam, the policy of comprehensive education, the academic grammar schools, to offer suitable courses, Local Education Authority, the talents of each individual child, woodwork and domestic science, move automatically.

3. Give English equivalents to the following words and phrases:

Вільна середня освіта, скласти іспит, приблизно 20 кращих учнів, різні здібності, пропонувати широкий вибір, деревообробка, відповідно до здібностей по кожному предмету, переходити автоматично.

4. Express agreement or disagreement with the following saying:

Model: Yes, you are right (it's correct).

No, you are not right (you are wrong).

- 1) Since the 1944 Education Act of Parliament, free secondary education has been available to all children in Britain.
- 2) Secondary schools are selective – you have to pass an exam to go there.
- 3) In 1956 the Labor Government introduced the policy of comprehensive education.
- 4) All children took an exam at the age of 11 called – the '11+'.
- 5) Comprehensive schools don't offer a wide choice of subjects.
- 6) All pupils move to the next class automatically at the middle of the year.

5. Translate into English:

Близько 7 відсотків дітей ходять в приватні школи. Виділяють три рівні приватних шкіл - початкову школу (з чотирьох до восьми років), середню школу (з восьми до тринадцяти). У віці 13 років діти складають іспити. Якщо вони складають їх успішно, то переходять у безкоштовну державну школу, де зазвичай залишаються до 18 років. Підготовчі школи і більшість безкоштовних державних шкіл є школами-пансіонатами, діти живуть в школі впродовж усього семестру. Хоча ці школи і називають державними, вони, фактично, є приватними.

6. *Render the content of the text.*

Text 6

Read and translate the text.

Active Vocabulary:

1. to divide - розділяти
2. to get a degree - отримувати ступінь
3. to depend on – залежати від
4. spent abroad - проведений за кордоном
5. to receive grants - отримувати гранти
6. to last for - тривати

Higher Education in Great Britain

There are over 90 universities in GB. They are divided into three types: the old universities (Oxford, Cambridge and Edinburgh Universities), the 19th century universities, such as London and Manchester universities, and the new universities. Some years ago, there were also polytechnics. After graduating from polytechnic, a student got a degree, but it was not a university degree. 31 formers polytechnics were given university status in 1992.

Full courses of study offer the degree of Bachelor of Art or Science. Most degree courses at universities last for three years, language courses 4 years

(including a year spent abroad). Medicine and dentistry courses are longer (5-7 years).

Students may receive grants from the Local Education Authority to help pay for books, accommodation, transport, and food. This grant depends on the income of their parents.

Most students live away from home, in flats or halls of residence.

Students don't usually have a job during term time because the lessons called lectures, seminars, classes of tutorials (small groups), are full time. However, many students now have to work in the evenings.

University life is considered «an experience». The exams are competitive but the social life and living away from home are also important. The social life is excellent with a lot of clubs, parties, concerts, bars.

There are not only universities in Britain but also colleges. Colleges offer courses in teacher training, courses in technology and some professions connected with medicine.

1. Practice in pronunciation of the following words:

divided, types, Oxford, Cambridge, Edinburgh, Manchester, polytechnics, status, Bachelor, Science, dentistry, accommodation, tutorials, competitive.

2. Give Ukrainian equivalents to the following words and word combinations:

are divided into, after graduating from, got a degree, former polytechnics, Bachelor of Art or Science, year spent abroad, dentistry courses, receive grants, grant depends on the income, courses in.

3. Give English equivalents to the following words and phrases:

Университеты разделены на три типа, после окончания политехнического, получать степень, Степень Бакалавра искусств и науки, год, проведенный за границей, зависеть от заработка, студенческое общежитие, должны работать по вечерам, связанные с медициной.

4. Fill in the blanks with prepositions if necessary:

1) They are divided ... three types: the old universities (Oxford, Cambridge and

Edinburgh Universities), ... the 19th century universities, such as London and Manchester universities, and the new universities.

2) After graduating ... polytechnic, a student got a degree, but it was not a university degree.

3) Full courses ... study offer the degree ... Bachelor ... Art or Science.

4) Students may receive grants ... the Local Education Authority to help pay ... books, accommodation, transport, and food.

5) Most students live away ... home, ... flats ... halls ... residence.

6) However, many students now have to work ... the evenings.

7) The social life is excellent ... a lot ... clubs, parties, concerts, bars.

8) There are not only universities ... Britain but also colleges.

5. Make the following sentences:

- *interrogative*

- *negative*

1. There are over 90 universities in GB.

2. After graduating from polytechnic, a student got a degree.

3. 31 former polytechnics were given university status in 1992.

4. Full courses of study offer the degree of Bachelor of Art or Science.

5. Students may receive grants from the Local Education Authority to help pay for books, accommodation, transport, and food.

6. This grant depends on the income of their parents.

7. Most students live away from home, in flats or halls of residence.

8. However, many students now have to work in the evenings.

9. The social life is excellent with a lot of clubs, parties, concerts, bars.

10. Colleges offer courses in teacher training, courses in technology and some professions connected with medicine.

6. Express agreement or disagreement with the following statements:

Model: Yes, you are right (it's correct).

No, you are not right (you are wrong).

1. There are over 100 universities in GB.

2. 31 formers polytechnics were given university status in 1929.
3. Full courses of study offer the degree of Bachelor of Art or Science.
4. Students may receive grants from the Local Education Authority to help pay for books, accommodation, transport, and food.
5. Most students don't live far away from home.
6. However, many students now have to work in the evenings.
7. The social life is excellent with a lot of clubs, parties, concerts, bars.
8. There are not any colleges in Britain.

7. *Render the content of the text.*

Text 7

Read and translate the text.

Active Vocabulary:

1. to afford to send - дозволяти відправляти
2. former schools leavers - колишні випускники
3. normal length - звичайна тривалість
4. to be alike - бути схожим
5. a wide range of subjects - широкий вибір предметів
6. is first mentioned - вперше згадується
7. rowing - веслування

Oxbridge

Oxford and Cambridge are the oldest and most prestigious universities in Great Britain. They are often called collectively Oxbridge to denote an elitarian education. Both universities are independent. Only very rich and aristocratic families can afford to send their sons and daughters to these universities. Mostly they are former public schools leavers.

The tutorial is the basic mode of instruction at Oxford and Cambridge, with lectures as optional extras.

The normal length of the degree course is three years, after which the

students take the Degree of Bachelor of Arts (B. A.). Some courses, such as languages or medicine, may be one or two years longer. The students may work for other degrees as well. The degrees are awarded at public degree ceremonies. Oxford and Cambridge cling to their traditions, such as the use of Latin at degree ceremonies. Full academic dress is worn at examinations.

Oxford and Cambridge universities consist of a number of colleges. Each college is different, but in many ways they are alike. Each college has its name, its coat of arms. Each college is governed by a Master. The larger ones have more than 400 members, the smallest colleges have less than 30. Each college offers teaching in a wide range of subjects. Within the college one will normally find a chapel, a dining hall, a library, rooms for undergraduates, fellows and the Master, and also rooms for teaching purposes.

Oxford is one of the oldest universities in Europe. It is the second largest in Britain, after London. The town of Oxford is first mentioned in the Anglo-Saxon Chronicle in 911 AD and it was popular with the early English kings. The university's earliest charter is dated back to 1213.

There are now twenty-four colleges for men, five for women and another five which have both men and women members, many from overseas studying for higher degrees. The Cambridge University started during the 13th century and grew until today. Now there are more than thirty colleges. The oldest college is Peterhouse, which was founded in 1284, and the most recent is Robinson College, which was opened in 1977. The most famous is probably King's College because of its magnificent chapel, the largest and the most beautiful building in Cambridge. Its choir of boys and undergraduates is also very well known.

The University was only for men until 1871, when the first women's college was opened. In the 1970s, most colleges opened their doors to both men and women. Almost all colleges are now mixed.

Many great men studied at Cambridge, Roger Bacon, the philosopher, Milton, the poet, Oliver Cromwell, the soldier, Newton, the scientist, and Kapitza, the famous physicist.

The universities have over a hundred societies and clubs, enough for every interest one could imagine. Sport is a part of students' life at Oxbridge. The most popular sports are rowing and punting.

1. Write down these words with their transcription and translation into your vocabularies and try to remember them:

prestigious, universities, aristocratic, tutorial, Bachelor, languages, undergraduates, purposes, mentioned, branches, architecture, choir, philosopher, scientist, physicist.

2. Read the proper names:

Oxford, Cambridge, Great Britain, Latin, Europe, London, Anglo-Saxon, University, College, Peterhouse, Robinson College, Roger Bacon, Milton, Oliver Cromwell, Newton, Kapitza.

3. Give Ukrainian equivalents to the following words and word combinations:

called collectively, an elitarian education, former public schools leavers, the basic mode of instruction, cling to traditions, a wide range of subjects, undergraduates, the Master, teaching purposes, the most recent, magnificent chapel.

4. Give English equivalents to the following words and phrases:

найпрестижніших університетів, основний спосіб навчання, з додатковими, необов'язковими лекціями, має свою назву, свій герб, друге за величиною місто, статут університету датований, найсучасніший, спортивні змагання.

5. Give the answers to the following questions:

1. What are the oldest and most prestigious universities in Great Britain?
2. Who can afford to send their sons and daughters to these universities?
3. What is the basic mode of instruction at Oxford and Cambridge?
4. What do the students take after three years?
5. Oxford and Cambridge don't cling to their traditions, do they?
6. Do Oxford and Cambridge universities consist of a number of colleges or universities?
7. Oxford isn't one of the oldest universities in Europe, is it?
8. Is the university's earliest charter dated back to 1321?

9. When did the Cambridge University start?
10. The University was only for women until 1871, wasn't it?
11. Is sport forbidden at Oxbridge?

6. Write the basic forms of all the irregular verbs in the text.

7. Read and translate the derivatives. Mind the suffixes.

Collective - collectively,

Educate - education,

Instruct - instruction,

Science - scientist,

Philosophy - philosopher,

Physics - physicist

8. Fill in the blanks with prepositions if necessary:

1. Only very rich and aristocratic families can afford to send their sons and daughters ... these universities.
2. The tutorial is the basic mode ... instruction ... Oxford and Cambridge, ... lectures as optional extras.
3. Full academic dress is worn ... examinations.
4. Oxford and Cambridge universities consist ... a number ... colleges.
5. Each college is governed ... a Master.
6. There are beautiful college gardens ... green lawns and lines ... tall trees.

9. Render the content of the text.

Text 8

Read and translate the text.

Active Vocabulary:

1. to show a great concern for - висловлювати турботу про
2. a right to education - право на освіту
3. higher educational establishments - вищі навчальні заклади
4. a transitional period - перехідний період

5. are headed by - очолюються

6. inclusive - включно

Educational system in Ukraine

Ukrainians have always shown a great concern for education. The right to education is stated in the Constitution of the Ukraine. It's ensured by compulsory secondary schools, vocational schools and higher educational establishments. It is also ensured by the development of extramural and evening courses and the system of state scholarships and grants.

Education in Ukraine is compulsory up to the 9th form inclusive. The stages of compulsory schooling in Ukraine are: primary education for ages 6-7 to 9-10 inclusive; and senior school for ages 10-11 to 12-13 inclusive, and secondary school for ages 13-14 to 14-15 inclusive. If a pupil of secondary school wishes to go on in higher education, he or she must stay at school for two more years. Primary and secondary school together comprise 11 years of study. After finishing the 9th form one can go on to a vocational school which offer programmes of academic subjects and a programme of training in a technical field, or a profession.

After finishing the 11th form of a secondary school, a lyceum or a gymnasium one can go into higher education. Higher education institution, that is institutes or universities, offer a 4-years programme of academic subjects for undergraduates in a variety of fields. Students can also enter higher educational institutions after graduating from specialized colleges or lyceums. They prepare students in different fields, whether the humanities or the sciences. Some of them are organized under the authorities of higher educational establishments. The system of higher education is presented by universities, polytechnic institutes or specialized institutes. Students are offered postgraduate education and scientific research work. Nowadays due to the state of our national economy not many young people are engaged in the research work. But still in some fields of science there are outstanding discoveries and research papers.

Higher educational establishments are headed by Rectors. Prorectors are in

charge of academic and scientific work. Some institutes or universities have a number of faculties. The system of higher and secondary education in Ukraine is going through a transitional period. The main objectives of the reforms are: to decentralize the higher education system, to develop a new financial mechanism, to give more academic freedom to faculties and students. All secondary schools, institutes and universities until recently have been funded by the state. Now, there is quite a number of private fee-paying primary and secondary schools, some universities have fee-paying departments.

1. Write down these words with their transcription and translation into your vocabularies and try to remember them:

concern, compulsory, vocational, establishment, extramural, scholarship, inclusive, senior, comprise, technical field, lyceum, gymnasium, applicants, competitive, variety, scientific, specializing, decentralize, financial, mechanism, departments.

2. Give Ukrainian equivalents to the following words and word combinations:

School, a great concern, right to education, higher educational establishments, extramural and evening courses, senior school, comprise 11 years of study, a lyceum or a gymnasium, all applicants, take competitive exam, establishments are headed by, academic and scientific work, transitional period, to decentralize, private fee-paying primary.

3. Give English equivalents to the following words and phrases:

Право на освіту, конституція України, професійно-технічні школи, установи вищої освіти, заочні і вечірні курси, до дев'ятого класу включно, разом включають 11 років навчання, всі абітурієнти, очолюються ректорами, перехідний період, новий фінансовий механізм, фінансуватися державою, приватні школи .

4. Find the right word order:

- 1) right, to, the, is, constitution, education, of, stated, in, Ukraine.
- 2) in, Ukraine, education, up, the, 9th, compulsory, to, form, is, inclusive.
- 3) school, comprise, together, secondary, of, primary, and, 11 years, study.

- 4) Rectors, educational, by, establishments, are, headed, higher.
- 5) schools, all, secondary, by, universities, recently, until, institutes, and, have, funded, the, been, state.
- 6) number, of, now, is, quite, a, and, fee-paying, secondary, fee-paying, primary, schools, universities, private, have, there, some, departments.

5. Give the answers to the following:

1. Where is the right to education stated?
2. Education in Ukraine is compulsory up to the 9th form inclusive, isn't it?
3. What are the stages of compulsory schooling in Ukraine?
4. How many do primary and secondary school together comprise?
5. Are higher educational establishments headed by Rectors?
6. What have been funded by the state until recently?
7. Now, there is quite a number of private fee-paying primary and secondary schools, some universities have fee-paying departments, isn't there?

6. Insert the missing words:

1. Ukrainians have always shown a great concern for ...
2. The right to education is stated in ...
3. Education in Ukraine is compulsory up to ...
4. Primary and secondary school together comprise ...
5. After finishing the 11th form of a secondary school, a lyceum or a gymnasium one can ...
6. Higher educational establishments are headed ...
7. The system of higher and secondary education in Ukraine is going ...

7. Make up short monologues using the following words and word combinations:

the right to education, higher educational establishments, extramural and evening courses, senior school, the stages of compulsory schooling, competitive exam, private fee-paying primary and secondary schools.

8. Render the content of the text.

Text 9

Read and translate the text.

Active Vocabulary:

1. independent life - незалежне життя
2. to comprise - включати
3. to choose a profession - вибирати професію
4. source of funding - джерело фінансування
5. to be admitted into - бути прийнятим в
6. to achieve a success - досягати успіху
7. to gain reputations - завоювати репутацію

Higher Education in the USA

Finishing school is the beginning of an independent life for millions of school graduates. Many roads are open before them. But it is not an easy thing to choose a profession out of more than the 2000 existing in the world.

Out of the more than three million students who graduate from high school each year, about one million go on for “higher education”. Simply by being admitted into one of the most respected universities in the United States, a high school graduate achieves a degree of success. A college at a leading university might receive applications from two percent of these high school graduates, and then accept only one out of every ten who apply.

The system of higher education in the United States is complex. It comprises four categories of institution. The university may contain:

- several colleges for undergraduate students;
- the four-year undergraduate institution – the – college;
- the technical training institution;
- the two-year, or community college.

Any of these institutions, in any category, might be either public or private, depending on the source of its funding. Many universities and colleges, both public and private, have gained reputations for providing their students with a

higher quality of education. In the United States it is generally recognized that there are more and less desirable institutions. The more desirable institutions are generally more costly to attend. Still, many Americans are not satisfied with the condition of higher education in their country. Perhaps the most widespread complaint has to do with the college curriculum as a whole and with the wide range of electives in particular. The National Institute of Education (NIE) issued a report, "Involvement in Learning". In its report, the NIE concluded that the college curriculum has become "excessively vocational and work-related". The report also warned that college education may no longer be developing in students "the shared values and knowledge".

American higher education is changing, as it has throughout its history. In fact, the next change in American education may be a trend for people to continue their education in college – for a lifetime.

1. Write down these words with their transcription and translation into your vocabularies and try to remember them:

Independent, existing, admitted, achieves, percent, accept, comprises, ranging, variety, source, gained, reputations, particularly, majority, satisfactory, advantages, employment, curriculum, knowledge.

2. Give Ukrainian equivalents to the following words and word combinations:

an independent life, the most respected universities, a degree of success, a wide variety of, the source of funding, gained reputations, the great majority, quite satisfactory, more and less desirable institutions, the condition of higher education, the college curriculum.

3. Give English equivalents to the following words and phrases:

Закінчення школи, незалежне життя, існуючих більш ніж з 2000 року, найуспішніший, система включає 4 категорії, може містити, тривалістю від 6 місяців до 2 років, джерело фінансування, завоювати репутацію, переважна більшість, не задоволені станом, навчальна програма.

4. Fill in the blanks with articles if necessary:

1. Finishing school is ... beginning of ... independent life for millions of school graduates.
2. But it is not ... easy thing to choose ... profession out of more than ...2000 existing in ...world.
3. ...system of higher education in ... United States is complex.
4. Still, many Americans are not satisfied with ... condition of higher education in their country.
5. In fact, ... next charge in American education may be ... trend for people to continue their education in college – for ... lifetime.

5. Write the basic forms of all the irregular verbs in the text.

6. Ask all types of questions:

1. Finishing school is the beginning of an independent life for millions of school graduates.
2. But it is not an easy thing to choose a profession out of more than the 2000 existing in the world.
3. A college can accept only one out of every ten who apply.
4. The system of higher education in the United States comprises four categories of institution.
5. The great majority of these institutions are generally regarded as quite satisfactory.
6. The more desirable institutions are more costly to attend.
7. Many Americans are not satisfied with the condition of higher education in their country.

7. Underline the suffixes and state their meaning:

independent, profession, education, applications, technical, duration, majority, generally, satisfactory, desirable, employment, American, National, involvement, vocational, traditionally, direction.

8. Translate into Ukrainian.

The American system of education differs from ours in its freedom and personal approach. There are electives – subjects one choose freely for the

semester. They make up only part of the total number; there are required courses also. American professors take their job as a teacher more seriously; they are serious, honest teachers, taking their work as a duty. American teachers value the student's viewpoint as his or her essential right – “an inalienable right”. It is the right to express their thoughts, to fulfill their potential, to feel themselves equal to the teacher – not in age or experience, but in mental capabilities.

9. Render the content of the text.

Text 10

Read and translate the text.

Active Vocabulary:

1. lot - доля
2. female - жіноча стать
3. intense - напружений
4. persistent - наполегливий, стійкий
5. male - чоловіча стать
6. self-conscious - сором'язливий, свідомий
7. fall ill - захворіти
8. afford - дозволяти
9. rage - лють, гнів
10. rewards - нагороди
11. expectations - очікування

A Teacher's Lot is Certainly a Different One

Say «teacher» and a clear image forms in people's minds. People usually think that teachers, if female, are intense, persistent creatures, and if male, are a little strange. Teachers themselves have a particularly self-conscious view of their role. They tend to feel isolated and to grow away from friends who work a standard office day. The teacher's job imposes exceptional stresses and conflicts, and this have the power to isolate teachers from everybody else, to alter their

outlook and even their characters.

Young teachers who have had college lectures on «discipline in the classroom situation» or «the deprived child» are not properly warned of the emotional impact children make on them. They sit and brood about the children's needs and always feel that they could be doing more. Of course that's true, but the best teachers are the ones who can switch off, by doing whatever work is necessary. If a teacher falls ill he can't afford to stay in bed till he gets well. Extremes of behavior are more common in the classroom than people would believe. Many teachers discover in themselves depths of bad temper, even rage, they never knew they had.

But the rewards of the job are so special that teachers learn to maintain high expectations, to apply them generally. The experience, they have at school, have a great influence on their attitudes to job and people. Most of the generalizations about them are rooted somewhere in truth – teachers are different – but few people bother to find out why.

1. Write down these words with their transcription and translation into your vocabularies and try to remember them:

clear, certainly, minds, female, creatures, particularly, self-conscious, exceptional, characters, properly, behavior, depths, expectations, experience, influence, attitudes, generalizations, imposes, deprived, warned.

2. Give Ukrainian equivalents to the following words and word combinations:

clear image, persistent creatures, a little strange, self-conscious view, tend to feel, to grow away, job imposes exceptional stresses, to alter outlook, the emotional impact, brood about the children's needs, can't afford to stay in bed, discover in themselves, depths of bad temper, to maintain high expectations, a great influence on their attitudes.

3. Give English equivalents to the following words and phrases:

ясний образ, стійке створення, схильні відчувати, змінювати світогляд, належним чином не попереджені, емоційний вплив, який чиниться на них, роздумувати про потреби дітей, не може дозволити лежати в ліжку, поки не

одужає, досвід, отриманий в школі.

4. Express agreement or disagreement with the following statements:

Model: Yes, you are right (it's correct).

No, you are not right (you are wrong).

1. Teachers themselves have a particularly unconscious view of their role.
2. They tend to feel isolated and to grow away from friends who work a standard office day.
3. Young teachers who have had college lectures on «discipline in the classroom situation» or «the deprived child» are warned of the emotional impact children make on them.
4. They sit and brood about the children's needs.
5. If a teacher falls ill he can always afford to stay in bed till he gets well.
6. Many teachers discover in themselves depths of bad temper, even rage, they never knew they had.

5. Make the following sentences

1) interrogative

2) negative

1. Say «teacher» and a clear image forms in people's minds.
2. People usually think that teachers, if female, are intense, persistent creatures, and if male, are a little strange.
3. Teachers themselves have a particularly self-conscious view of their role.
4. They tend to feel isolated and to grow away from friends who work a standard office day.
5. Teachers sit and brood about the children's needs and always feel that they could be doing more.
6. If a teacher falls ill he can afford to stay in bed till he gets well.
7. The experience, they have at school, have a great influence on their attitudes to job and people.

6. Insert the missing words.

1. Say «teacher» and a clear image forms in ...

2. Teachers themselves have a particularly self-conscious view ...
3. They tend to feel isolated and to grow away from ...
4. They sit and brood about the children's needs and always feel ...
5. Extremes of behavior are more common in the classroom ...
6. Many teachers discover in themselves depths of bad temper, even rage ...
7. But the rewards of the job are so special that teachers learn to maintain high expectations ...

7. Make up sentences of your own using the words and word combinations given below:

clear image, tend to feel, to grow away, to alter outlook, behavior, characters, attitudes, the emotional impact, high expectations.

8. Translate into English:

Учитель повинен бути творчою особистістю і застосовувати різні методи і прийоми при навчанні. Він повинен любити учнів і свою роботу. Гумор обов'язково повинен бути присутнім на уроці, тоді діти не бояться робити помилки, у них є шанси виправитися. Необхідно ставитися до кожного учня так само, як і до всіх дітей у класі. Ніколи не можна демонструвати негативні емоції в класі.

9. Render the content of the text.

Text 11

Read and translate the text.

Active Vocabulary:

1. applied pedagogics - прикладна педагогіка
2. Orphanage - сирітський притулок
3. management - управління
4. to initiate - започаткувати, вводити
5. substantiated - викладений

- 6. devoted - відданий
- 7. to participate - брати участь
- 8. representatives - представники

Konstantin Ushinsky

(1823-1871)

Ushinsky started his pedagogical work as a teacher of Russian Literature and Law at the Gatchina Orphanage. In 1855-1859 he became the Inspector at the same institution.

Ushinsky is the author of numerous works in the field of applied pedagogics. He worked on questions concerning management of schools, teacher's professional skills, problems regarding intellectual, ethical, labour, esthetical and physical education of children. According to Ushinsky, the subject of education is human, so it is impossible to achieve results in education without using the results of the "anthropological sciences": philosophy, political economy, history, literature, psychology, anatomy, physiology. Ushinsky was a devoted advocate of humanitarian ideals in education, substantiated his theoretical concepts by his own daily practical work. As a pedagogue, he was an ideal of a popular teacher, who "gave his heart to children". He also wrote children's textbooks for learning reading: *Children's World*, "the Russian equivalent of America's *McGuffey Reader*," and the *Native Word*. Ushinsky's views on education repeatedly led to conflicts with the official pedagogics and to heated discussions with its most conservative representatives.

1. Write down these words with their transcription and translation into your vocabularies and try to remember them:

pedagogical, numerous, applied, concerning, management, regarding, intellectual, philosophy, political economy, history, literature, psychology, anatomy, physiology, initiated, integral, trust, influence, humanitarian, substantiated, theoretical, pedagogue, consultations, representatives.

2. Give Ukrainian equivalents to the following words and word combinations:

works in the field of, applied pedagogics, questions concerning management of schools, teacher's professional skills, integral pedagogical system, a creative process, a devoted advocate, humanitarian ideals, director's innovations.

3. Give English equivalents to the following words and phrases:

педагогічна діяльність, численні роботи, прикладна педагогіка, професійні вміння, творчий процес, щоденна практична робота, нововведення.

4. Find the right word order:

1. Ushinsky his Literature pedagogical as a teacher of Russian and Law at the Gatchina work started Orphanage.
2. Ushinsky is the applied author of numerous in the field works of pedagogics.
3. He concerning skills worked on questions of schools, teacher's management professional.
4. Ushinsky humanitarian a devoted ideals advocate of in education was.
5. Ushinsky 's education views on led to conflicts with official repeatedly the pedagogics.

5. Give the answers to the following:

1. How did Ushinsky start his pedagogical work?
2. Where did he work?
3. Is Ushinsky the author of numerous works in the field of chemistry?
4. What did he write for children?
5. He was for education using the results of the "anthropological sciences", wasn't he?
6. Did Ushinsky 's views on education repeatedly lead to conflicts with the official pedagogics?

6. Fill in the blanks with prepositions if necessary:

1. Ushinsky is the author ... numerous works ... the field ... applied pedagogics.
2. Ushinsky was a devoted advocate ... humanitarian ideals ... education.
3. he was an ideal ... a popular teacher, who "gave his heart ... children".
4. He also wrote children's textbooks ... learning reading.

5. Ushinsky's views ... education repeatedly led ... conflicts ... the official pedagogics.

7. Point out the nouns, adjectives and verbs and write them down in three columns:

Pedagogical, work, worked, pedagogics, professional, profession, intellectual, philosophy, political economy, history, literature, psychology, anatomy, physiology, theoretical, theory, practical, practice, pedagogue, pedagogy.

8. Make up sentences of your own using the words and word combinations given below:

a teacher, professional skills, trust and respect, a creative process, humanitarian ideals, daily practical work, innovations.

9. Render the content of the text.

Text 12

Read and translate the text.

Active Vocabulary:

1. to assume - припустити
2. to chastise - чинити
3. to ridicule - насміхатися
4. solution - рішення
5. to excoriate - карати
6. self-esteem - самооцінка
7. inflated – надутий

Do (strict) Chinese mums know best?

The Observer

Amy Chua claims that soft western parenting fails because it stops children from fulfilling their potential, whereas her hardline Chinese approach gets results. Journalist Toby Young and psychologist Oliver James have their say.

Toby Young, journalist and campaigner for “free schools”: The problem with western parents, Amy Chua says, is that we assume our children are fragile, delicate creatures. We think they'll be permanently damaged if we push them too hard or express our disappointment if they're under-achieving. Chinese mothers, by contrast, will chastise and ridicule their children, confident that they're strong enough to take it. “Chinese parents demand perfect grades because they believe that their child can get them,” she writes. “If their child doesn't get them, the Chinese parent assumes it's because the child didn't work hard enough. That's why the solution to substandard performance is always to excoriate, punish and shame the child.”

The problem with constantly boosting our children's self-esteem, telling them they're budding little geniuses when they manage to add $2 + 2$, is that we're setting them up for a fall. We send them out into the world with an inflated idea of their own abilities and the moment they come face to face with a tough competitor – one of Ms Chua's daughters, for instance – they collapse like a house of cards. Bye-bye, self-esteem. Hello, depression.

This sounds like a good reason to be a bit tougher on our children, but is it?

1. Write down these words with their transcription and translation into your vocabularies and try to remember them:

permanently, disappointment, under-achieving, confident, performance, punish, shame, constantly, genius, depression.

2. Give Ukrainian equivalents to the following words and word combinations:

western parents, delicate creature, permanently damaged, express our disappointment, to substandard performance, constantly boosting, for instance, a house of cards, a good reason.

3. Give English equivalents to the following words and phrases:

делікатне створіння, вагома причина, наприклад, висловлюють своє розчарування, нестандартною продуктивністю, постійно підсилюючи, постійно пошкоджені.

4. Find the right word order:

1. We creatures our are fragile delicate assume children.
2. They're to strong it enough take.
3. Chinese perfect their parents grades because that they believe child get demand them can.
4. We into them the world abilities out with an their idea of send inflated own.
5. This be like a good to a bit tougher children on our sounds reason.

5. Give the answers to the following:

1. How do the western parents assume their children to be?
2. What do Chinese mothers think about their children under-achievements?
3. Why do the Chinese parents demand perfect grades from a child?
4. Where does the problem with constantly boosting our children's self-esteem lead?
5. What happens at the moment the children come face to face with a tough competitor?
6. Why should we be a bit tougher on our children?

6. Make up sentences of your own using the words and word combinations given below:

delicate creature, collapse like a house of cards, come face to face, work hard enough, by contrast, western parents.

7. Render the content of the text.

Text 13

Read and translate the text.

Active Vocabulary:

1. extracurricular - позакласний
2. doomed to fend - приречений на піклування
3. independence - незалежність
4. domestic chores - домашні справи
5. adventurous - авантюрний

6. entangled - заплутатися
7. grip - захват
8. consequences - наслідки

Children after School

What do American children do if they don't stay after school for extracurricular activities but come home to an empty house? It is actually not only an American problem, it is a universal problem because in the modern world in most families both parents work and the children are doomed to fend for themselves. On the bright side it is true that some children develop independence earlier, they learn some domestic chores doing part of the house work. But it is not always the rule. Some children turn to the street.

Children are an adventurous lot both intellectually and emotionally, so they may be entangled with criminal youngsters' gangs.

But if the child is too young and shy and wouldn't leave home, what would he do? Probably, watch TV or play video games. These children are often in the grip of fear because though there is no immediate danger they are afraid of dark corners, intimidated by the house silence and often develop signs of nervousness which is difficult to treat. Psychologists hold that the sense of fear is innate in both younger and older children. Over time it can lay the foundation for a temperament where a person is insecure, and that can be balanced by aggressiveness.

So, in the long run, the child's loneliness is really something that can affect a child's future life. The fact that many children keep returning home from school day after day with the key on a chain round their neck requires thought. Children cannot be left alone to themselves, most psychologists insist. Parents and communities must step in to prevent dangerous consequences.

1. Write down these words with their transcription and translation into your vocabularies and try to remember them:

extracurricular activities, a universal problem, the bright side, to develop independence, criminal youngsters' gangs, criminal youngsters' gangs, the sense of

fear, insecure, the child's loneliness.

2. Give Ukrainian equivalents to the following words and word combinations:

children develop independence earlier, turn to the street, both intellectually and emotionally, the grip of fear, difficult to treat, balanced by aggressiveness, affect a child's future life, to prevent dangerous consequences.

3. Give English equivalents to the following words and phrases:

щоб запобігти небезпечним наслідкам, діти розвивають самостійність раніше, захват страху, важко піддається лікуванню, врівноважений агресивністю, як інтелектуально, так і емоційно, повертаються на вулицю, впливають на подальше життя дитини.

4. Make up a list of dangerous consequences, using the information of the text and steps which help to prevent them.

consequences	steps

5. Express agreement or disagreement with the following.

1. The sense of fear is innate in both younger and older children.
2. Children are an adventurous lot both intellectually and emotionally.
3. If a person is insecure, that can be balanced by aggressiveness.
4. Loneliness is really something that can affect a child's future life.

6. Render the content of the text.

Text 14

Read and translate the text.

Active Vocabulary:

1. establishment - установа
2. research - дослідження
3. existence - існування
4. PhD degree - ступень доктора наук
5. to cooperate - співпрацювати
6. postgraduate - department аспірантура

**The South Ukrainian National Pedagogical University named after K. D.
Ushynsky.**

The University is one of the oldest education institutions of Ukraine, it is the first Pedagogical establishment created in the south of Ukraine. The international authority of the University in developing modern teacher training system, scientific research in fundamental and applied sciences is high enough.

Almost 100 thousand teachers, who work in our country and abroad, have been trained at the university during the period of its existence. Among the graduates there are more than two thousand people who are awarded the titles of Distinguished and Honored workers in education, science, culture and sports.

The students, masters, postgraduate students, persons working for a doctor's degree from 23 countries are taught at the university.

The future teachers' professional training in 40 qualifications, specialties and specializations is carried out by more than 1000 educators and research workers; about 400 persons of the staff have the scientific degree of a doctor, are awarded honorable titles in different fields of science, education, culture, arts and sports.

There are 17 scientific schools that are known in Ukraine and the World and 7 Qualification Scientific Boards authorized to award the PhD degree.

The students and graduates are the pride of the University, among them there are 5 Heroes of the USSR and Ukraine, National teachers, and world known distinguished scholars, writers, artists, sportsmen, who won 22 gold medals in the Olympic Games.

The University has joined the Association of European Universities, the East-European Universities Network, the International Association of Pedagogical

Universities of Central and Eastern Europe; it is a member of a well-known European organization “Observatory of the Magna Charta”. It cooperates with more than 100 educational establishments of Ukraine and many Universities of Europe, Asia and the USA.

Almost 700 foreign citizens are taught at the University. They master the curriculum successfully in order to get a decent profession which will help them to find their place in the dynamic day world.

The education is carried out in the following areas and specialties.

The educational and qualification degree of “Bachelor”:

Pre-school Education; Primary Education; Technology Education; Correction Education Social Pedagogics, Physical Training, Choreography, Musical Art, Fine Arts, Philosophy, History, Philology, Psychology, Mathematics, Physics, Computer science;

The educational and qualification degree of “Master”:

Pre-school Education; Primary Education; Technology Education; Correction Education; Social Pedagogics; Physical Training; Choreography; Musical Art; Fine Art; Philosophy; History; Psychology; the Ukrainian Language and Literature; Language and Literature (English, German); Translation (English); Mathematics; Physics; Computer Science; Administration of an Educational Institution.

The representatives from many countries are taught at the university postgraduate department. Among the authors who have successfully defended their dissertations are the citizens of China, the USA, and Cyprus.

1. Write down these words with their transcription and translation into your vocabularies and try to remember them:

training, existence, postgraduate, qualification, research, honorable, authorized, pride, establishment, decent, representative, citizen.

2. Give Ukrainian equivalents to the following words and word combinations:

one of the oldest education institutions, high enough, honorable title, in different fields, the pride of the University, foreign citizens, in order to get, a decent

profession, the dynamic day world, the following areas, degree of “Bachelor”, degree of “Master”, successfully.

3. Give English equivalents to the following words and phrases:

успішно, гідна професія, іноземні громадяни, динамічний світ, досить високий, почесне звання, гордість університету, ступінь "бакалавр", щоб отримати, один із найстаріших навчальних закладів, наступні напрямки, ступінь "магістр", в різних областях.

4. Make up sentences of your own using the words and word combinations given below:

educational establishment, research worker, postgraduate student, the period of existence, one of the oldest, scientific degree.

5. Answer the following questions in writing:

1. When did you enter the University?
2. Who was the first to congratulate you on this event?
3. Was it difficult to realize your dream – to become a student of the faculty chosen? If so, why?
4. What entrance exams to the University did you take?
5. Were they oral or written exams?
6. Which examination turned out to be the most difficult exam of all for you? Why?

6. Asking questions on the topic:

1. Imagine that a Ukrainian student is asking a student of Oxford University about the system of higher education in Great Britain. What questions would the student ask?
2. Imagine that you're discussing some course of lectures with a friend of yours. You highly appreciate them; your friend criticizes the lectures. What would you both say?
3. You're talking to a student of a university about the university, his department, his studies, and his future profession. What questions would you ask him?

4. Imagine that you're discussing the problem of choosing a career or your future profession with a student from some country. You also want to know whether there is equality of men and women in choosing a profession in his country. What questions would you ask him?

7. Talking points:

1. Our examination session is not a holiday time.
2. Learning a foreign language takes a lot of efforts.
3. Choosing a career for life is not a simple problem.
4. Some people say we can be too old to learn certain things. Do you agree with it?
5. What do you think is more difficult – learning or teaching?

8. Render the content of the text.

Text 15

Read and translate the text.

Active Vocabulary:

1. adolescent – підліток
2. psychologist - психолог
3. divorce - розлучення
4. to resolve - вирішувати
5. to interfere - перешкоджати
6. confidence – довіра, впевненість
7. suspended - припинено
8. to establish - встановлювати

The problems of children and adolescents

All children and adolescents face problems from time to time. There is the list of the most important problems made up by school psychologists. So, pupils may:

- Feel afraid to go to school
- Fall behind in their school work
- Lack self-discipline

- Worry about family matters such as divorce and death
- Feel depressed or anxious
- Experiment with drugs and alcohol
- Think about suicide
- Face difficult situations, such as applying to college, getting a job, or quitting school
- Doubt their aptitudes and abilities

School psychologists help children, parents, teachers, and members of the community understand and resolve these concerns. The following situations demonstrate how school psychologists may typically solve problems.

Family Problems

The teacher noticed that Carla, an able student, had stopped participating in class discussions and had difficulty in paying attention to her classmates. The school psychologist was asked to explore why Carla's behavior had changed so much. After discovering that Carla's parents were divorcing, the school psychologist provided counseling for Carla and gave her parents' suggestions for this difficult time. Carla's behavior and self-esteem improved, and she felt more secure about her relationship with her parents.

School psychologists can be trusted to help with delicate personal and family situations that interfere with schooling.

Reading Problems

Tommy's parents were concerned about his difficulty in reading. They feared that he would fall behind and lose confidence in himself. In school the teacher noticed that Tommy understood what was presented in verbal form, but that he needed the help of his classmates to do written work. After observing Tommy and gathering information about his reading and writing skills, the school psychologist collaborated with his parents and teachers to develop a plan to improve his reading and writing. The plan worked, and both Tommy's reading and his self-esteem improved.

School psychologists can help prevent future problems when they intervene with learning problems early on.

A Potential Dropout

David was a high school student who often missed classes. He had very poor behavior and had been suspended from school on various occasions for fighting. After establishing a relationship with David, the school psychologist taught him simple techniques to relax and to control his aggressive behavior. David's mother and his teacher worked together on a plan designed by the school psychologist to establish limits and to improve communication.

1. Write down these words with their transcription and translation into your vocabularies and try to remember them:

aptitude, relationship, schooling, occasion, communication, collaborate, delicate, resolve, concern, fighting, suicide, drugs, death, alcohol, divorce.

2. Give Ukrainian equivalents to the following words and word combinations:

from time to time, applying to college, typically solve problems, difficulty in paying attention, feel afraid, help prevent future problems, simple techniques, lose confidence, learning problems.

3. Give English equivalents to the following words and phrases:

прості методи, втрачати впевненість, відчувати страх, час від часу, звернення до коледжу, зазвичай вирішують проблеми, допомагають запобігти майбутнім проблемам, труднощі у зверненні уваги, проблеми у навчанні.

4. Find the right word order:

1. School prevent help future can psychologists problems.
2. The problems may demonstrate school following psychologists typically situations solve how.
3. She about relationship her more her secure with felt parents.
4. David classes a school was high often who student missed.
5. They and behind would feared that lose confidence in he himself fall.

5. Give the answers to the following:

1. What is the list of the most important problems made up by school psychologists?
2. What did the school psychologist provide counseling for Carla and her parents?
3. Can the school psychologists help prevent future problems? How can they do it?
4. What was Tommy's problem?
5. What was recommended to David?
6. Have you ever visited a psychologist? Do you think it's useful for you? Why?

6. Point out the nouns, adjectives and verbs and write them down in three columns:

school, schooling, occasion, intervene, fighting, relax, missed, self-esteem, reading, collaborated, written, relationship, learning, aggressive, divorce, important, prevent, establishing, anxious, difficulty.

7. Make up sentences of your own using the words and word combinations given below:

lack self-discipline, doubt the aptitudes and abilities, suspended from school, learning problems, in verbal form, delicate personal and family situation, members of the community.

8. Render the content of the text.

Text 16

1. Read and translate the text.

Active Vocabulary:

1. generation - покоління
2. several - декілька
3. patience - терпіння
4. to devote - присвятити
5. upbringing - виховання
6. insolent - нахабний
7. defiant - недоброзичливий

8. overindulge - надмірна доброта

Generation Gap

Do you know what a generation gap is? Even if you don't know the particular definition, you are aware of this problem, basing on your own experience. Generation gap is a popular term used to describe serious differences between people of two generations.

To realize how to deal with it, you should keep in mind that generation gap includes several aspects: children must know as much as possible about their parents and parents — about the world outlook of their children, about relations between brothers and sisters, and also about the attitude to them of close relatives on both sides — father's and mother's.

Children demand a great deal of attention, time and patience, so, if you are not ready to devote all that to your baby, it is better not to hurry. There are many families where both parents keep working after giving birth to their baby. It is similar to the situation with a single-parent family, when a father or a mother hardly have enough time and neglect their children's upbringing. In such cases most of the time the child has to spend on his own or with his friends. Due to the fact that he has not got any guidance from his parents he may be involved in some bad companies which commit violence or even crime and become alcohol or drug addicted. When the parents discover that, it's usually too late to change anything.

On the other hand, there is a different situation when the parents treat their children too strict and don't give them any freedom at all. In this case the children may become pariahs among their peers. Constant bans may increase the risk that the child will grow up insolent and defiant. This causes another big problem — lying. The child is forced to lie to the parents because of the fear to be punished. It can be anything from putting on make-up in the girls' room at school to stealing.

Some children rebel against discipline and family values. They listen to a loud music, wear inappropriate, to their parents' mind, clothes, dye their hair in inconceivable colours, have all their bodies pierced and tattooed trying to show

their independence and establish their identity. They want to be treated as adults, but they are not ready to take all the necessary responsibilities. It doesn't mean that your child is bad and he will become a criminal. Of course, not! It only means that your child is in his transitional age and he is in need of your understanding and support.

But how to handle such behaviour? Parents should become his close friends. First of all they should learn to respect his interests. Try to speak with him as often as possible, offer some parent-child activities like shopping or going in for sports. It is worth involving the child in discussing some family questions, just to show that he is a full member of the family. Moreover, children in their teens are very vulnerable when they are criticized in public, so try to avoid it. Parents should always be honest and sincere with their child; otherwise it would be unfair to require the same from him.

Too authoritarian parents can't do any good to their children as well as parents who overindulge all the child's caprices. Overindulgence may lead to the same results as negligence. There are parents who are afraid of hurting the child by banning something when it is necessary. Such parents risk becoming powerless in the family and losing control over their children who may become spoiled and capricious.

It demands to make a great effort from both parents and children to reach mutual understanding. There are many different opinions on the question of treating children if they disobey their parents, but every parent should decide for himself what will be best for his child and set him on the right path.

1. Write down these words with their transcription and translation into your vocabularies and try to remember them:

aptitude, relationship, schooling, occasion, communication, collaborate, delicate, resolve, concern, fighting, suicide, drugs, death, alcohol, divorce.

2. Give Ukrainian equivalents to the following words and word combinations:

from time to time, applying to college, typically solve problems, difficulty in paying attention, feel afraid, help prevent future problems, simple techniques, lose confidence, learning problems.

3. Give English equivalents to the following words and phrases:

прості методи, втрачати впевненість, відчувати страх, час від часу, звернення до коледжу, зазвичай вирішують проблеми, допомагають запобігти майбутнім проблемам, труднощі у зверненні уваги, проблеми у навчанні.

4. Find the right word order:

1. School prevent help future can psychologists problems.
2. The problems may demonstrate school following psychologists typically situations solve how.
3. She about relationship her more her secure with felt parents.
4. David classes a school was high often who student missed.
5. They and behind would feared that lose confidence in he himself fall.

5. Give the answers to the following:

1. What is the list of the most important problems made up by school psychologists?
2. What did the school psychologist provide counseling for Carla and her parents?
3. Can the school psychologists help prevent future problems? How can they do it?
4. What was Tommy's problem?
5. What was recommended to David?
6. Have you ever visited a psychologist? Do you think it's useful for you? Why?

6. Point out the nouns, adjectives and verbs and write them down in three columns:

school, schooling, occasion, intervene, fighting, relax, missed, self-esteem, reading, collaborated, written, relationship, learning, aggressive, divorce, important, prevent, establishing, anxious, difficulty.

7. Make up sentences of your own using the words and word combinations given below:

lack self-discipline, doubt the aptitudes and abilities, suspended from school, learning problems, in verbal form, delicate personal and family situation, members of the community.

8. Render the content of the text.

Text 17

1. Read and translate the text.

Active Vocabulary:

1. attitude – ставлення
2. to judge – судити
3. inner - внутрішнє
4. anxiety - занепокоєння
5. anger - гнів
6. cognitive - когнітивне
7. expectation - сподівання
8. boredom - нудьга
9. pervasive - всебічний
10. sustained - витриманий

Emotions

What are emotions? Emotions are psychological states that show a person's attitude to the world and other people. Emotions can be either positive or negative. Emotions play a great role in our life. Due to them we can better understand each other and judge about people's inner state. If we know about our friend's or relatives' feelings or mood it is easier for us to communicate and get along with them.

Many psychologists believe that we are born with a definite set of emotions –such as happiness, fear, anger, anxiety and wonder. They are called biological emotions. During his life a man acquires also social emotions like pride, guilt, etc. When being in the society every person needs to be loved, needs to follow or exceed

expectations of his nearest and dearest. It's necessary to mention about cognitive emotions, for example interest, boredom or curiosity.

All the emotional states are classified accordingly to their force and duration. So mood, stress, affect are the forms of emotions. Mood is a pervasive and sustained emotion, experienced by a person. It is not difficult to see what the mood of your friends or parents is. Children can't hide their mood at all. Stress means that a person strains to the limit. The reason of stress may be any difficult, dangerous situation. A person feels anxiety and tries to find a way out of such a situation. Affect is characterized as conflict emotional state. People lose control over their consciousness and act under the influence of some strong feelings like fear, terror or anger.

1. Write down these words with their transcription and translation into your vocabularies and try to remember them:

positive, negative, mood, fear, happiness, pride, to mention, curiosity, accordingly, duration, consciousness, influence, terror.

2. Give Ukrainian equivalents to the following words and word combinations:

psychological state, person's attitude, people's inner state, a great role, set of emotions, necessary to mention, experienced by a person, conflict emotional state, lose control.

3. Give English equivalents to the following words and phrases:

втрачати контроль, ставлення людини, необхідно згадати, внутрішній стан людей, пережитий людиною, велика роль, психологічний стан, набір емоцій, конфліктний емоційний стан.

4. Find the right word order:

1. Many emotions that with believe are born a definite we set of psychologists.
2. During emotions a life acquires also his social man.
3. All duration emotional accordingly states are classified their to and the force.
4. Mood a sustained and a emotion, is experienced by pervasive person.
5. The dangerous be reason may any difficult, of situation stress.

5. Give the answers to the following:

1. What are emotions?
2. What are biological emotions?
3. What are social emotions?
4. What is mood?
5. What is stress?

6. Fill in the gaps with the required prepositions:

1. If we know ... our friend's or relatives' feelings or mood it is easier ... us to communicate and get ... with them.
2. It's necessary to mention ... cognitive emotions, ... example interest, boredom or curiosity.
3. It is not difficult to see ... the mood ... your friends or parents is.
4. A person feels anxiety and tries to find a way ... such a situation.
5. People lose control ...their consciousness and act under the influence ... some strong feelings.

7. Make up sentences of your own using the words and word combinations given below:

our friend's or relatives' feelings, the emotional states, the forms of emotions, hide the mood, to find a way out of, act under the influence, better understand each other.

8. Render the content of the text.

Text 18

1. Read and translate the text.

Active Vocabulary:

1. to assume - припустити
2. to divide - ділити
3. bladder – (тут) жовч
4. accurate - точне
5. steady - стійкий

Temperament

Through most of human history, it has been assumed that people are divided into four basic personality types, or "temperaments" (the Latin word temperament means "mixture, proportionality"). The great Greek physician Hippocrates made the first description of temperament in 400 BC. He named the four temperaments "Melancholic", "Sanguine", "Choleric", and "Phlegmatic" after various human body fluids which he believed influenced personality. These fluids were blood, bladder, mucus and black bladder.

Though Hippocrates' body-fluids theory turned out to be a dead end, his observations about human temperament were very accurate indeed. The vast majority of people tend to have one particular temperament. True, there are some people, which have features of two or more temperaments.

Over the years, a great number of scientists worked on this problem and several different classifications have been proposed. So, there is the most common classification of the four temperaments.

Sanguine is a strong, steady, alive man, he has the raised activity and is very vigorous and efficient. Sanguine is actively accepted for new business and can work hard without tiredness for a long time. Such type of personality easily converges with people and quickly gets used to the new conditions.

As well as sanguine choleric is a strong and lively type of personality. But he is rather unbalanced, unrestrained and impatient. High activity and good spirits can quickly change into tiredness and irritation. Choleric is hot-tempered that's why he often has conflicts with people.

Phlegmatic is a strong, balanced and inert type. It is difficult to make him laugh or angry. He remains quiet at the large troubles. Phlegmatic has great patience and self-control. The lack is his inertness due to which he hardly switches his attention and adapts to new surroundings.

Melancholic is weak and unbalanced. Usually he is shy and sensitive. The smallest difficulty forces him to lower his hands. However in habitual atmosphere melancholic can successfully cope with any tasks.

1. Write down these words with their transcription and translation into your vocabularies and try to remember them:

mixture, Melancholic, Sanguine, Choleric, Phlegmatic, mucus, blood, majority, indeed, vigorous, efficient, unrestrained, successfully.

2. Give Ukrainian equivalents to the following words and word combinations:

most of human history, the first description, various human body fluids, features of two or more temperaments, the most common classification, actively accepted for new business, great patience and self-control, in habitual atmosphere, cope with any tasks.

3. Give English equivalents to the following words and phrases:

у звичній атмосфері, різні рідини людського тіла, велике терпіння і самоконтроль, особливості двох або більше темпераментів, перший опис, найпоширеніша класифікація, активно приймаються до нових справ, більша частина історії людства, справляються з будь-якими завданнями.

4. Find the right word order:

1. The particular one of majority to have people temperament tend vast.
2. Over, this scientists number worked the on been proposed problem great and several of different classifications a have years.
3. Such to quickly type of easily with personality new converges people and gets used the conditions.
4. High can activity quickly and change into tiredness and spirits irritation good.
5. However with cope melancholic in atmosphere can any successfully tasks habitual.

5. Give the answers to the following:

1. What the four temperaments are?
2. What is Phlegmatic?
3. What is Melancholic?

4. What is Sanguine?

5. What is Choleric?

6. Fill in the gaps with the required prepositions:

1. The vast majority ... people tend to have one particular temperament.
2. Sanguine is actively accepted ... new business and can work hard ... tiredness ... a long time.
3. High activity and good spirits can quickly change ... tiredness and irritation.
4. It is difficult to make him laugh or angry. He remains quiet ... the large troubles.
5. However in habitual atmosphere melancholic can successfully cope ... any tasks.

7. Make up sentences of your own using the words and word combinations given below:

four basic personality types, the first description of temperament, tend to have, work hard without tiredness, new surroundings, to lower hands, in habitual atmosphere.

8. Render the content of the text.

Text 19

1. Read and translate the text.

Active Vocabulary:

1. violence - насильство
2. interaction - взаємодія
3. composure - самовираження
4. nurturing - виховання
5. abuse - зловживання
6. infliction - заподіяння
7. excessive - надмірний

What kind of atmosphere is necessary for child's proper emotional development?

Family occupy very important place in the child's proper emotional development. From first days of life child absorb every little movement, each act, every emotion around himself, so the parental behavior serves as an example for child. Violence towards children harms their psychic and changes their state of mind. But children's emotional development has never been strictly a function of family influences. All social interactions and modeling are very important. Those patterns of the behavior children see, try on at kindergarten, at school, playing on streets with friends and neighboring children take a great place in the emotional development. So, the proper emotional development is possible only in healthy society.

The atmosphere of love, attention and care should reign at home; parents should remember importance of self-control, composure and patience. Why it is so dangerous for children to be exposed to violence? Violence towards children has many names and many expressions. The four main types are physical, sexual, psychological, and neglect. Child neglect is where the responsible adult fails to provide adequately for various needs, including physical (failure to provide adequate food, clothing, etc.), emotional (failure to provide nurturing or affection), educational (failure to enroll a child in school), or medical (failure to medicate the child or take him/ her to the doctor). Physical abuse is physical aggression directed at a child by an adult. It can involve striking, kicking, slapping, bruising, pulling ears or hair, choking or shaking a child. Most nations with child-abuse laws consider the infliction of physical injuries or actions that place the child in obvious risk of serious injury or death to be illegal. Beyond this, there is considerable variation. The distinction between child discipline and abuse is often poorly defined. Out of all the possible forms of abuse, emotional abuse is the hardest to define. It could include name-calling, degradation, destruction of personal belongings, torture or destruction of a pet, excessive criticism,

inappropriate or excessive demands, withholding communication, and routine labeling or humiliation. But the consequences of child abuse are well known everywhere and by everyone. Not only physical injuries by itself are dangerous for child`s health, but psychological injuries are even worse. The results of psychological studies show that children who experienced violence have lower IQ scores, higher levels of aggression such as arguing, screaming, fighting, destroying things, they have high level of anxiety, behavior problems and higher risk of violent or criminal behavior, they are inclined to depression and excessive alcohol use. Victims of emotional abuse may react by distancing themselves from the abuser, internalizing the abusive words, or fighting back by insulting the abuser. Emotional abuse can result in abnormal or disrupted attachment disorder, a tendency for victims to blame themselves (self-blame) and overly passive behavior.

1. Write down these words with their transcription and translation into your vocabularies and try to remember them:

pattern, behavior, patience, neglect, to provide, striking, kicking, slapping, bruising, pulling ears or hair, choking, shaking, labeling, humiliation.

2. Give Ukrainian equivalents to the following words and word combinations:

the child`s proper emotional development, parental behavior, state of mind, to provide adequately, to enroll a child in school, psychological injuries, higher risk of violent or criminal behavior, emotional abuse, a tendency for victims.

3. Give English equivalents to the following words and phrases:

адекватно забезпечувати, більш високий ризик насильницької чи злочинної поведінки, психологічні травми, належний емоційний розвиток дитини, батьківська поведінка, душевний стан, зараховувати дитину до школи, емоційне насильство, схильність до жертв.

4. Find the right word order:

1. Family emotional very occupy in child`s proper place development the important.
2. Violence state children their and changes towards their mind harms of psychic.

3. All important social are and modeling very interactions.
4. The poorly distinction abuse and is child often defined between discipline.
5. The children that results studies violence show experienced have psychological lower IQ of scores who.

5. Give the answers to the following:

1. Why does the parental behavior serve as an example for child?
2. Why are all social interactions and modeling very important?
3. Why it is so dangerous for children to be exposed to violence?
4. What are the consequences of child abuse?
5. How the victims of emotional abuse may react?

6. Fill in the gaps with the required prepositions:

1. Violence ... children harms their psychic and changes their state ... mind.
2. The atmosphere ... love, attention and care should reign ... home.
3. Child neglect is where the responsible adult fails to provide adequately ... various needs.
4. Not only physical injuries ... itself are dangerous ... child`s health.
5. Victims ... emotional abuse may react ... distancing themselves ... the abuser.

7. Make up sentences of your own using the words and word combinations given below:

an example for child, high level of anxiety, distancing from the abuser, the consequences of child abuse, the atmosphere of love, attention and care, healthy society.

8. Render the content of the text.

Text 20

1. Read and translate the text.

Active Vocabulary:

1. generation – покоління
2. kindergarten - дитячий садок

3. to occupy – зайняти
4. to substitute - замінити
5. to insult- ображати
6. reprimand – догана
7. dignity - гідність
8. to imbibe – вбирати

How should the new generation be brought up?

New generation needs love and attention more than everything else. New style of life makes parents constantly busy, people don't have much time to give for their children, they try to substitute their parental attention in different ways. Some give children into the full-day kindergartens, schools, try to occupy them with different things, some leave their children for other people to upbringing them, others try to substitute their presence with various toys and such. But nothing can really substitute parental love, care, attention and presence.

It's very important not to insult child while teaching him/her anything. There should be no reprimands in public or in the presence of friends. Children have right to their dignity too, and modern generation value this right highly. If a mistake has been made, parents should wait until they are alone with the child and then gently correct him/her. That way child will be taught on parental example to respect others. Of course parents have to give advice and counsel, but most of all, they have to show a child that it is possible to live with dignity and treat others with respect and kindness.

Parental example should be the basis of new generation upbringing. Parents can demonstrate that it is much more fun to share joys and toys, by sharing what they treasure, can train a child to show respect to elders by treating their own elders with the utmost respect. Parents can help children imbibe the value of education by continuing their own learning process, or taking up some course of study.

1. Write down these words with their transcription and translation into your vocabularies and try to remember them:

constantly, attention, parental, presence, to value, counsel, course.

2. Give Ukrainian equivalents to the following words and word combinations:

more than everything, in different ways, modern generation, parental example, the basis of upbringing, to show respect to elders, their own learning process.

3. Give English equivalents to the following words and phrases:

виявляти повагу до старших, по-різному, сучасне покоління, основа виховання, батьківський приклад, більше за все, власний процес навчання.

4. Find the right word order:

1. New constantly style life makes of busy parents.
2. There no should in reprimands presence or in the of public be friends.
3. Children their right to dignity too have.
4. Parental the upbringing should basis new example be generation of.
5. That example child way be on parental to respect taught others will.

5. Give the answers to the following:

1. Why does the new style of life make?
2. Why nothing can substitute parents to a child?
3. Why it is so important to an example of the correct behavior?
4. What are the most important things in the upbringing?
5. How to show a child the values of modern life?

6. Fill in the gaps with the required prepositions:

1. Some people try to occupy them ... different things; some leave their children ... other people to upbringing them.
2. It's very important not to insult child ... teaching him/her anything.
3. That way child will be taught ... parental example to respect others.
4. Parents can train a child to show respect to elders ... treating their own elders ... the utmost respect.
5. Parents can help children imbibe the value ... education ... continuing their own learning process, or taking ... some course ... study.

7. Make up sentences of your own using the words and word combinations given below:

nothing can really substitute parental love, to live with dignity, not to insult child, to give advice and counsel, the basis of new generation upbringing, taking up some course of study, to respect others.

8. Render the content of the text.

Text 21

1. Read and translate the text.

Active Vocabulary:

1. mental - психічний
2. skill - майстерність
3. weapon - зброя
4. parcel - посилка
5. no doubt - без сумніву
6. intention - намір
7. to harm - шкодити
8. to injure - травмувати

The impact of aggressive gun-play on a children`s character.

Play is exciting - it's fun and it stimulates imagination. It also teaches children social skills such as co-operation and self-control, something all parents are keen to see. Toys help develop mental and physical skills by stimulating and prolonging play.

Mothers are sometimes shocked when their sons, or even their daughters - some as young as two years old - ask for a toy gun or action figure. Some parents worry about children playing aggressive games or playing with toy weapons. Others say that aggressive play and pretend fighting with toys are all part and parcel of children learning appropriate behavior. The debate will no doubt go on.

Pretending to be aggressive is not the same as being aggressive. Aggressive

behavior is the intention to harm another person. Aggressive play includes make-believe fighting and rough-and-tumble, which has no intention to injure anyone. According to the latest research, toy weapons and violent video games stimulate aggressive play but have no effect on aggressive behavior. There is no evidence linking aggressive toys to children's attitudes toward war or violence.

For nearly all children who engage in it, aggressive play is exciting, active, and fun, full of fantasy and imagination. While adults may sometimes confuse real and pretend fighting, research shows that children as young as five are able to tell the difference between real aggression, which frightens them, and aggressive play, which they see as harmless fun.

Children's experience of actual aggression in the home has much more influence on them than a toy - however fond of the toy they may be.

1. Write down these words with their transcription and translation into your vocabularies and try to remember them:

imagination, keen, to pretend, appropriate, rough-and-tumble, violent, imagination, to confuse.

2. Give Ukrainian equivalents to the following words and word combinations:

social skills, stimulating and prolonging play, to pretend fighting, make-believe fighting, children's attitudes toward war, full of fantasy and imagination, to confuse real and pretend fighting.

3. Give English equivalents to the following words and phrases:

соціальні навички, стимулююча та тривала гра, прикидатися воюючими, уявна війна, ставлення дітей до війни, сповнене фантазії та уяви, плутати реальні та уявні бійки.

4. Find the right word order:

1. Toys prolonging help mental and skills develop stimulating and play physical by.
2. The no on debate doubt will go.
3. Pretending is as to aggressive aggressive the same being be not.

4. There is war children's evidence aggressive no to attitudes linking toward toys or violence.
5. For play nearly all children of imagination who in it, aggressive is engage and ,exciting, fun active, full fantasy and.

5. Give the answers to the following:

1. What is a game for a little child?
2. Why is pretending to be aggressive not the same as being aggressive?
3. Why it is so important for a child to play make-believe fighting and rough-and-tumble?
4. What do such games stimulate?
5. How about the adults and such games? Do you think the adult should play the aggressive games?

6. Fill in the gaps with the required prepositions:

1. Toys help develop mental and physical skills ... stimulating and prolonging play.
2. Some parents worry ... children playing aggressive games or playing ... toy weapons.
3. According ... the latest research, toy weapons and violent video games stimulate aggressive play but have no effect ... aggressive behavior.
4. Children's experience ... actual aggression in the home has much more influence ... them than a toy.

7. Make up sentences of your own using the words and word combinations given below:

help develop mental and physical skills, playing aggressive games, learning appropriate behavior, the intention to harm, according to the latest research, no evidence linking, real and pretend fighting.

8. Render the content of the text.

Text 22

1. Read and translate the text.

Active Vocabulary:

1. stable - стабільний
2. environment - середовище
3. to ensure – гарантувати, забезпечувати
4. to assimilate - асимілювати
5. vulnerable - вразливий
6. to upset - засмучувати

The prime importance of home in the upbringing of children.

Good upbringing starts at home and we feel very sorry for children who have no home, no parents, and no love. But some homes are not better than being homeless. It is essential for an individual to grow up in a stable home environment. The family is the natural environment of the primary socialization of the child, the source of material and emotional support, tool, storage and transmission of cultural values from generation to generation.

From the first days of life family prepares child for life and teaches to ensure a reasonable organization of their lives, helps assimilate the positive experience of older generations, gain personal experience of behavior and life skills in general. When a family has a stable home environment it brings in love, joy, happiness, security, and a real family style that parents and children both can enjoy. If we keep our surroundings peaceful, happy, and everyone has an even temperament, a family can survive any situation. When there is chaos in a home environment, everyone tends to lead a life of stress and anxiety. Children's minds work differently than adults. They see things as they are and not as they want to see them. They believe that when there is trouble in the house that they are part of it if not the center of it. Children are vulnerable and will pick up on the behaviors in the home. They will act out and carry these behaviors into adulthood if not caught

soon enough. An unwelcoming, unstable environment can upset children and the way they look at things.

1. Write down these words with their transcription and translation into your vocabularies and try to remember them:

upbringing, homeless, essential, transmission, behavior, reasonable, chaos, surrounding.

2. Give Ukrainian equivalents to the following words and word combinations:

being homeless, to grow up, the source of material, the positive experience, a real family style, everyone tends to lead, to survive any situation, to work differently.

3. Give English equivalents to the following words and phrases:

будучи бездомним, джерело матеріалу, рости, працювати по-іншому, пережити будь-яку ситуацію, позитивний досвід, справжній сімейний стиль, кожен прагне керувати.

4. Find the right word order:

1. Some not homes than being are homeless better.
2. The natural the environment is the primary of the socialization of family child.
3. If surroundings we our situation peaceful family keep, a can survive any.
4. Children's differently work than adults minds.
5. Children up the vulnerable and will pick on the are behaviors in home.

5. Give the answers to the following:

1. Is it essential for an individual to grow up in a stable home environment? Why?
2. Do children's minds work differently than adults?
3. What should the family teach the child?

6. Fill in the gaps with the required prepositions:

1. Good upbringing starts ... home and we feel very sorry ... children who have no home, no parents, and no love.
2. It is essential for an individual to grow ... a stable home environment.
3. From the first days ... life family prepares child ... life and teaches to ensure a reasonable organization ... their lives.

4. They believe that when there is trouble... the house that they are part ... it if not the center... it.

7. Make up sentences of your own using the words and word combinations given below:

trouble in the house, a stable home environment, differently than adults, a life of stress, an unwelcoming environment, chaos in a home environment, the primary socialization.

8. Render the content of the text.

Text 23

1. Read and translate the text.

Active Vocabulary:

1. to gain -здобувати
2. exposure- контакт
3. deflecting -відхиляючий
4. to satiate - наситити
5. consequence - наслідок

Television

What good and positive influences does television have on children (people)? Television has its good side. It can be entertaining and educational, and can open up new worlds for kids, giving them a chance to travel the globe, learn about different cultures, and gain exposure to ideas they may never encounter in their own community. Shows with a prosocial message can have a positive effect on kids' behavior. Current research is discovering that individuals can employ television to create what is termed a parasocial or faux relationship with characters from their favorite television shows and movies as a way of deflecting feelings of loneliness and social deprivation. Just as an individual would spend time with a real person sharing opinions and thoughts, pseudo-relationships are formed with TV characters by becoming personally invested in their lives as if they were a

close friend so that the individual can satiate the human desire to form meaningful relationships and establish themselves in society. When an individual is not able to participate in interactions with real people, they are less likely to indicate feelings of loneliness when watching their favorite TV show. Furthermore, when an event such as a fight or argument disrupts a personal relationship, watching a favorite TV show is able to create a cushion and prevent the individual from experiencing reduced self-esteem and feelings of inadequacy that can often accompany the perceived threat. By providing a temporary substitute for acceptance and belonging that is experienced through social relationships TV is helping to relieve feelings of depression and loneliness when those relationships are not available. This benefit is considered a positive consequence of watching television as it can contract the psychological damage that is caused by isolation from social relationships.

1. Write down these words with their transcription and translation into your vocabularies and try to remember them:

entertaining, the globe, encounter, desire, to indicate, meaningful, inadequacy, threat.

2. Give Ukrainian equivalents to the following words and word combinations:

to travel the globe, a prosocial message, a parasocial or faux relationship, the human desire, to indicate feelings, to create a cushion, a fight or argument.

3. Give English equivalents to the following words and phrases:

вказувати на почуття, просоціальне повідомлення, парасоціальні або фальшиві стосунки, бажання людини, створювати подушку, подорожувати по земній кулі, бійка або суперечка.

4. Find the right word order:

1. Television side its good has.

2. When an not able to participate in feelings with their real people, they are less individual is to interactions indicate of loneliness when watching favorite TV likely show.

3. This caused benefit is a positive consequence of watching relationships damage television as it can contract the considered that is by isolation from social psychological.

4. By a temporary substitute loneliness for and belonging is helping not that is experienced providing through social relationships TV to relieve feelings of depression and when acceptance those relationships are available.

5. Give the answers to the following:

1. What effect on kids' behavior can shows with a prosocial message have?
2. What can TV shows prevent?
3. Why it is so important to watch TV for a child?
4. What is current research discovering?
5. What good and positive influences does television have on children (people)?

6. Fill in the gaps with the required prepositions:

1. Shows ... a prosocial message can have a positive effect ... kids' behavior.
2. It can be entertaining and educational and gain exposure ... ideas they may never encounter ... their own community.
3. This benefit is considered a positive consequence ... watching television as it can contract the psychological damage that is caused ... isolation ... social relationships.
4. When an individual is not able to participate ... interactions ... real people, they are less likely to indicate feelings of loneliness when watching their favorite TV show.
5. By providing a temporary substitute ... acceptance and belonging that is experienced ... social relationships TV is helping to relieve feelings ... depression and loneliness when those relationships are not available.

7. Make up sentences of your own using the words and word combinations given below:

gain exposure to ideas, a prosocial message, pseudo-relationships, deflecting feelings of loneliness and social deprivation, to satiate the human desire, the isolation from social relationships, a positive consequence.

8. Render the content of the text.

Text 24

1. Read and translate the text.

Active Vocabulary:

1. alarming - насторожуючий
2. illicit - незаконний
3. drug - наркотики
4. crime - злочин
5. to misuse - зловживати
6. multiple - множинні
7. delinquency - правопорушення
8. juvenile - неповнолітній
9. to abandon - кинути

Vital role of drug addiction and school consumption in the growing crime rate.

In the last decades the most alarming trend is the increasing use of drugs, tobacco and alcohol among youth all over the world. As the consequences, the attendant growing crime rate is. All drug substances are divided into illicit drugs (such as cocaine, heroin, marijuana, methamphetamine etc.) and prescription drugs, which are medicines powerful as drugs that, when misused, are just as dangerous as illegal street drugs. To this kind of drugs are attributed painkillers, depressants, stimulants and such. Unfortunately, only illicit drugs are illegal. Though all drugs are related to crime in multiple ways. Most directly, it is a crime to use, possess, manufacture or distribute drugs classified as illicit drugs. Drugs are also related to crime through the effects they have on the users behavior and by generating violence and other illegal activity in connection with drug trafficking. What would you say about disillusionment, loss of faith in the surrounding grown-up world as a possible reason for juvenile delinquency.

These days the hectic lifestyles adults are forced to live in order to make something of their lives and improve the lives of their children in the end causes a decrease in the amount of time and care parents can give to their children. Real attention and time is what juveniles need to feel loved which is the basis for feeling happy, money cannot replace this attention. The family structure has been disintegrated over the last few decades as people travel further distances to work and when parents get home they are often too tired to have time for their children. The parents may also be doing their best just to keep their relationship together in such circumstances. In many cases parents may tend to drink to relax from their stressful life because subconsciously they feel guilty about not doing more for their family because the capitalist structure puts a stranglehold on the old fashioned way of life and they can do nothing about it. This stress and lack of ability to change the way their lives are structured causes conflict between parents as they both feel caged, they cannot influence the world so they become aggressive to each other even though both do not deserve it or hate each other. These arguments leave children feeling abandoned and scared of the future, seeing their parents not knowing what to do and depressed gives the children a sense of hopelessness and the lack of love and neglect makes them cold hearted. Listening to shouting is the only way children learn to behave and deal with authority, causing a rebellious nature as juveniles.

1. Write down these words with their transcription and translation into your vocabularies and try to remember them:

tobacco, alcohol, youth, prescription, painkillers, disillusionment, surrounding, hectic.

2. Give Ukrainian equivalents to the following words and word combinations:

growing crime rate, as dangerous as illegal street drugs, loss of faith, to relax from the stressful life, subconsciously to feel guilty, lack of ability to change the way, to learn to behave and deal with authority.

3. Give English equivalents to the following words and phrases:

відсутність здатності змінити спосіб, зростаючий рівень злочинності, розслаблення від стресового життя, втрата віри, такий же небезпечний, як і нелегальні вуличні наркотики, підсвідоме почуття провини, навчитися поводити себе і поводитися з владою.

4. Find the right word order:

1. Though multiple drugs all are ways related crime to in.
2. Listening to is the only nature way children learn to behave causing and deal juveniles authority, a rebellious shouting as with.
3. Most, it a use crime to drugs, possess, or is distribute classified as manufacture directly illicit drugs.
4. Real and is what money juveniles cannot to feel is loved which the basis for attention feeling happy time, replace this need attention.
5. The keep parents circumstances their be doing their best also just to relationship together in such may.

5. Give the answers to the following:

1. What are all drug substances divided into?
2. Why are all drug substances related to crime?
3. Why has family structure been disintegrated?
4. What does the stress and lack of ability to change the way of life cause?
5. What is the way children learn to behave and deal with authority?

6. Fill in the gaps with the required prepositions:

1. All drug substances are divided ... illicit drugs and prescription drugs, which are medicines powerful ... drugs that, when misused, are just ...dangerous ... illegal street drugs.
2. These days the hectic lifestyles adults are forced to live ... order to make something ... their lives and improve the lives ... their children.
3. This stress and lack ... ability to change the way their lives are structured causes conflict ... parents ... they both feel caged.

4. These arguments leave children feeling abandoned and scared ... the future, give the children a sense ... hopelessness and the lack ... love and neglect makes them cold hearted.

7. Make up sentences of your own using the words and word combinations given below:

the users behavior, the old fashioned way of life, subconsciously to feel guilty, the family structure, to change the way, a sense of hopelessness, to make cold hearted.

8. Render the content of the text.

Text 25

1. Read and translate the text.

Active Vocabulary:

1. exhausted - виснажений
2. well-paid - добре оплачуваний
3. optional - факультативний
4. to accustom - привчити

At School for 17 Hours a Day

It is 6.30 a.m. and the sun has only just come up when the two alarm clocks next to Jie Sun's bed ring simultaneously. She gets out of bed and goes to the kitchen. Her eyes half closed, she hardly says a word while she eats breakfast. Next to the table is her blue Benetton school bag which she packed the night before. It weighs just over six and a half kilos. At 7 a.m. she says goodbye to her parents and sets off to her school, just outside the capital city, Seoul. She returns home at 6 p.m. for dinner, but half an hour later she sets off again for a private academy where she studies for another four hours. On a typical night she gets home at midnight and falls asleep, completely exhausted.

Studying for up to 17 hours a day is a fact of life for South Korean secondary school pupils. They live in a society where education is very important, and there is great competition for a place at university. Getting a good degree from a top

university is the only way to be sure of getting a professional well-paid job. The normal secondary school day, as in most other countries, lasts eight hours. But after that most parents make their children stay at school for extra classes. In theory these classes are optional, but in practice they are compulsory. When the school day ends, the children are not allowed to relax and enjoy themselves. Most of them have to study all evening in libraries, with private tutors or at private academies.

Classes of 50 are not uncommon and the teachers are strict. Pupils have to repeat after the teacher and memorize everything. 'Teachers at my school don't give you any individual attention because they have not got time,' says Jie Sun. 'They don't let us ask questions because they say it wastes time.'

Young people like Jie Sun have almost no social life. They rarely have time to see their friends, and having a boyfriend or girlfriend is unthinkable. 'I've never had a boyfriend and neither have any of my friends,' says Jie Sun. 'Our studies come first.'

This lifestyle may seem very hard to many European schoolchildren, who are accustomed to going out most weekends, and watching TV every evening. But on the other hand, in many British schools, up to 40% of teenagers leave school with no qualifications and the prospect of unemployment. So which system really is better?

1. Write down these words with their transcription and translation into your vocabularies and try to remember them:

simultaneously, outside, uncommon, rarely, unthinkable, prospect, unemployment, to memorize.

2. Give Ukrainian equivalents to the following words and word combinations:

a private academy, a great competition, extra classes, individual attention, no qualifications, private tutors, in practice.

3. Give English equivalents to the following words and phrases:

приватні викладачі, додаткові заняття, індивідуальна увага, відсутність кваліфікації, великий конкурс, на практиці, приватна академія.

4. Find the right word order:

1. Her closed eats half, hardly she says a word she eyes while breakfast.
2. On home night gets at and midnight asleep falls, completely she exhausted a typical.
3. Studying to hours up a day is secondary a fact life for South of pupils Korean 17for school.
4. Classes strict 50 are and not are the teachers of uncommon.
5. They is time boyfriend to see their friends, and have having a or girlfriend rarely unthinkable.

5. Give the answers to the following:

1. Does the South Korean lifestyle seem very hard?
2. Why is the education for the South Korean very important?
3. Why do most parents make their children stay at school for extra classes?
4. How different is the educational system from the Ukrainian one?
5. What are the advantages and disadvantages of the Korean educational system?
Make a list of them.

6. Fill in the gaps with the required prepositions:

5. She gets ... bed and goes ... the kitchen.
6. She returns home ... 6 p.m. for dinner, but half an hour later she sets ... again ... a private academy where she studies ... another four hours.
7. They live ... a society where education is very important, and there is great competition ... a place ... university.
8. But ... the other hand, ...many British schools, up to 40% of teenagers leave school with no qualifications and the prospect ...unemployment.

7. Make up sentences of your own using the words and word combinations given below:

eyes half closed, completely exhausted, a professional well-paid job, stay at school for extra classes, not uncommon, almost no social life, studies come first.

8. Render the content of the text.

Text 26

1. Read and translate the text.

Active Vocabulary:

1. intimidating - залякуючий
2. to stigmatize – стигматизувати
3. to exclude - виключити
4. target - ціль
5. to measure вимірювати
6. harsh жорсткість

What Are the Best Ways to Prevent Bullying in Schools?

All 50 U.S. states require schools to have a bullying prevention policy. But a policy, alone, is not enough. Despite the requirement, there's been a slight uptick in all forms of bullying during the last three years. Bullying can look like experienced basketball players systematically intimidating novice players off the court, kids repeatedly stigmatizing immigrant classmates for their cultural differences, or a middle-school girl suddenly being insulted by her group of friends.

Bullying occurs everywhere, even in the highest-performing schools, and it is hurtful to everyone involved, from the targets of bullying to the witnesses—and even to bullies them. Most bullying prevention programs focus on raising awareness of the problem and administering consequences. But programs that rely on punishment and zero tolerance have not been shown to be effective in the U.S.; and they often disproportionately target students of color. Programs like peer mediation that place responsibility on the children to work out conflicts can *increase* bullying. Bystander intervention, even among adults, only works for some people—extroverts, empaths, and people with higher social status and moral engagement. Many approaches that educators adopt have not been evaluated through research; instead, educators tend to select programs based on what their colleagues use.

Building a positive school climate

School climate can be difficult to define, though possible to measure. It is the “felt sense” of being in a school, which can arise from a greeting, the way a problem is resolved, or how people work together; it is a school’s “heart and soul,” its “quality and character.” Schools with a positive climate foster healthy development, while a negative school climate is associated with higher rates of student bullying, aggression, victimization, and feeling unsafe.

Advancing social and emotional learning

Social and emotional learning (SEL) is well known, and involves teaching skills of self-awareness, self-management, social awareness, responsible decision making, and relationships management. Teachers also benefit from SEL. Those with emotional and social skills training have higher job satisfaction and less burnout, show more positive emotions toward their students, manage their classrooms better, and use more strategies that cultivate creativity, choice, and autonomy in their students.

Schools can’t do this alone

Families matter, too. Bullying in schools sometimes arises from harsh parenting practices or sibling bullying at home. Even parents’ workplaces matter. Adults experience bullying in their workplaces at about the same rate as children in schools, and it’s even found among teachers and in senior living communities. In other words, bullying is not just a childhood problem; it is a pervasive human problem. And children are not buffered from the wider social world—bullying of children who belong to groups targeted in the national political discourse has spiked on playgrounds nationwide.

Ultimately, we need a substantial shift in our mindsets about the importance of children and their feelings. Children are more likely to thrive when we nurture their humanity, and offer them language and strategies and values to help them identify, express, and, thus, regulate their feelings. When parents, teachers, and administrators gain new awareness into the complex roots of bullying and adopt

new strategies for addressing it, schools can lead the way. The kids are counting on us.

1. Write down these words with their transcription and translation into your vocabularies and try to remember them:

extrovert, empath, to select, victimization, awareness, burnout, pervasive, to cultivate.

2. Give Ukrainian equivalents to the following words and word combinations:

a bullying prevention policy, a slight uptick, the national political discourse, a substantial shift, tend to select programs, foster healthy development, less burnout.

3. Give English equivalents to the following words and phrases:

підбирають програми, політика запобігання знущанням, менше вигорання, невеликий підйом, значний зсув, як правило, національний політичний дискурс, сприяють здоровому розвитку.

4. Find the right word order:

1. Despite forms, there's been the three a slight in all of bullying the last requirement uptick years during.
2. Most raising prevention consequences programs administering problem of focus on awareness the and bullying.
3. Programs like can mediation place the children on to work out peer conflicts *increase* that responsibility bullying.
4. School though be to define, possible can climate to measure difficult.
5. Bullying home schools sometimes bullying arises in from parenting or sibling at harsh practices.

5. Give the answers to the following:

1. What can the bullying look like?
2. What is the adults experience bullying?
3. Why programs that rely on punishment and zero tolerance have not been shown to be effective?
4. How can teachers also benefit from SEL?

5. Do we need a substantial shift in our mindsets about the importance of children and their feelings?

6. Fill in the gaps with the required prepositions:

1. Most bullying prevention programs focus ... raising awareness ... the problem and administering consequences.
2. Schools ... a positive climate foster healthy development, ... a negative school climate is associated ... higher rates ... student bullying, aggression, victimization, and feeling unsafe.
3. Bullying ... schools sometimes arises ... harsh parenting practices or sibling bullying ... home.
4. When parents, teachers, and administrators gain new awareness ... the complex roots ... bullying and adopt new strategies ... addressing it, schools can lead the way.

7. Make up sentences of your own using the words and word combinations given below:

more positive emotions, harsh parenting practices, senior living communities, cultivate creativity, possible to measure, bullying prevention programs, the targets of bullying.

8. Render the content of the text.

TEXTS FOR SELF-STUDYING

1. How to Help Young People Transition Into Adulthood

Modern "rites of passage" can help teens prepare for an uncertain future.

With so much rapid-fire change in the world, the job of preparing our young people for the future has become increasingly daunting. The Institute of the Future issued a report in 2017 that declared that 85 percent of the jobs in 2030—when today's second-graders will graduate high school—have not been invented yet. On

top of that, we're facing an unfolding crisis in the environment; rampant racial, ethnic, and gender inequities; the impending confluence of bioengineering and artificial intelligence; and escalating craziness on the geopolitical stage.

The vast majority of educators agree that skills like critical thinking, resilience, creativity, systems thinking, and empathy are crucial and must be prioritized over compliance and standardized test scores. But, more recently, there's a sense that young people need to gain real-world experience in navigating the unknown through some kind of authentic rite of passage—and more and more research is exploring what that might look like.

In fact, 75 percent of people between the ages of 12 and 25 lack a clear sense of purpose and many young adults are intimidated by “adulting.” How might we combine what we know from psychology and education research with traditional rite-of-passage rituals to help youth practice dwelling in the unknown, while building up critical skills for the future?

The updated three steps are —now *preparation*, *threshold*, and *reflection*—revolve around a student-centered project that allows youth to deepen their self-knowledge while learning to be comfortable in the unknown. Dozens of young people have gone through this process, and teachers, community leaders, and others can use this model to facilitate meaningful and impactful rites of passage to support the development of the youth in their communities.

1. Preparation: Student-centered project design

Rites of passage provide a safe and structured container for young people to undergo a metamorphic shift in identity from youth to adult. The goal of the first phase is for you (as a teacher, leader, or parent) and the initiates to develop a deeper understanding of themselves: their character strengths, interests, skills, and passions.

- **What are your strengths?** This can be skills such as math, drawing, or swimming, or dispositions such as patience, leadership, or the ability to focus.

- **What do you love to do?** Note that many teens' first answer will be something to do with video games or social media. Capture these ideas, but dig a little deeper to see what else is under there. Do they enjoy strategizing with friends in *Fortnite*? Or creating beautiful images for Instagram? Once you've captured the digital stuff, be sure to find out what else they love in the "offline" world, just for balance.
- **Is there anything that you wish you knew how to do?** A skill or disposition that you want to develop? Again, see if you can find both digital and offline answers here.
- **What issue or cause out in the world do you care about the most?** Climate? Gun violence? Homelessness? Animal welfare? Government corruption? Talk to them about a few specific issues.

Brainstorm projects. Using the student's answers to each question, begin to brainstorm project ideas that would be meaningful. Projects should be designed to use the initiate's skills to help solve a community problem that he deeply cares about.

For instance, say you are working with a 19-year-old named Sam who loves to draw, write fiction, and make short videos with her friends. The VIA Character Strengths Survey shows she's strong in social intelligence (which she knew) but also in bravery (which she didn't!). She wants to learn business skills and how to make better videos. The daughter of immigrants, Sam is deeply troubled by the racist attacks to which she and her friends are increasingly subjected.

Sam and her mentor brainstorm some ideas for projects. For instance, she might make a short video interviewing three immigrants in her community about their experiences with racism. Or maybe she could illustrate t-shirts with messages of equity and inclusion, and set up a pop-up shop. A third idea might be to write, illustrate, self-publish, and sell a book of short stories about a teenage immigrant.

Discuss viability of project. Have your student review the projects and select a couple of favorites to evaluate what it will take to pull each off successfully. Will it require a lot of money or volunteers? What about location? What is the scope? Are

there a lot of interdependencies? Involve the initiate in brainstorming solutions. Ultimately, as in the real world, the final project scope will be determined by a combination of will and resources.

Because it will be a ton of work to fill up an entire shop, and then organize a pop-up, Sam settles on the video project, which seems very doable within her three-month summer break.

Write a project plan. Written as much as possible by the student with support as needed from their mentor, a project plan should include real-world skills like calling venues, organizing volunteers, setting up a Kickstarter campaign, writing a basic budget, using social media for promotion, gathering sponsors, writing, and performing speeches.

Sam's project plan outlines in detail the content, production process, budget, and timeline for her documentary short. Using her mentor's connections, Sam reaches out to a local nonprofit that has a video editing suite and asks if she can use it after-hours.

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GGSC Summer Institute for Educators

A six-day workshop to transform teachers' understanding of themselves and their students

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Prepare for departure. Integral to the design of a rite of passage is that the initiate must leave the comfort of home and venture out into a new realm. This separation is baked into the experience of going away to college or summer sleepaway camp, but it can also be engineered in other ways: a summer or gap-year project, or over a holiday break.

The night before Sam is to shoot her first interview, her mentor and parents invite eight adults—family members, former teachers, and friends who know and love Sam—to an opening circle to witness her at the beginning of her journey. The room is illuminated with candles. Each adult speaks to Sam of her strengths and their belief in her, offering one piece of advice and one thing they appreciate about

her. The adults have also made a short video of each of them repeating their wishes for her. Sam speaks of her intentions to learn more about filmmaking and to speak out against racism.

2. Threshold: Tasks must be hard (and relevant)

The ordeal will be a challenge. Students need to feel frustrated—pushed as close to the point of giving up as possible—or it won't have the impact.

This is the time when we as facilitators have to step out of the way and let the student work on her own, grapple with setbacks, and, yes, fail. If they show signs of withering, you can support independent problem solving wherever possible. There are several research-based practices you can share that will help build resilience and well-being during the ordeal and well into adulthood, as well.

Growth mindset. If she is not already skilled at learning from mistakes, remind your student that every failure is a learning opportunity. If she starts to internalize negative self-talk, such as “I will never be able to do this!,” remind her of the power of “yet”—as in, “You don't know how to do this, yet. But you will get it.”

Three Good Things. This is a super simple and proven practice of writing down three good things that happened at the end of each day. Research shows that this can help us sustain a sense of happiness and fend off depressive symptoms for up to three months—an excellent practice to build while amid an ordeal.

•

Three Good Things

A way to tune into the positive events in your life

•

Cultivate awareness. Have the initiate reflect on how he's doing and identify any challenges with self-compassion. Bring any negative self-talk to awareness. Help the initiate become aware of what he does when he starts to experience the frustration of obstacles. Keeping a regular project journal can help facilitate this reflection.

Ethics. In the real world, we come up against ethical challenges all the time. Especially now with the ever-shifting sands of ethical standards in our public

discourse, it is important that adults model respect, morality, and ethical decision making during an ordeal. It will be tempting for your student to make some unethical choices. You will want to make it safe and supportive to make the right choice.

Awe. Awe, “numinosity,” or the sense that there is a larger force at work in the world is key to meaningful rites of passage, as research shows it is a positive way to catalyze the identity shift necessary to leave childhood and become fully adult. This can be designed into the experience by taking young people out into awe-inspiring nature for several days, creating a deck of personally meaningful cards as in Soul Collage, or reading the poetry of Rumi, Lucille Clifton, or Mary Oliver.

3. Reflection: Completion of project

Once the ordeal has concluded, it is time to celebrate the accomplishments of the initiate! Like the departure, this return is a time of celebration and welcoming back to the “normal world.” Many traditions have the initiate stand up in front of his peers and community and speak about the experience. This celebration can be big and formal, or small and intimate. The key is that the initiate should be able to answer the following questions:

- Why did you do this project?
- What did you hope to learn?
- What did you learn?
- What will you take with you?
- What is one of your best memories?

Ideally, there is time to help the initiate integrate the experience and set about planning for another self-designed goal. In Sam’s case, her family and mentor will invite the same adults to come over for a special screening of her video, and she will give a short introduction to the video offering her reflections.

In traditional rites of passage, the initiate returns home as an adult, having been prepared for adult responsibilities—mind, body, and soul—through the ordeal. We don’t really have a similar expectation in our contemporary communities, and of

course there are myriad reasons why young people are taking longer to find their footing as adults.

But we can certainly help young people deepen their self-knowledge and strengthen their sense of identity, develop real-world skills, and (most importantly) experience the state-change that comes with accomplishing a major stretch goal. We can provide a model for navigating the unknown as a means of strengthening their identity and engaging community support.

2. Seven Ways to Help High Schoolers Find Purpose

Many students go through high school bored and unengaged. What a purpose-driven curriculum would look like?

One thing nearly all teens agree on is that most of what high school teaches them is irrelevant to their lives outside of school or their future careers. One study found that the most common feelings among high school students are fatigue and boredom. Another study concluded that 65 percent of the jobs that today's high school graduates will have in their lifetime *do not even exist yet*. But we are still teaching them in the same way that we trained industrial workers a century ago.

- **Join the Purpose Challenge**

Want to help high schoolers find purpose? The Purpose Challenge for students, educators, and parents incorporates cutting-edge science into videos and interactive exercises. Students can get help with their college essay and win up to \$25,000 in scholarship money.

So how do we bring engagement, real-world learning, and a sense of meaning into high school education?

What is purpose?

William Damon, the director of the Stanford Center on Adolescence, defines purpose as “a stable and generalized intention to accomplish something that is at the same time meaningful to the self and consequential for the world beyond the self.”

Damon's research breaks students into four categories on their path to purpose: the dreamers, the dabblers, the disengaged, and the purposeful (each of the categories representing roughly a quarter of the adolescent population). Extremely purposeful students exhibit high degrees of persistence, resourcefulness, resilience, and capacity for healthy risk taking.

Lecturers at the Stanford's school created the below graphic that identifies three interrelated factors essential to fostering purpose among students: 1) A student's skills and strengths; 2) what the world needs; and 3) what the student loves to do.

According to research by Kendall Cotton Bronk, a developmental psychologist at Claremont Graduate University, truly finding one's purpose requires four key components: dedicated commitment, personal meaningfulness, goal directedness, and a vision larger than one's self. These are not skills that typically get nurtured in American high schools today. Most of the high school experience is oriented around external achievement, checking off boxes, and short-term goal fulfillment.

So what would a high school look like that helps students actively seek a sense of purpose?

Prioritize internal motivation over external achievement

In today's schools, students compete against one another for grades and attention from teachers and colleges. The ranking system at most high schools sends the message to students that their worth is based *entirely* on their grade point average. This reinforces the notion that external achievement is the means to success and the way to get rewarded.

But this is actually the opposite of what develops a sense of purpose: Students who show a sense of purpose have a deeply developed *intrinsic motivation* to achieve a goal or take part in an activity. This means they are not motivated to achieve something simply because they can, because it is hard, or because they get rewarded or recognized for it. Rather, they do it because they have a deep internal interest in pursuing it—and derive pleasure from the process.

It is true that students need to be able to develop their skills and strengths in high school. But they also need to be able to find out what they love to do and what the

world actually needs—and, quite often, students won't receive external rewards when exploring these questions.

Foster collaboration

Consider how different high school would feel if students were working in collaboration with their peers instead of competing against them all the time? What if high school grading was based on how well you worked with other people and how well you mentored and advised your peers? This would much more accurately mimic most workplaces, where teamwork and collaboration are some of the main skills desired by today's employers.

Part of developing a sense of purpose is having a vision bigger than one's self. If you are only worried about yourself and your own advancement throughout high school—a mindset reinforced by today's system—you'll be trained to care only about yourself. By working in teams, our young people can start to develop the skills and mindsets that are essential both to thriving in today's workforce and to leading a life that feels meaningful.

See teachers as mentors and coaches

What adult influenced you the most in high school? If you're like most people, you'll remember one of your mentors, coaches, or teachers who took a real interest in your well-being. People rarely mention someone who helped them cram things into their brain the most or taught them things they were not interested in.

On the other side of the equation, if you talk to most high school teachers about what motivated them to become an educator, you will usually find it was about developing relationships. Choosing to teach or lead a school is not simply delivering content, but about helping young people find their way in the world.

However, high school now is dominated by content delivery, leaving little room for teachers to develop meaningful relationships with students inside the classroom.

This is why taking students outside the classroom can be hugely transformative for them, whether it's a trip to a new place, a tough wilderness trip, or working on

something important to them in their community—not doing it because they “have to” or simply for college admissions, but because they actually care about it.

However, nearly all of high school currently takes place in a classroom. We need to expand the classroom out to the real world and actively include more purpose-seeking opportunities. Then we can bring those experiences back into the classroom, synthesize them with peers and teachers, and connect these activities directly to classroom material, making it relevant and engaging.

Learning from failure

Our current model of high school rewards perfection and discourages risk taking. Students who are aiming for elite schools take the most number of classes where they can get the best grades and boost their GPAs. At some high schools, getting a single B can take them out of the running for prestigious colleges or awards at their school. Less academic students are shamed by getting bad grades. In other words, students are either rewarded for being perfectionists or shamed for failing.

But failure is how we learn. Paul Tough documents this well—how learning to fail builds up critical life skills. It is hard to think of a political leader or anyone who ever accomplished anything important who did not fail along the way—in fact, failure was often a catalyst for their eventual success. Learning how to persevere is often the most important part of this process. But we do not give students the opportunity to fail without serious consequences. So when they get out into the real world they cannot deal with failure.

Value students’ inner lives

- **More on Finding Purpose**

Discover how awe can help students develop purpose.

Learn how having a sense of purpose could extend your life.

Try the Best Possible Self exercise: Get clarity on your deepest goals by imagining a successful future.

Our traditional high school system completely neglects the inner lives of students. Often the most extensive part of the high school curriculum that touches on the inner lives of students is a semester-long health class (which is almost never taken

seriously by high school students—just ask one). But by failing to nurture their internal lives, we risk knocking students from a path to purpose.

There is something deeply spiritual about developing a sense of purpose. And it is no surprise that new research shows that teenagers with a greater sense of spirituality report higher levels of purpose and meaning. But our high schools do little to nurture this type of personal growth, and as a result we are creating a whole new generation of students who look great on the outside and hollow on the inside. Former dean of freshman at Stanford University, Julie Lythcott-Haims, says this about a new generation of students: “Hell-bent on removing all risks of life and on catapulting them into the college with the right brand name, we’ve robbed our kids of the chance to construct and know their own *selves*.”

To have a sense of purpose, it is essential that you know yourself: what you want from your life—not what others want for you, or what is expected of you—but what actually makes you come alive. If we deny our students the chance to really explore who they are, they lose out on their chance for purposefulness.

Start with the why

We need to bring a sense of what I call “*whyness*” back into education. Many high school students work hard, but they have no idea why. Or they do not work hard at all because they see no real-world benefit from it.

First and foremost, students need to be clear *why* they are learning what they are learning. If they do not understand *why*, schoolwork will either be boring or meaningless to them, causing tons of worry and stress. They will be doing it simply to advance through the next hoop—high school graduation or college admission—not for its own inherent value.

When you are working from a value-aligned, purposeful place, hard work does not seem so hard. In fact, it seems natural and often puts you in a state of “flow,” meaning that you feel fully immersed in an activity, giving it all of your attention and deriving enjoyment from the process.

3. How to Support Teachers’ Emotional Needs Right Now

Schools can develop a plan to help teachers who are feeling anxious and overwhelmed.

This article was originally published on [EdSurge](#) as part of the guide [Navigating Uncertain Times: How Schools Can Cope With Coronavirus](#).

At the end of March, our team at the Yale Center for Emotional Intelligence, along with our colleagues at the Collaborative for Academic, Social, and Emotional Learning (CASEL), launched a survey to unpack the emotional lives of teachers during the COVID-19 crisis.

In the span of just three days, over 5,000 U.S. teachers responded to the survey. We asked them to describe, in their own words, the three most frequent emotions they felt each day.

The five most-mentioned feelings among all teachers were *anxious*, *fearful*, *worried*, *overwhelmed*, and *sad*. Anxiety, by far, was the most frequently mentioned emotion.

The reasons educators gave for these stress-related feelings could be divided into two buckets. The first is mostly personal, including a general fear that they or someone in their family would contract COVID-19, the new coronavirus. The second pertains to their stress around managing their own and their families' needs while simultaneously working full-time from home and adapting to new technologies for teaching.

Once distance learning had gone into effect, we heard from one educator who shared:

My vision of finally having someone else take care of my own kids' education, even virtually, was smashed to smithereens. This requires 100 percent parent involvement, actually 200 percent because my kids are in two different grades!

Given the unexpected new demands our educators are facing, we might assume that how teachers are feeling now is entirely different from the emotions they were experiencing before the pandemic. But is it?

In 2017, our center conducted a similar survey on teachers' emotions. A national sample of over 5,000 educators answered the same questions about how they were feeling.

Back then, the top five emotions were *frustrated*, *overwhelmed*, *stressed*, *tired*, and *happy*. The primary source of their frustration and stress pertained to not feeling supported by their administration around challenges related to meeting all of their students' learning needs, high-stakes testing, an ever-changing curriculum, and work-life balance.

Our research findings are echoed across a growing body of research on teachers' stress and burnout.

In one study, 85 percent of teachers reported that work-life imbalance was affecting their ability to teach. Other research has shown that at least 30 percent of teachers leave the profession within their first five years of teaching. Like our research, these studies found that the general causes of teacher stress and burnout are related to a lack of strong leadership and a negative climate, as well as increased job demands, especially around testing, addressing challenging student behaviors, a lack of autonomy and decision-making power, and limited to no training in social and emotional learning (SEL) to support educators' and students' emotional needs.

So, before the pandemic, America's teachers were already burning out. Add in new expectations of becoming distance-learning experts to support uninterrupted learning for all their students and caring for the ever-evolving demands of their families, and it's no surprise that 95 percent of the feelings they reported recently are rooted in anxiety.

We can't control what is happening to us and around us, but we can control how we respond to it.

Emotions matter

An anonymous teacher who filled out our most recent survey described the balancing act like this:

There is this huge dissonance right now between the messages such as “be well” and “take care of yourself” at the end of emails, and “in this time of uncertainty.” Yet we have to partake in multiple seminars, read links related to online instruction, legal requirements in special ed, due process, timelines, etc. Everyone needs to be reminded again about how the brain works.

At the Yale Center for Emotional Intelligence, we study how emotions drive effective teaching and learning, the decisions educators make, classroom and school climate, and educator well-being. We assert that educators’ emotions matter for five primary reasons:

- **Emotions matter for attention, memory, and learning.** Positive emotions like joy and curiosity harness attention and promote greater engagement. Emotions like anxiety and fear, especially when prolonged, disrupt concentration and interfere with thinking. Chronic stress, especially when poorly managed, can result in the persistent activation of the sympathetic nervous system and the release of stress hormones like cortisol. Prolonged release of this and other neurochemicals impacts brain structures associated with executive functioning and memory, diminishing our ability to be effective educators and undermining student learning.
- **Emotions matter for decision making.** When we’re overwhelmed and feeling scared and stressed, the areas of our brains responsible for wise decision making also can become “hijacked.” In contrast, the experience of more positive states like joy and interest tend to help people evaluate individuals, places, and events more favorably compared to people experiencing more unpleasant emotions. Pleasant emotions also have been shown to enhance mental flexibility and creativity, which are key to navigating the novel and evolving demands of living through a pandemic.
- **Emotions matter for relationships.** How we feel and how we interpret the feelings of others send signals for other people to either approach or avoid us. Teachers who express anxiety or frustration (for example, in their facial expressions, body language, vocal tone, or behavior) are likely to alienate

students, which can impact students' sense of safety in the classroom—and likely at home in a virtual learning environment—thereby having a negative influence on learning. Further, dysregulated emotions can undermine healthy relationships between teachers and parents. For most students, a successful distance-learning experience will require a solid partnership between teachers and families.

- **Emotions matter for health and well-being.** How we feel influences our bodies, including physical and mental health. Stress is associated with increased levels of cortisol, which has been shown to lead to both physical and mental health challenges, including depression and weight gain. Both the ability to regulate unpleasant emotions and the experience of more pleasant emotions have been shown to have health benefits, including fostering greater resilience during and after traumatic events.
- **Emotions matter for performance.** Chronic stress among teachers is linked to decreases in teacher motivation and engagement, both of which lead to burnout. Teachers who are burned out have poorer relationships with students and are also less likely to be positive role models for healthy self-regulation—for their students and their families. It's no surprise that teachers who are burned out are more likely to leave the profession, which impacts student learning and puts a huge drain on schools. You get the picture: When educators answer the question about how they feel at school—or, in our most recent study, as an at-home educator—we learn they spend a big part of their workday in a pretty dark place.

Research we and others have conducted has shown two possible protective factors for teachers' emotional well-being. First, teachers with more developed emotion skills tend to report less burnout and greater job satisfaction. These skills include the ability to recognize emotions accurately, understand their causes and consequences, label them precisely, express them comfortably, and regulate them effectively. But the challenge is that most teachers have not received a formal education in emotion skills.

Second, teachers who work in a school with an administrator with more developed emotion skills tend to experience fewer negative emotions and more positive emotions. These teachers also are likely to have better-quality relationships with their students. When students have stronger connections with their teachers, they, in turn, are more engaged and committed to learning; they're also more willing to take risks and persist in the face of difficulty.

We need a greater focus on teachers' health and well-being now, so they can thrive through this pandemic and be psychologically ready to return to school after this has passed.

Supporting educators' well-being

We know how anxious teachers (and, really, everyone else) are feeling right now. But have we thought about how we *want* to feel?

Previously, we asked teachers how they *want* to feel at school, and they answered loud and clear. A few of the top hoped-for emotions were *happy, inspired, valued, supported, effective, and respected*.

The more sensitive we can be to our educators' emotional needs today, the better we'll be able to support them now and when schools reopen. The space between how we feel and how we want to feel presents an opportunity to work together to improve the emotional climate of our homes and schools. The emotional climate is the feelings and emotions a learning space evokes; that space includes both the physical one and the learning climate that is evoked through the interactions between and among educators and students. This can be applied to traditional school settings and to virtual ones.

Supporting Learning and Well-Being During the Coronavirus Crisis

Activities, articles, videos, and other resources to address student and adult anxiety and cultivate connection

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We need to understand how our teachers *want* to feel, again, and then support them with what they'll need to experience these feelings.

In the same survey we conducted at the end of March, we asked teachers to share some reflections about what they need to have greater emotional balance. Responses included time to adjust to the new normal of online learning and ways to make virtual learning fun and engaging. Teachers also expressed a strong need for honesty, respect, kindness, flexibility, and patience from their school administrators. Further, they requested more realistic expectations, including boundaries around working around the clock. Among the top requests were strategies to support their own and their students' wellness and resilience.

Building a charter

Putting our emotional needs in writing has a way of making them real for everyone. It acts as a reminder for those times when we might feel anxious or frustrated or any other uncomfortable feeling. It also serves as a contract between ourselves and our colleagues (and even students and families) to help during moments when we are anything but calm and considerate.

As part of RULER, our center's approach to SEL, thousands of schools across the nation have gone through the process of creating an "Emotional Intelligence Charter" with their faculty and staff with positive results.

The process of building a charter or agreement requires us to be vulnerable, and that can be hard, especially in times like these. And some educators are somewhat self-conscious and apprehensive about the process of asking colleagues how they want to feel. It can be scary. Often, how we want to feel is an indicator of what hasn't been working at our schools. But we've found that when schools have the courage to ask, the benefits outweigh the risks.

Specifically, a charter reflects the agreed-upon feelings and behaviors of the members of a learning community. Here, we describe the process of building a faculty and staff charter. The same process can be applied to the classroom or home environment.

It starts with a deceptively simple question: *How do we want to feel as a faculty/staff?* A principal or group of teachers can pose the question to the faculty and staff at their school. Once everyone shares their top three or four hoped-for

feelings, the goal is to narrow them all down to a “top five” list reflective of the entire faculty.

The second question is: *What do we need to do for everyone to feel this way?* Here, faculty and staff share specific ideas that would support them in experiencing each of the feelings. The goal is to come up with two or three observable behaviors that are realistic and attainable for each feeling. For example, in order for teachers to feel supported around distance learning, what exactly will everyone agree to do differently so everyone feels supported? If teachers want to feel more valued, what are the specific things schools can do? Perhaps everyone can agree to respond to virtual inquiries in a timely manner.

Once the five feelings and related behaviors are compiled, the charter can be created and distributed to each member of the faculty and staff. In this virtual world of education, be creative about ways to disseminate it to everyone. If your school or district uses a learning management system, perhaps the charter can be “public” there.

Importantly, the charter should be a living document—it will evolve as your learning community does throughout the pandemic. Consider weekly reflections and opportunities for teachers to share ideas based on their hoped-for feelings. For example, if teachers want to feel more engaged, perhaps create opportunities for them to share their best virtual lesson of the week and why it worked so well. Even weekly quotations that remind everyone about the desired feelings can help to sustain a positive climate. And when we are all finally able to return to our schools, it will be important to revisit the charter. How we want to feel and what we need to support our health and well-being is fluid.

We are living through a pandemic that most of us could never have imagined. And, as we’ve shared, our educators are not in the best emotional shape. Today’s teachers, counselors, and school leaders are experiencing greater anxiety, stress, and burnout than ever before. If we just hope for the best, more and more educators will fall by the wayside. Fortunately, an increasing number of schools are seeing the benefits of SEL, not just for students, but for educators’ own skill development.

The time has come for *all* schools to address the missing link in what will help educators' thrive—a greater focus on *all* adults' health and well-being. If we want our educators to be successful—both personally and professionally—schools must be places that bring out the best in them.

This article was originally published on EdSurge as part of the guide Navigating Uncertain Times: How Schools Can Cope With Coronavirus.

GRAMMAR EXERCISES

ARTICLE

1. Put in a/an, the or ...

A. 1. There are three rooms and . . . kitchen in her flat. . . . kitchen is small.
2. My tie is made of . . .silk. 3. I have . . . English book. It is . . . good book.
4. There is . . . park in front of our school. 5. My father is . . . teacher, my mother is . . . doctor. 6. They are . . . drivers. 7. Give me . . . ink. It is on . . . table. 8. My brother has . . . red tie. 9. . . . old woman at the window is my mother. She is . . . housewife.

B.1. I am . . . student. 2. I study atUniversity. 3. I study . . . English.
4. I live in . . . good flat. 5. My friend lives in . . . large house. 6. . . . rooms are large and comfortable. 7. He has many things in his . . . room. . . . things are good.
8. There is . . . book-shelf in . . . room. .. . books on . . . book-shelf are good.
9. There is . . . large shelf on . . . wall. 10. My friend studies at . . . University. . . . University is large.

2. Fill in the correct article.

1. This is my ... table. On ... table I have ... book, two ... pencils, ... pen and ... paper. 2. This is ... bag. ... bag is brown. It is my sister's ... bag. And this is my ... bag. It is ... yellow. 3. She has two ... daughters and one ... son. Her ... son is ... pupil. 4. My ... brother's ... friend has no ... dog. 5. This ... pencil is broken. Give me that ... pencil, please. 6. She has ... ball. ... ball is ... big. 7. I got ... letter from my ... friend yesterday. ... letter was interesting. 8. We have ... breakfast in ... kitchen. We eat... porridge and ... eggs. We drink ... tea. 9. "Is this your ... friend?" – "No, it isn't my ... friend, it is my sister". 10. I can see three ... children. ... children are playing in ...yard. 11. We have seen what...Earth looks like from...Moon. 12. What's your address? - I live inMontague Road, number 13. What's ... weather like today? – ... weather is fine. 14. ... sun is yellow.. ... sky is grey today. 15. My ... mother is at ... home. She is reading ... interesting ... book.

3. Put in the word using the necessary article.

Bicycle, capital, cigarette, play, difficult language, kitchen, nice day, next train, roof, small, hotel.

1. Rome is _____ of Italy.
2. When we were in London, we stayed at _____.
3. Can you ride _____?
4. What's that man doing on _____ of that house? Is he repairing something?
5. We went to the theatre last night but _____ wasn't very good.
6. Do you think English is _____ for people to learn?
7. "Would you like _____?" "No, thanks. I don't smoke".
8. "Where is Jack?" "He's in _____. He's cooking something."
9. Excuse me, what time is _____ to London?
10. It's _____ today. Let's go out.

4. Insert the articles where necessary.

1. Did you have ... good time in the country? – Oh yes. ... weather was fine. We were out of ... doors from ... morning till ... night. We played ... football, ... volley-ball and ... other games. We came ... home late at ... night and went to ... bed at once. 2. Look at ... clock! It is ... quarter past ten. Go to ... bed at once. 3. ... sun rises in ... east and sets in ... west. 4. We spent last summer in ... Ukraine, in ... little village on ... bank of ... big river with ... very warm water. There was ... wood on ... other side of ... river. We often went to ... wood and gathered ... lot of ... mushrooms.

PREPOSITION

1. Read and translate.

Де?

On the table – на столі

On the floor, on the desk, on the bank of the river, on the desk, on the windowsill, on the lake.

Куди?

On the table – на стіл

On the floor, on the desk, on the bank of the river, on the desk, on the windowsill, on the lake.

Де?

In the room – у кімнаті

In the kitchen, in the box, in the cup, in the flat, in the cupboard, in the sea, in the forest.

Куди?

Into the kitchen, into the box, into the cup, into the flat, into the cupboard, into the sea, into the forest.

Де?

At the theatre, at the cinema, at the museum, at the shop, at the university, at the hotel.

Куди?

To the theatre, to the cinema, to the museum, to the shop, to the university, to the hotel.

2. Put in on, in, into, to, with or by.

1. Where is the book? - - It is ... the table. 2. Where is the tea? – It is ... the cup. 3. Put the plates ... the table. 4. Put the book ... the bag. 5. There is a beautiful picture ... the wall. 6. He went ... the room. 7. I like to sit ... the sofa ... my room. 8. Mother is cooking dinner ... the kitchen. 9. She went ... the room and sat down ... the sofa. 10. There are many people ... the park today. 11. Don't stand ...by the window. 12. We are going ... the cinema. 13. He was walking ... his mother.14. He put his hand ... his pocket, took out a letter and dropped it ... the mail-box. 15. .We did not want to stay ... town on such a hot day. 16. We went ... the garden and sat down ... a bench. 17. The teacher hung a picture ... the blackboard. 18. There are many people ... the park today. 19. There is a girl standing ... the bridge. Why is she crying? - She has dropped her doll ... the water. 20. There were two maps ... the wall and some flowers ... the window-sills. 21. Where is your little sister? - - She is ... bed. 22. There were some books and pens ... the teacher's table.

3. Translate from Ukrainian into English.

О четвертій годині, доречі, на автобусі, в середу, у відпустці, пішки, помилково, на кораблі, в суботу, на сніданок, по телевізору, протягом заняття, між автомобілями, після обіду, про природу, за будівлею, над столом, під ліжком, з моєю сестрою, після роботи, в коробку, в коробці, в театрі, біля стіни, через 25 хвилин, із кінотеатра, після вечірки, підійти до дошки, вийти в кімнату, за комп'ютером, під сумкою, під час, ненавмисно, помилково.

4. Put in the necessary preposition if it is necessary.

1. Jane is arriving ... January.2. It snows here every year ... December. We always go outside and play in the snow ... Christmas day.3. Michael is leaving ... Friday noon.4. Frankie started working for her law firm ... 1995. 5. Franklin began working on the project ... yesterday. 6. Normally, New Year's Eve, it's tradition to kiss the one you love ... midnight.7. Don't be ridiculous; there were no telephones ... the seventeenth century! The telephone was invented. 8. The plane leaves tomorrow morning ... 8:00 AM. 9. The hills here are covered with wild flowers ... spring.10. We met at the restaurant ... 6:30.

NOUN

1. Write the countable and uncountable nouns into two different columns:

Wall, pen, air, picture, water, match, tea, time, hour, bread, river, friend, cigarette, cheese, teacher, glass (стакан), glass (скло), paper (папір), paper (газета), music, coffee, armchair, gold, ship, milk, shop, idea, ice, furniture, butter,

wood, tree, word, ink, money, coin, university, hero, assistant, darkness, meat, instrument.

2. Give the plural of the following nouns.

Toe, city, hero, piano, calf, cliff, proof, chief, stitch, bath, belief, life, shelf, berry, valley, roof, pen, window, wall, week, clock, ship, library, watch, dress, country, glass, day, party, play, bus, leaf, life, colony, fox, half, mass, eye, language, place, key, thief, ray, bush, mouth, journey;

3. Make the nouns in bold plural.

1. A copy of the contract was sent to London.
2. The last leaf fell from the tree.
3. The woman standing by the window is our secretary.
4. This shoe is too large for my foot.
5. The mouse was caught.
6. What is the child's name?
7. The roof of the house was covered with snow.
8. A potato is a vegetable and a cherry is a fruit.

4. Make the nouns in bold singular.

1. These factories produce furniture.
2. The wives of the sailors came to the shore.
3. I have hurt my feet and hands.
4. If we are lucky, we shall see oxen, sheep, cows and geese.
5. Do your teeth still ache?
6. These are my friends' studies.
7. These ladies are those gentlemen's wives.
8. The children are sitting on the benches.

5. Give the corresponding feminine nouns.

A lion, a tiger, an actor, a poet, a man, an uncle, a husband, a brother, a grandfather, a son, a master, a baron, a count, a shepherd, a host.

6. Give the corresponding masculine nouns.

A lady, a girl, a niece, Mrs. Smith, a widow, a stewardess, a French woman, a cow, a queen, a princess, a duchess, a hen, a mother.

7. Paraphrase the following word combinations using possessive case.

1. The room of my friend. 2. The questions of my son. 3. The wife of my brother. 4. The table of our teacher. 5. The poems of Pushkin. 6. The voice of this girl. 7. The new club of the workers. 8. The letter of Pete. 9. The car of my parents. 10. The life of this woman. 11. The handbags of these women. 12. The flat of my sister. 13. The children of my brother. 14. The room of the boys. 15. The name of this girl. 16. The work of these students.

8. Rewrite these sentences using 's, s', or just an apostrophe (')

The books for children. These are children's books.

This bag belongs to my friend.

He described the career of the actress.

This is the signature of Mr Brown.

The mistakes which students make.

This is a club for women.

It's a school for girls.

The room is for the guests.

This umbrella belongs to James.

I liked the dinner we had yesterday at the cafe belonging to Mike.

9. Translate from Ukrainian into English in two ways, using both possessive and common cases.

Лист своєї сестри, ковзани мого брата, зошити ваших учнів, речі наших дітей, пташине гніздо, сім'я мого друга, батько мого друга, матір мого друга, сумка Тома, словники студентів, книги нашого учителя, твори цього хлопчика, голос моєї сестри, сміх і крики дітей, мокрі чоботи хлопчиків, бабусине крісло.

10. Use possessive case.

1. I like _____ (the camera / Ann).

2. What is _____ (the name / this city)?

3. When is _____ (the birthday / your sister)?

4. Do you like _____ (the colour / this dress)?

5. What is _____ (the address / Jill)?

6. Write your name at _____ (the top / the page)?

7. Are these _____ (the children) pens?

8. Are you _____ (all) daughter?

9. Here's _____ (my parents) address.

10. What's _____ (the Wilsons) number?

11. Carol and Nadine are sisters. That's _____ (Carol and Nadine) father.

NUMERALS

1. Read the numerals

1) 2, 12, 20; 3, 13, 30; 4, 14, 40; 5, 15, 50;

6, 16, 60; 7, 17, 70; 8, 18, 80; 9, 19, 90.

2) 134; 245; 306; 403; 6,075; 8,279; 1, 005; 2,625; 5,247; 893

2. Write down the numerals:

1, 11, 21; 2, 12, 20; 3, 13, 30; 4, 14, 40; 5, 15, 50; 6, 16, 60; 8, 18, 80; 9, 19, 90; 100, 103, 300, 425; 1.000; 1.015

3. Write the following cardinal numerals with letters and make the corresponding ordinal numerals.

1; 2; 3; 4; 5; 11; 12; 14; 15; 21; 25; 28; 30; 52; 67; 74; 83; 99; 100.

4. Translate into English

12 січня 1999г. , 22 березня 1934 г., 1 червня 2010 г., 31 березня 1950г.,
26 травня 1900 г., 16 липня 2005 г., 5 грудня 2003г.,

PRONOUN

1. Complete the sentences using possessive pronouns (my, your, his, her, our, their).

1. I left ... car in the garage.
2. Mary hung ... coat on the peg.
3. Jack had ... hair cut.
4. Neil and David ate ... supper.
5. I hope you enjoy ... holiday.
6. We'll invite you to ... house.
7. You must make up ... own mind.
8. The children had to cook ... own supper.
9. Bill borrowed Jenny's car ... own car was being repaired.
10. I'll bring ... own sheets and towels.
11. Every dog had ... own special basket to sleep in.
12. You should do ... own washing up.

2. Put some, any or no.

1. He does his homework without ... difficulty.
2. This year all the apples are red, we are going out this morning to pick ...
3. I'd like ... water, please.
4. There weren't ... tomatoes left.
5. I won't go with you. I have ... free time.
6. There aren't ... students at the moment.
7. Sorry, I have ... matches.
8. Do you have ... money?
9. The box was empty. There was ... apples in it.
10. Pour me ... milk, please.

3. Put something, anything, nothing/ somebody, anybody, nobody

1. Your pupils didn't know ... about the competition.
2. Was there ... in the club?
3. Did she put ... into her bag?
4. There was ... in our garage last night.
5. Has John seen ... else there?
6. Elisabeth has no English magazines. She needs to read ... in English.
7. John didn't tell them ... about his parents and their problems.
8. They saw that Robert took ... bag and ran away.
9. Jane never eats ... in the evening.

10. ... is going to visit your wife in the afternoon.
11. Sarah never goes by train ...
12. Jack told us he was going to swim ... in the evening.

4. Choose the correct form of the pronouns in brackets.

1. It may be (our, ours) dictionaries. 2. He has not read a line of (your, yours). How can he criticise (your, yours) poems? 3. His composition is much more interesting than (your, yours) or (my, mine). 4. (Their, theirs) knowledge of the subject is not much superior to (our, ours). 5. I'm afraid they will take (her, hers) advice not (your, yours). 6. All (our, ours) clothes were extremely dirty, and (my, mine) especially so. 7. Will you help me to sort out the things? I cannot tell which are (your, yours) and which are (my, mine). 8. This is (your, yours) notebook, but where is (my, mine)?

5. Insert a reflexive pronoun where necessary.

1. He shaves every other day. 2. Go and wash _____. 3. She washed _____ quickly and went to prepare breakfast. 4. He likes his wife to dress _____ well. 5. Behave _____ good! 6. You can't behave _____ badly 7. The child fell and hurt _____ badly. 8. The book was ever so interesting that I could not tear _____ from it. 9. Be careful with the knife, you may cut _____. 10. He thinks too much of _____. 11. I am sure they will succeed in the aim they've put before _____. 12. We found _____ in a hotel. 13. She looked in the mirror and could not recognize _____.

6. Translate into English.

Ці речення, ті речення, ця сумка, ці троянди, ті квіти, цей текст, той текст, ці слова, ці дерева, ця адреса, та адреса, ці сірники, ті сірники, ці дахи, ті дахи, ці слова, ті краватки, ті кімнати, ці підручники, ті підручники.

7. Translate into English.

Багато зошитів, багато молока, багато води, багато днів, багато газет, багато крейди, багато снігу, багато років, багато картин, багато музики, багато хлопчиків, багато дівчаток, багато чаю, багат лимонів, багато м'яса, багато кімнат, багато вчителів, багато роботи, багато повітря, багато птахів, багато автомобілів.

8. Translate into English.

Мало будинків, мало чаю, мало чашок, мало яблук, мало вікон, мало паперу, мало кави, мало статей, мало радощів, мало супу, мало дерев, мало трави, мало дітей, мало іграшок, мало світла, мало парт, мало ковбаси, мало соку, мало книг, мало квітів, мало солі, мало друзів, мало палаців.

9. Put little or few.

1. I have ... time, so I can't go with you. 2. He has ... English books. 3. There is ... ink in my pen. Have you got any ink? 4. There are ... bears in the zoo. 5. Tom

Canty was the son of poor parents and had very ... clothes. 6. There is too ... soup in my plate. Give me some more, please. 7. The children returned from the wood very sad because they had found very ... mushrooms. 8. There was too ... light in the room, and I could not read. There are very ... people who don't know that the earth is round.

10. Put much or many.

1. Please don't put ... pepper on the meat. 2. There were ... plates on the table. 3. I never eat

... bread with soup. 4. Why did you eat so ... ice-cream? 5. She wrote us ... letters from the country. 6. ... of these students don't like to look up words in the dictionary. 7. ... in this work was too difficult for me. 8. ... of their answers were excellent. 9. ... of their conversation was about the institute. 10. There are ... new pictures in this room. 11. There are ... teachers at our school, and ... of them are women. 12. ... of these plays are quite ... new. 13. Thanks awfully for the books you sent me yesterday. - - Don't mention it, it wasn't ... bother. 14. ... of her advice was useful. 15. He had ... pairs of socks.

11. Choose the correct form.

1. There (is, are) a large table in my room.
2. There (is, are) three windows in my classroom.
3. There (is, are) a table and four chairs in my living-room.
4. There (is, are) a blackboard, four desks and five chairs in our class-room.
5. There (is, are) a text-book and two exercise-books on the table.
6. There (is, are) two shops and a cinema in my street.

ADJECTIVE

1. Make Comparative and Superlative degrees.

Big, heavy, bad, famous, good, expensive, hot, little, fat, beautiful, far, easy, old, white, thin, thick, nice, warm, cold, merry, dry, clean, dirty, wide, deep, brave, difficult, interesting, late.

2. Translate into English.

Старий, старше, найстаріший, найстарший, мій старший брат, мій старий друг, далі, найдавший, найдовший, коротше, щасливий, щасливіший, найщасливіший, найкращий, найчорніший, довше, гірше, краще, тепліше, її кращий друг, її молодший син, його старший син.

3. Open the brackets and make comparative or superlative degrees.

1. Which is (large): the United States or Canada? 2. What is the name of the (big) port in the United States? 3. Moscow is the (large) city in Russia. 4. The London underground is the (old) in the world. 5. There is a (great) number of cars and buses in the streets of Moscow than in any other city of Russia. 6. St. Petersburg is one of the (beautiful) cities in the world. 7. The rivers in America are

much (big) than those in England. 8. The island of Great Britain is (small) than Greenland. 9. What is the name of the (high) mountain in Asia? 10. The English Channel is (wide) than the straits of Gibraltar. 11. Russia is a very (large) country.

4. Put in as ... as or so ... as.

1. Mike is ... tall ... Pete. 2. Kate is not ... nice ... Ann. 3. My room is ... light ... this one. 4. This book is not ... thin ... that one. 5. Sergei is... old ... Michael. 6. She is ... young ... Tom's brother. 7. This woman is ... good ... that one. 8. Nick's English is not ... good ... his friend's. 9. I am not ... tall ... Pete. 10. This woman is ... young ... that one. 12. I am ... thin ... you. 13. Kate is ... lazy ... her brother. 14. This child is not ... small ... that one.

5. Translate the words in brackets.

This is (найцікавіша книга) I have ever read on this subject.

Swimming is (вкрай популярний) summer sport.

Shakespeare is (найвидатніший) English poet and playwright of all the ages.

Coal is (вкрай важливий) natural resource.

He is (доволі розумний) man.

6. Complete these sentences. Use the comparative of the words in brackets (+ than).

Example: My toothache is more painful than it was yesterday, (painful)

You look you were last year. Have you lost weight? (thin)

You won't believe it but he is his sister, (talkative)

I usually buy vegetables at the market. It's much . (cheap)

The problem is not so complicated. It's you think, (simple)

She looks like her mother but I think she is even . (beautiful)

Health and happiness are money, (important)

I prefer this armchair. It is . (comfortable)

I like the countryside. It's and living in a town, (healthy/peaceful)

TEST1

THE VERB TO HAVE (have got)

1. Translate the sentences.

The students had five lectures last week. 2. Anna has holidays in summer. 3. My grandmother had a lot of apples last autumn. 4. Ann and Mary have the same hobbies. 5. We have a lot of snow in winter. 6. Our library has many books and journals. 7. Elsa had a Ford last year. 8. John had two exams yesterday.

2. Write questions:

Example: (you/a bicycle?) Have you got a bicycle? What kind of bicycle have you got?

1. Carol / many friends?

2. Mr and Mrs Lewis/any children?

3. how much money/you?
4. what kind of car/John?
5. Alice/a camera?
6. he /a lot of friends?
7. she /a headache in the evening?
8. they \ free time?
9. we \ a lot of books?
10. my cousin \ good marks at school ?

3. Put in have got ('ve got), has got ('s got), haven't got or hasn't got.

-They like flowers. They've got a lot of roses in their garden.

-Jane hasn't got a car. She goes everywhere by bicycle.

1. Everybody likes Tom. He ____ a lot of friends.
2. Mr and Mrs Eastwood ____ two children, a boy and a girl.
3. This insect ____ six legs.
4. I can't open the door. I ____ a key.
5. Quick! Hurry! We ____ much time.
6. "What's wrong?" - "I ____ something in my eye".
7. Ben doesn't read much. He ____ many books.
8. It's a nice town. It ____ a very nice shopping centre.
9. Mother is going to the dentist. She ____ a toothache.
10. "Where's my newspaper?" - "I don't know. I ____ it."
11. Julia wants to go on holiday but she ____ any money.
12. I'm not going to work today. I ____ a bad cold.

4. Put the sentences into negative and interrogative form.

1. Anna has a new coat.
2. We will have holidays soon.
3. Nick has got a scooter.
4. They had an old garden.
5. Mary had red roses in her garden.
6. The hunter has got a dog.
7. The child will have new toys.
8. You have two apple-trees in the garden.

5. Translate into English.

У них є три собаки і три кішки.

У неї великі зелені очі.

У мого брата блакитне авто.

Скільки у вас землі?

У нас не було авто в минулому році.

В мене вчора боліла голова.

Коли ви п'єте чай?

Ми добре провели час вчора.

Вона добре провела відпустку на півдні.

У вас є книги з історії Англії?

THE VERB TO BE

1. Put the verb to be in Present Simple.

1. I ... a pupil. 2. My father ... not a teacher, he ... a scientist. 3. ... your aunt a doctor? Yes, she 4. ... they at home? No, they ... not at home, they ... at work. 5. My brother ... a worker. He ... at work. 6. ... you an engineer? Yes, I...7. ... your sister a typist? No, she ... not a typist, she ... a student. 8. ... your brother at school? Yes, he 9. ... your sister at school? No, she ... not at school. 10. My ... sister ... at home. 11. ... this your watch? Yes, it 12. She ... an actress. 13. This ... my bag. 14. My uncle ... an office-worker. 15. He ... at work. 16. Helen ... a painter. She has some fine pictures. They ... on the walls. She has much paper. It ... on the shelf. The shelf ... brown. It ... on the wall. Helen has a brother. He ... a student. He has a family. His family ... not in Kiev, it ... in Odessa.

2. Write positive and negative short answers (Yes, I am. / No, he isn't, etc.)

Are you married? - No. I'm not. Is she tall? - Yes, she is.

Are your hands warm? Is it cold today? Are you thirsty?

Are you an engineer? Is your father tall? Are you hungry?

Is it sunny? Is your niece a student? Is your family friendly?

3. Put in am/is/are/was/were. Some sentences are present and some are past.

Last year their son ____ 26, so he ____ 27 now.

Today the weather nice, but yesterday it cold.

I cold. Can I have something hot to drink?

I hungry last night, so I had something to eat.

Where you at 10 o'clock last Sunday morning?

Don't buy those shoes. They too expensive.

Why you so tired yesterday?

We must go now. It very late.

This time last year I in England.

We tired when we arrived home, so we went to bed.

Anton Chekhov died in 1904. He a famous Russian writer.

"Where the dogs?" - "I don't know. They in the garden ten minutes ago."

4. Translate into English:

1. Я студент. 2. Він учень. 3. Вона вчитель. 4. Ми студенти. 5. Ви робочі. 6. Ти студент. 7. Вони учні. 8. Я вдома. 9. Він в школі. 10. Вона в кіно? 11. Ми в парку. 12. Вони в театрі? 13. Вона молода? 14. Він старий. 15. Вона не стара. 16. Вони сильні. 17. Вона хвора. 18. Ви хворі? 19. Він хворий? 20. Я не хворий. 21. Я був хворий вчора. 22. Вона не була хвора. 23. Ми були в кіно. 24. Вони не були в кіно. 25. Вони не в школі. 26. Вони вдома. 27. Ви були в парку вчора? 28. Він був в школі вчора? 29. Він був робочим. 30. Вона була вчителькою.

5. Put in to be in Present, Past or Future Simple.

1. My father ... a teacher. 2. He ... a pupil twenty years ago. 3.1... a doctor when I grow up. 4. My sister ... not ... at home tomorrow. 5. She ... at school tomorrow. 6. ... you ... at home tomorrow? 7,... your father at work yesterday? 8. My sister ... ill last week. 9. She ... not ill now. 10. Yesterday we... at the theatre. 11. Where ... your mother now? – She ... in the kitchen. 12. Where ... you yesterday? – I ... at the cinema. 13. When I come home tomorrow, all my family ... at home. 14. ... your little sister in bed now? – Yes, she ... 15. ... you... at school tomorrow? – No, I ...

6. Give short answers (positive and negative):

Was your mother at the ministry yesterday?

Were you at holiday last month?

Was the text difficult?

Were our engineers at the exhibition last week?

Were your parents at the theatre last night?

Was it interesting at the party?

Were you late for lessons yesterday?

Was I impolite yesterday?

7. Перекладіть на англійську мову, використовуючи дієслово to be в Present, Past або Future Simple.

1. Моя сестра зараз в школі. 2. Мій брат був вчора в кіно. 3. Мій брат буде завтра вдома. 4. Вона буде вдома завтра? 5. Він був вчора в парку? 6. Вона зараз у дворі? 7. Де твоє авто? 8. Де ви були вчора? 9. Де він буде завтра? 10. Мої книги були на столі. Де вони зараз? 11. Моя мама вчора не була на роботі. Вона була вдома. 12, Мій друг не в парку. Він в університеті. 13. Завтра о третій годині ми будемо на роботі. 14. Ми не були на півдні минулого літа. Ми були в Лондоні. 15. Завтра мої батьки будуть в селі. 16. Коли твоя сестра буде вдома? 17. Ти будеш лікарем? – Ні, я буду вчителем. 18. Моя сестра була студенткою в минулому році, а зараз вона вчитель.

INFINITIVE

Інфінітив з часткою “to” вживається після слів і словосполучень:

	to agree	погоджуватися
	to appear	з'являтися
	to decide	вирішувати
	to expect	очікувати
	to hope	сподіватися
	to plan	планувати

	to promise	обіцяти
	to refuse	відмовлятися
	can (cannot) afford	не мати змоги допомогти собі

Инфинитив без частицы “to” употребляется после слов и словосочетаний:

	let	дозволяти
	make	робити
	see	бачити
	hear	чути
	feel	відчувати
	had better	(Ви) б краще
	would rather	(я) надав би перевагу

1. Translate into Russian.

1. I called every morning to see if there was any news. 2. We stopped to have a smoke.
3. He came here to speak to me, not to you.
4. The car was waiting at the door to take them to the station.
5. To explain the problem he drew diagrams all over the blackboard.
6. The steamship “Minsk” was chartered to carry a cargo of timber from St. Petersburg to Hull.
7. Under clause 35 the charterers were to supply the steamer with icebreaker assistance to enable her to enter or to leave the port of loading.
8. To meet the increased demand for industrial goods, a great number of new shops have been opened in the towns.
9. The first lot is ready for shipment, but to economize on freight we have decided to ship it together with the second lot.
10. Please send us your instructions at once to enable us to ship the machines by the 20th of May.

2. Put “to” before the infinitive where it is necessary.

1. My son asked me ... let him ... go to the club.
2. You must make him ... practice an hour a day.
3. She was made ... repeat the song.
4. He is not sure that it can ... be done, but he is willing ... try.
5. Let me ... help you with your work.
6. She asked me ... read the letter carefully and ... write an answer.
7. You ought ... take care of your health.
8. I looked for the book everywhere but could not ... find it.
9. He was seen ... leave the house.

10. We had ... put on our overcoats because it was cold.

MODAL VERBS

Present	Past	Future
can	could	will be able to
must	had to	will have to
have to	had to	will have to
need to	needed to	will need to
may	might	may

1. Put in «can, may, must».

1. "... you help me with my English?" "Yes, I" 2. We ... all have a good rest. 3. "... I sit down?" "Yes, you" 4. I ... study English hard because I want to read technical literature. 5. You ... speak English at the lesson. 6. "... she go home now?" "No, she ... because she has much work to do."

2. Put in necessary modal verb.

1. Tell your son that he ... not drink cold water.
2. ... you help me? – I am afraid not.
3. You ... take this book, I don't need it now.
4. I am free and I ... read you aloud a little.
5. My sister ... not translate this article. It is very difficult.
6. I ... see her tonight.
7. My father ... not finish his work today. He is tired.
8. She ... be leaving now.

3. Make up the sentences following the examples.

Example: Copy the letter now/to do it later.

–Must I copy the letter now?

–No, you needn't. You can do it later.

1. translate the letters today/to do it next week.
2. send the cable right away/to do it in half an hour.
3. do on business this week/to do it in half an hour.
4. type the letter right away/the matter can wait.
5. telephone the chief right away/to do it later.

4. There is a mistake in each sentence. Correct the mistakes.

1. Actors may learn a lot of dialogues by heart. 2. Your glass is empty. Must I refill it? 3. Would I introduce Mr. Brown to you? 4. My sister can to play a few musical instruments. 5. Some years ago I didn't can speak English.

TEST 2

PRESENT CONTINUOUS TENSE

AFFIRMATIVE	NEGATIVE	INTERROGATIVE
I am reading	I am not reading	Am I reading?
He is reading	He is not reading	Is he reading?
She is reading	She is not reading	Is she reading?
It is reading	it is not reading	Is it reading?
We are reading	We are not reading	Are we reading?
You are reading	You are not reading	Are you reading?
They are reading	They are not reading	Are they reading?

1. Put the verbs in Present Continuous Tense

1. What your sister (to do) now? – She (to wash) the dishes. 2. He (to work) in the centre of the city at the moment. 3. We (not to dance) now. 4. They (to play) in the room now? 5. He (to sleep) now? 6. They (to read) many books. 7. The children (to eat) soup now. 8. Look! Kate (to dance) now. 9. His father (not to watch) TV at the moment. He (to sleep) because he (to be) tired. 10. Your friend (to do) his homework now?

2. Answer the questions using the words in brackets.

Example: Are you drawing? (write a story)- No. I'm not. I'm writing a story.
 Is he writing a letter? (watch television)
 Are you reading Byron's poems? (learn them by heart)
 Is Dad smoking in his study? (read a newspaper)
 Are they listening to the radio? (talk with a friend)
 Are you hurrying to work? (go home)
 Is Joan playing the piano? (listen to a concert)
 Are you working at your essay? (write a film script)
 Is she washing up? (cook)

3. Translate into English.

1. На кого ви зараз дивитеся? - Я дивлюся на цю молоду леді. 2. Що пише Ваш друг? - Він пише нову статтю. 3. Про що ви розповідаєте своїм друзям? - Я розповідаю їм про свою відпустку. 4. Ви зараз пишите диктант? - Ні, ми виконуємо вправу. 5. Ці студенти виконують вправу чи переписують текст? 6. Кого зустрічають ці студенти? – Вони зустрічають іноземних студентів. 7. Куди ви йдете? Я йду на фотовиставку. 8. Що ви обговорюєте? – Ми обговорюємо новий фільм. 9. Де він чекає на неї? – Я думаю, біля університету. 10. Хто читає цю лекцію? – Професор Оксфордського університету читає цю лекцію.

THE PRESENT INDEFINITE (SIMPLE) TENSE

AFFIRMATIVE			NEGATIVE			INTERROGATIVE		
1	read	1	do	not	read	Do	1	read?
He	reads	He	does	not	read	Does	he	read?
She	reads	She	does	not	read	Does	she	read?
It	reads	It	does	not	read	Does	it	read?
We	read	We	do	not	read	Do	we	read?
You	read	You	do	not	read	Do	you	read?
They	read	They	do	not	read	Do	they	read?

1. Write the following sentences in the 3rd person singular.

1.1 think I am ill. 2. They often visit their granny. 3. We live in Leeds. 4. You usually speak too quickly. 5. Do you like boiled potatoes? 6. Good animals always obey their masters. 7. The boys box in the gymnasium on Fridays. 8. His dogs always attack the neighbours. 9. Heavy trucks make a lot of noise.

2. Make up the sentences.

1. university, Ann, goes, to, nine, at
2. husband, work, and, at, I, my, plant, a
3. not, go, to the Institute, Sundays, student, on, do
4. Nick, at, does, University, study, the (?)
5. our, receive, the best, scholarships, students, University, of

3. Write the following sentences a) in the negative, b) in the interrogative

1. I (to do) morning exercises.
2. He (to work) at a factory.
3. She (to sleep) after dinner.
4. We (to work) part-time.
5. They (to drink) tea every day.
6. Mike (to be) a student.
7. Helen (to have) a car.
8. You (to be) a good friend.
9. You (to be) good friends.
10. It (to be) difficult to remember everything.
11. The flowers (to look) fresh.
12. She usually (to walk) in the morning.
13. He (to have) coffee in the evening.
14. She (to remember) them well.
15. He (to play) chess very well.

4. Put the verb in brackets into the Present Indefinite.

1. In England the traffic (keep) to the left but on the Continent it (keep) to the right. 2. They often (come) to see me in my town house 3. Jane (to be) fond of

sports. She (to do) her morning exercises every day. 4. For breakfast she (to have) two eggs, a sandwich and a cup of tea. 5. After breakfast she (to go) to school. 6. My father (like) a lot of milk in his tea and a few lumps of sugar. 7. We usually (spend) our holidays in Spain. 8. My English friends (live) in a nice house that (stand) on a hill that (overlook) lake Windermere, which (be) in the Lake District. 9. What this sentence (mean)? 10.1 (live) in Kiev, which (be) my native town. 11. My brother (sing) in Italian opera. 12. My sister (have) a good appetite and she always (eat) heartily.

5. Translate the sentences into English using the Present Indefinite Tense.

1. В Одесі багато студентів. 2. Вони навчаються в інститутах і університетах. 3. Студенти університета дуже багато займаються (to work hard). 4. По неділям ми не працюємо, а діти не ходять в школу. 5. Він завжди навідує нас, коли буває в Києві. 6. "Скільки часу ви витрачаєте на дорогу додому?" - Як правило, я витрачаю на дорогу додому біля тридцяти хвилин. 7. Він тепер рідко подорожує. 8. Ви часто ходите в кіно? 9. Вона ніколи не запізнюється. Вона завжди приходить вчасно. 10. "Ви відчуваєте що-небудь?" - Ні, я нічого не відчуваю. 11. Його батько - інженер. Він будує мости.

THE PAST INDEFINITE (SIMPLE) TENSE

AFFIRMATIVE	NEGATIVE	INTERROGATIVE
I worked/wrote	I did not work/write I didn't work/write	Did I work/write?

1. Write the verbs below under the correct heading.

Laugh, live, smile, land, cry, pin, hurry, play, hop, try, race, travel, swim, crash,

verb + ed verb + d double the last letter + ed change y to i and add ed

2. Write the verbs in the past.

On Monday I get up at seven. I go to the bathroom and wash my hands and face and clean my teeth. Then I dress, go to the kitchen and cook breakfast for my family. At half past seven my son gets up and has breakfast. I have breakfast with my son. My daughter eats a sandwich and drinks a cup of tea. I don't drink tea. I drink coffee. After breakfast my daughter leaves home for school. I don't leave home with my daughter. On Monday I don't work in the morning. I work in the afternoon. In the evening I am at home. My husband and my daughter are at home, too. We rest in the evening. My daughter watches TV, my husband reads newspapers and I do some work about the house. At about eleven o'clock I go to bed.

3. Complete the sentences with the simple past tense of the verbs.

1. The boys (whisper) secrets to each other.
2. Uncle Ben (hurry) to catch his bus.
3. We (return) our books to the library.
4. She (kiss) the frog and it (change) into a prince.
5. Someone (tap) me on the shoulder.
6. The baby (cry) when we took her toy away.
7. John (pin) the badge onto his jacket.
8. Two doctors (rush) into the room.
9. This is the house that we (live) in when I was younger.
10. Grandad (lower) himself into the chair.

4. Put one of these verbs in each sentence:

hurt, teach, spend, sell, throw, fall, catch, buy, cost.

Example: I was thirsty, so I bought apple juice in the shop.

My father me how to drive when I was 17.

James down the stairs and his leg.

We needed some money so we our summer house.

They a lot of money yesterday. They a dishwasher which 5000
hrivnas.

The boy the ball to the dog and the dog it.

5. Present or Past Simple.

1. I (to study) English every day.
2. You (to come) to my place yesterday?
3. He (to live) in Dubai.
4. How long it (to take) you to get to the City Mall?
5. What you (to study) every Friday?
6. We (to have) dinner with my family yesterday.
7. His computer (to be) ready yesterday.
8. My friend (to like) running in the park every morning.
9. Their family (to invite) everybody to the party last week.
10. Jesse always (to come) to work early.

6. Underline the correct past tense verb in each sentence below.

1. I (losed / lost) my watch in the park.
2. David (hurt / hurted) his knee when he (falled / fell).
3. I kicked the ball hard and it (breaked / broke) a window.
4. My new shoes (cost / costed) a lot of money.
5. I (getted / got) this book from the library.
6. We had a garage where we (keeped / kept) our car.
7. Ali (shew / showed) me the cut on his knee.
8. The glass (falled / fell) off the table and (breaked / broke).
9. We (selled / sold) our old car and (buyed / bought) a new one.
10. The bell (ringed / rang) and we all (goed / went) into school.

11. The dog (caught / caught) the ball in its mouth.
12. The man (kneeled / knelt) down to talk to the little boy.
13. I (meeted / met) my friend in the park.
14. Our cat (runned / ran) onto the road in front of a car.
15. Jane (writed / wrote) a letter to her best friend.

7. Translate into English

1. Вчора я зустрів Тома в театрі. 2. Коли ви її бачили в останній раз? – Минулого четверга. 3. Минулого року ми не вивчали англійську мову. Ми вивчали німецьку мову. 4. О котрій годині ви закінчили працювати вчора? – Після обіду. У нас було багато роботи. 5. Погода була сонячна, і ми з друзями пішли в парк. 6. Вони почали цей дослід на минулому тижні. 7. Ми повернулись додому о 8 годині вечора. 8. Ми вирішили послати цей лист три дні тому. 9. Кому ви віддали ці журнали? – Я віддав їх своєму однокурснику. 10. Хто сказав тобі правду? – Я дізнався її від твого брата.

TEST 3

FUTURE SIMPLE

AFFIRMATIVE:

I shall play	We shall play
You will play	You will play
He / she / it will play	They will play

INTERROGATIVE:

Shall I play?	Shall we play?
Will you play?	Will you play?
Will he / she / it play?	Will they play?

NEGATIVE:

I shall not play	We shall not play
You will not play	You will not play
He / she / it will not play	They will not play

1. Put the verbs in Future Simple.

1. My working day (to begin) at six o'clock.
2. I (to get) up, (to switch) on the TV and (to brush) my teeth.
3. It (to take) me about twenty minutes.
4. I (to have) breakfast at seven o'clock.
5. I (to leave) home at half past seven.
6. I (to take) a bus to the institute.
7. It usually (to take) me about fifteen minutes to get there.
8. Classes (to begin) at eight.
9. We usually (to have) four classes a day.
10. I (to have) lunch at about 2 o'clock.

2. Change the verb to be into Future Simple.

1. My friend is a doctor. (in 5 years)
2. They are in Moscow. (during winter vacation)
3. On Monday our first lesson is English, (next Monday)
4. She is working at the library now. (at 5 o'clock)
5. The book is translated into English, (soon).
6. The lesson is over. (in 5 minutes)

3. Answer the questions.

1. Where do you study?
2. Did you live in the hostel last year?
3. Will you take part in the conference?
4. When will you pass your English examinations?
5. Where does your friend study?
6. Where do your parents work?
7. Did you go to the theatre yesterday?
8. When did you finish school?
9. Do you often see your school-friend?
10. What is your future profession?

4. Open the brackets.

1. If you (to translate) this article into English, I shall use it in my report.
2. If she (to be) in Kiev now, she will meet you at the railway station.
3. If you (not to hurry), you will miss the train.
4. If it (to rain), we shan't go to the country.
5. When my friend (to come) to Odessa, we shall go to the Opera House.
6. What will you be doing when he (to come) to your place?
7. Don't forget to pay for your dinner before you (to leave) the canteen.
8. I shall be able to translate this article if you (to give) me a dictionary.
9. You will have to work hard at home if you (to miss) the lesson.
10. Where will you go when you (to come) to London.

5. Present, Past or Future Simple Tense.

1. We always (to consult) a dictionary when we (to translate) texts.
2. We (to take part) in a sport competition last Sunday.
3. My friend (to pass) entrance examinations to the University last month.
4. He (to study) at the English Department now.
5. He (to graduate) from the University in five years and will become a teacher.
6. The students (to come) to the lectures every day.
7. We (not to go) to the country this Sunday.

B. 1. When he (to graduate) from the University, he will become a good specialist. 2. If you (to prepare) the report in time, you will take part in the conference. 3. When I (to be) 18, I (to take part) in the elections. 4. We (revise) the rules in some days. 5. If you (to come) to the lecture, you will learn many interesting things

6. Put the verb in Future Simple or use «to be going to»

I've a headache. Wait. I ... (bring) you an aspirin.

Why have you taken the water? I ... (wash) a car.

I want to paint my room. - What colour you (paint) it?

What would you like to drink? I ... (have) a glass of milk.

Oh. We need some money. - I ... (lend) a little.

Did you send a letter? No, I forgot. I ... (do) it now.

I have bought the manual of the phone and I (read) it.

I (go) to this camp next month.

I think you (be) a good mother.

10. I ... (leave) you soon. My holidays are over.

When we (make) the decision we ... (let) you know.

Let's go inside. It (rain).

Where are you going? - I (buy) some bread for dinner.

What we .. (have) for dinner? I don't know... Ok. We (have) potatoes.

My car is broken and I (repair) it.

7. Translate into English.

1. Наступного року мені буде 20 років. 2. Можливо, він прийде сьогодні. 3. Коли ви почнете вивчати іноземну мову? 4. Він думає, вам не сподобається новий балет. 5. Вона буде вдома о 6 годині? - Ні. 6. Я сподіваюся, ви добре напишете контрольну роботу. 7. У вас завтра буде багато роботи? - Так. 8. Екзамени почнуться 1 червня. 9. Фільм буде дуже цікавим. 10. Ми побачимося з ним наступного тижня. 11. Якщо ви зараз візьмете таксі, ви не запізнитесь на літак. 11. Коли ви захочете побачити мене, зателефонуйте. 12. Ви не будете знати англійську мову, поки не почнете старанно займатися. 13. Якщо вона вам зателефонує, попросить її принести мені книгу. 14. Я побачу Тома завтра. 15. Як тільки я побачу Тома, я розкажу йому про це.

PAST CONTINUOUS (PROGRESSIVE) TENSE

1. Put the verb in Past Continuous.

1. They (to write) the test at this time yesterday.

2. He (to work) in the garden from two till five o'clock.

3. We (to watch) television the whole evening.

4. You (to play) football at six o'clock?

5. You (to drink) tea at seven o'clock?

6. He (to draw) from three till four o'clock?

7. Who (to listen) to the radio at this time?

8. It (to rain) the whole day yesterday?
9. They (to skate) at three o'clock?
10. She (not to help) mother about the house from two till six.

2. Make up the sentences using the Past Continuous Tense.

- 1) We/to plant/the trees/all morning/yesterday.
- 2) Frank/ to work/in the garage/from 2 till 5 o'clock last Saturday.
- 3) Children/to train/in the gym/at 7 o'clock yesterday.
- 4) It/ to snow/heavily/all the day/last Monday.
- 5) At 11 o'clock yesterday morning/Mr Brooks and his son/to wash/the car.
- 6) Nelly/to talk/on the phone/at 3 o'clock yesterday.
- 7) Some girls/to play/tennis/at this time/yesterday.
- 8) You/to have/ lunch/from 1 till 2 o'clock last Wednesday.
- 9) Some workers/to load/the boxes/into the lorry/at that time,
- 10) Alice/to clean/ the flat/a 11 the afternoon/yesterday.

3. Put the verb in brackets in Past Simple or Past Continuous

1. She (to cook) yesterday.
3. She (to cook) from two till four yesterday.
4. I (not to read) at five o'clock.
5. I (not to read) when you came in.
6. What he (to do) when I came?
7. What he (to do) the whole day yesterday?
8. Pete (to water) flowers in the garden yesterday.
9. Pete (to water) flowers in the garden at five o'clock yesterday.
10. What Pete (to do) when I came to see him?

4. Choose Past Simple or Past Continuous.

1. When I (to come) home, my little sister (to sleep).
2. When Nick (to come) home, his brother (to play) with his toys.
3. When mother (to come) home, I (to do) my homework.
4. When father (to come) home, Pete (to sleep).
5. When mother (to come) home, the children (to play) on the carpet.
6. When I (to get) up, my mother and father (to drink) tea.
7. When I (to come) to my friend's place, he (to watch) TV.
8. When I (to see) my friends, they (to play) football.
9. When I (to open) the door, the cat (to sit) on the table.
10. When Kate (to open) the door, the children (to dance) round the fir-tree.
11. When Tom (to cross) the street, he (to fall).
12. When I (to go) to school, I (to meet) my friend.
13. When we (to go) to the cinema, we (to meet) grandmother.
14. When grandmother (to go) home, she (to see) many children in the yard.
15. When Henry (to walk) about in the forest, he (to find) a bear cub.
16. When we (to walk) about in the forest, we (to see) a hare.
17. When I (to wash) the floor, I (to find) my old toy under the sofa.
18. When granny (to read) a book on the sofa, she (to fall) asleep.
19. When I (to play) in the yard, I suddenly (to see) my old friend.
20. When Nick (to run) about in the yard, he (to fall).

5. Present Continuous, Present Simple, Past Simple или Future Simple.

1. We (to go) on a tramp last Sunday. 2. Your brother (to go) to the country with us next Sunday? 3. Granny (not to cook) dinner now. 4. We (to cook) our meals on a fire last summer. 5. My sister (to wash) the dishes every morning. 6. When you (to go) to school? 7. What you (to prepare) for breakfast tomorrow? 8. You (to invite) your cousin to stay with you next summer? 9. How you (to help) your sister last summer? 10. I (to send) a letter to my friend tomorrow. 11. Every morning on the way to school I (to meet) my friends. 12. My friend (to go) to the library every Wednesday. 13. He (not to go) to the country yesterday. 14. Why you (to go) to the shop yesterday? 15. We (to grow) tomatoes next summer. 16. What you (to do) now? 17.

6. Present, Past, Future Simple; Present, Past Continuous.

1. Look at these girls: they (to skate) very well. 2. You (to skate) last Saturday? – Yes, we (to skate) the whole day last Saturday. We (to skate) again next Sunday. 3. My brother can skate very well. He (to skate) every Sunday. 4. What you (to do) now? – I (to wash) the dishes. 5. What you (to do) at three o'clock yesterday? – I (to have) dinner. 6. You (to have) dinner now? 7. Where your brother (to work)? – He (to work) at an institute. 8. Your grandmother (to sleep) when you (to come) home yesterday? 9. What your brother (to do) tomorrow? 10. I (not to go) to the shop yesterday. I (to go) to the shop tomorrow. 11. Where Kate (to go) when you (to meet) her yesterday? 12. Every day the boss (to enter) the office at nine o'clock. 13. Yesterday the boss (to enter) the office at half past nine. 14. When the secretary (to come) tomorrow? 15. At six o'clock yesterday we (to listen) to a very interesting lecture. 16. When I (to enter) the office, the secretary (to type) some letters. 17. My friend (to ring) me up at eight o'clock yesterday.

TEST 4

FUTURE CONTINUOUS (PROGRESSIVE) TENSE

1. Make sentences with WILL BE –ING

1. I'm playing tennis now. (this afternoon) - I'll be playing tennis this afternoon.
2. He is sleeping now. (at eleven o'clock)
3. We're working very hard. (at this time next month)
4. They are traveling. (all night)
5. She's doing the washing up. (in an hour)
6. He's still mending his car. (at dinner time)
7. I am driving a BMW. (in two years)
8. I'm studying English. (from 8 to 10)
9. I'm having an interview now. (at 2 o'clock this afternoon)
10. We're listening to pop music. (at this time tomorrow)

2. Open the brackets. Use Future Continuous Tense.

This time next year I (not/work) for this company any more.
 I (sit) at home. You can come at six tomorrow.
 At nine o'clock the day after tomorrow, she (study) at the university.
 We won't be at home this evening as we (look) after our neighbor's baby.
 He (have) breakfast at ten o'clock, so, please. Do not disturb him.
 Jacob can give the papers to him as he (see) him this evening.
 I will meet you tomorrow. I (wait) for you at eleven at the station.
 He can help you in the library tomorrow as he (prepare) his work anyway.
 My parents (paint) the house all the weekend.
 They can't visit you on Tuesday because they (play) volley-ball then.

3. Translate into English.

Завтра ти будеш працювати весь день? 2. Марк не буде завтра ввечері брати авто. 3. Ти завтра будеш їхати в Київ весь день? 3. В цей час завтра Джейкоб буде дивитись фільм. 4. Завтра весь день я буду прибирати свою кімнату. 5. С'юзен завтра вранці не буде читати книгу, оскільки вона буде зайнята. 6. В цей час в наступного року я буду студентом. 7. Ганна буде грати з тобою в теніс завтра вдень? 8. Мої батьки не будуть завтра весь день готуватися до своєї подорожі.

PRESENT PERFECT TENSE

AFFIRMATIVE		INTERROGATIVE		NEGATIVE
I/We/They/You	have done	Have I/we/they/you	done?	I/we/they/you have not done.
He/She/It	has done	Has he/she/it	done?	He/she/it has not done.

1. Write a suitable sentence using the PRESENT PERFECT TENSE :

- Ann's hair was dirty. Now it's clean. (wash) Ann has washed her hair.....
- Tom was 80 kg. Now he's 70. (lose weight)
- Bill played football yesterday. Now he can't walk; his leg is in plaster. (break).....
- My sister is looking for her pen. (lose)
- Mary is on holiday in France. (go)
- Mr. Hill was in Canada last week. He's back in London now. (be)
- Look! Mrs. Smith has got a lot of packages. (buy)
- I can't eat anything now. (eat too much)
- Mrs. Jenkins is very tired. (clean / house)
- Tony needs a holiday. (work / hard / this year)

2. Put the words in the correct order.

- studied / Maths / have / I / and French.....
- my / done / I / yet / English / haven't.....

3. my / you / looked / have / for / keys..... ?
4. been / since September / hot / has / it.....
5. never / to my parents / have / I / lied.....
6. a day off / had / never / has / Dad.....
7. phoned / you / I've / three times.....
8. seen / ever / a snake / you / have.....?

3. a) Follow the example and do the same using ALREADY:

Example: Bring the milk in, please.

- I have ALREADY brought it in.

1. You must find the tickets soon.
2. Turn the radio down, please.
3. Tidy your room.
4. Could you post the letters, please?
5. Why don't you see a doctor?

b) Follow the example and do the same using YET:

Example: She has been in the shop. (buy anything)

- She has been in the shop but she hasn't bought anything YET.

1. I've written to them three times. (not reply).....
2. I've asked you again and again. (not do it).....
3. I lent him \$10 last month. (not give it back).....
4. He lost his pen a week ago. (not find it).....
5. He borrowed my book last year. (not give it back).....

c) Fill in the blanks with ALREADY or YET:

1. He hasn't called us
2. They have sent the letter.
3. John hasbought the tickets for the football match.
4. We have been to Mexico three times.
5. You haven't visited Tokyo
6. Has John bought a new car?
7. The plane has left.
8. Has she done it? - No, not
9. A: Haven't they arrived?
B: Oh, yes. They have arrived.
10. Hurry up! The class has started.

d) Follow the example and do the same using JUST:

Example: he / go out

- What has he JUST done?

- He has JUST gone out.

1. She / leave the room.....
2. they / watch the news.....
3. I / finish homework.....
4. he / put on the jacket.....
5. she / catch a fish.....

4. Put the verbs in the correct tense. Use the SIMPLE PAST or the PRESENT PERFECT:

1. Tim (finish) his work yet?
2. he (finish) it yesterday?
3. They (just / go) out.
4. They (go) out a minute ago.
5. Ann(study) yesterday afternoon?
6. you (send) the letters yet?
7. she (call) him a week ago?
8. They (not / see) the film yet.
9. The train (just / arrive).
10. you(ever / be) in a TV studio?
11. you and Tom(enjoy) the party last night?
12. you(not / finish) school last year?
13. I(lose) my dictionary. I can't find it anywhere.
14. His hair looks short. He(have) a haircut.
15. When (he / give up) smoking?

5. a) Ask questions with HOW LONG:

Example: I am married. - HOW LONG have you been married?

1. I know Bob.
2. Sue and Alan are married.
3. George is unemployed.
4. Those books are here.
5. Mary is at the airport.
6. My sister is ill.
7. She has got a bad cold.
8. Jan has long hair.
9. I have a yacht.
10. They are in the restaurant.

b) Rewrite the following sentences twice, using SINCE and FOR:

Example: I haven't seen you. (Christmas / 3 days)

a) I haven't seen you SINCE Christmas.

b) I haven't seen you FOR 3 days.

1. We've been here. (an hour / 4 o'clock)

a) b)

2. She hasn't spoken to me. (2 weeks / last week)

a) b)

3. They've lived in this street. (1970 / a long time)

a) b)

4. I haven't had time to do it. (last Monday / a few days)

a) b)

5. We haven't bought a new one. (ages / many years)

a) b)

6. Translate into English, using the Present Indefinite, the Present Continuous, the Past Indefinite or the Present Perfect Tense.

1. Я зазвичай снідаю о пів на восьму. 2. Коли ти бачив його востаннє? – Я бачив його минулого року. 3. Він вже збудував дім? - Ні. 4. Чому ви йдете так швидко? - Я йду швидко, тому що я боюсь запізнитись на поїзд. Я завжди ходжу швидко вранці. 5. Моя сестра ніколи не носить джинси. 6. Того вечора я дивився телевізор. 7. Її племінник зазвичай приходить о восьмій годині вечора. 8. Кожного вечора я дивлюсь телевізор. 9. Коли я прийшов до Алекса минулої неділі, він читав нову книгу. Як тільки він закінчить читати її, він дасть мені цю книгу. 10. Я виграв цю партію в шахи (this game of chess). 11. Лекція ще не почалась, і студенти розмовляють. Зазвичай лекція починається о дев'ятій годині. 12. В школі він грав в баскетбол. 13. Я не грав в волейбол з 1983 року. 14. Автор ще молода людина. Він написав свою першу п'єсу в 1985 році. 15. Зараз 9 година вечора. Дитина вже заснула. Вчора ввечері він ліг спати значно раніше.

PAST PERFECT

AFFIRMATIVE		INTERROGATIVE		NEGATIVE
I/You/He/She/It/We/ They	had done	Had I/You/He/She/It/We/ They	done?	I/You/He/She/It/We/The y had not done.

1. Make up the sentences using the Past Perfect Tense.

- 1) The Presleys/to move/into a new flat/before last Easter.
- 2) Mike/to injure/his leg/so/he/couldn't skate/yesterday,
- 3) We/to write/the test/by 2 o'clock/yesterday.
- 4) Molly/to cook/breakfast/before/Harry/woke up.
- 5) By the time/we/reached/the seaport/our ferry/to leave.
- 6) Torn/apologized/because/he/to miss/the seminar.
- 7) Nora/looked/wonderful/after/she/to lose/a few kilos.
- 8) After/they/to put/a tent/they/made a fire.
- 9) Fred/to phone/me before/1 /left/home.
- 10) Every body/en joyed/the visit/to the museum/although/we/already/to be/there.

2. Put the verbs in brackets into the Past Perfect Tense.

- 1) Ella ... (to type) six letters by lunchtime.
- 2) After we ... (to buy) the tickets, we went to the platform.
- 3) When our delegation arrived at the university, the conference ... (already to begin).
- 4) There were no oranges left because Jane and Max ... (to eat) them all,
- 5) Mary ... (to give) me a warm blanket before I went to bed.

- 6) The lawyer ... (to prepare) all the documents by 4 o'clock yesterday.
- 7) The workers ... (to finish) the reconstruction of the bridge by the beginning of June.
- 8) I ... (to see) that man somewhere before I met him at the presentation.
- 9) By the time the police arrived, the burglars ... (to escape).
- 10) The rain started after we ... (to catch) a taxi.

3. Make the sentences negative and interrogative.

- 1) David had booked the room in the hotel before.
- 2) We had decorated the hall for the disco party by 4 o'clock.
- 3) They had agreed about the time of the meeting by Monday.
- 4) Sally had vacuumed the carpets before my arrival.
- 5) My parents had seen that performance before.
- 6) They had left for the airport before 5 o'clock.
- 7) You had fixed that camera by Tuesday.
- 8) Peter had paid the electricity bill before the weekend.
- 9) Wendy had shown me her fancy dress for the New Year party before.
- 10) It had stopped snowing by 9 o'clock.

4. Past Simple or Past Perfect

After Christian ... (spend) his summer in Spain, he ... (want) to learn Spanish.

Jane ... (phone) Mom at work before she ... (leave) for her journey.

Kate ... (turn on) the radio after she ... (wash) the dishes.

After the woman ... (come) home, she ... (feed) the dog.

When Christina ... (arrive), the film ... already ... begin).

He ... (play) guitar before he ... (sing) a song.

Eric ... (phone) his friend after he ... (make) breakfast.

After the children ... (go) to bed, she ... (watch) the video.

Children ... (ride) their bicycles before they ... (met) friends.

Pupil is very tired because he ... (study) too much.

5. Present, Past, Future Simple; Present, Past Continuous; Present, Past Perfect.

1. What you (to learn) for today? – I (to be) sorry, I (not to prepare) my lesson. I (to be) ill yesterday and (not to know) what to do. I (to prepare) my lesson tomorrow. – If you (not to prepare) your lesson tomorrow, you (to get) a bad mark.
2. What you (to do) at five o'clock yesterday? 3. Mike always (to do) his homework in the evening, but today he (to begin) doing it as soon as he comes from school, because his father (to promise) to take him to the theatre. 4. When Mary (to come) home, her brother (to read) the book which she (to bring) him two days before. 5. Autumn (to come). It (to be) November now. It (to get) colder, the days (to get) shorter. It often (to rain). Soon it (to be) very cold. 6. When I (to do) my homework yesterday, I quickly (to run) to the yard, because my friends (to wait) for me there. 7. We (to have) a good time last summer.

6. Translate into English:

1. Він побачив книгу там, де він її залишив. 2. Коли гості пішли, вона ввійшла в гостинну кімнату і вимкнула світло. 3. Дощ закінчився, але був ще легкий туман. 4. Я не знала, коли він пішов. 12. Коли експедиція повернулась, вони розказали, що вони бачили в Арктиці. 5. Вона закінчила читати книгу до того часу, коли її сестра постукала в двері. 6. Коли всі пішли, вона підійшла до телефону й подзвонила.

FUTURE PERFECT

AFFIRMATIVE	INTERROGATIVE	NEGATIVE
I will (I'll)/shall ('ll) have done	Shall I have done?	I shall not/shan't / will not/won't have done
you will ('ll) have done	Will I have done?	you will not/won't have done
he will ('ll) have done	Will he have done?	he will not/won't have done
she will ('ll) have done	Will she have done?	she will not/won't have done
it will ('ll) have done	Will it have done?	it will not/won't have done
we will ('ll) / shall ('ll) have done	Shall we have done?	we will not/won't have done
they will (I'll) have done	Will they have done?	shall not/shan't have done they will not/won't have done

1. Make up the sentences using the Future Perfect Tense.

- 1) Jim/to write/the report/by next Thursday.
- 2) We/to clean/ the house/by the time of your arrival tomorrow.
- 3) I/to prepare/ all the documents/by the beginning of the meeting tomorrow.
- 4) The film/to finish/by 7 o'clock tomorrow.
- 5) They/to decorate/the square/by the beginning of the demonstration/next week.
- 6) The President/to finish/the press conference/by 3 o'clock tomorrow.
- 7) Diana/to design/your wedding dress/by next Friday.
- 8) I/to move/to a new house/by Christmas».
- 9) You/to start/your own business/by the time you are twenty-seven.
- 10) My father/to repair/his car/by Thursday.

2. Put the verbs in brackets into the Future Perfect Tense.

1) Mike ... (to prepare) all the calculations by the end of his working day tomorrow.

2) I... (to learn) some phrases in Japanese by the time the participants of the Japanese delegation arrive.

3) The chef ... (to cook) all the dishes by the time the banquet begins.

4) The secretary ... {to arrange) all the papers by the time the boss comes to the office tomorrow.

5) The ferry ... (to reach) the port by 4 o'clock tomorrow.

6) They ... (to deliver) our pizza by the beginning of the party tomorrow.

7) Jack and Monica ... (to send) all the invitations by next Tuesday.

8) I ... (to read) your report by tomorrow morning.

9) The workers ... (/o unload) the lorries by the end of their working day.

10) We ... (to analyse) the results of the experiment by next Friday.

3. Make the sentences negative and interrogative.

1) We will have played two games of cricket by 6 o'clock tomorrow.

2) They will have left the country by next Monday.

3) She will have returned from the walk by 8 o'clock tomorrow.

4) We will have done the shopping by 5 o'clock tomorrow.

5) Martin will have passed all the exams by next Wednesday.

6) You will have known the results of the test by tomorrow evening.

7) Angela will have written the essay by Tuesday.

8) The workers will have finished decorating our house by next month.

9) The performance will have finished by 8 o'clock.

10) The weather will have changed by tomorrow evening.

4. Translate into English

До цього часу завтра я вже завершу проект.

До восьмої години діти вже заснуть.

До завтрашнього ранку він відмінно виспитья.

До наступного року вона отримає очікуване просування по службі.

До наступної робори Пітер вже продасть свій автомобіль.

В цей час завтра зранку вони почнуть працювати.

Морган прибере весь будинок до часу вечері.

Ми зтанцюємо декілька танців до піночі.

До 2015 року я буду жити в Лондоні вже десять років.

До цього часу на наступному тижні ми вже спіймаємо злодія.

PRESENT PERFECT CONTINUOUS TENSE

	AFFIRMATIVE		NEGATIVE		INTERROGATIVE
I	have been reading	I	have not been reading	Have I	been reading?
He	has been reading	He	has not been reading	Has he	been

She	has been reading	She	has not been reading	Has she	been reading?
It	has been reading	It	has not been reading	Has it	been reading?
We	have been reading	We	have not been reading	Have we	been reading?
You	have been reading	You	have not been reading	Have you	been reading?
They	have been reading	They	have not been reading	Have they	been reading?
I've	been reading	She	hasn't been reading		
	She's been reading	We	haven't been reading		

1. The verbs in bold are in the wrong sentences. Correct them.

1. My brother has been **saying** about getting a tattoo.
2. I have been **calling** English grammar since six o'clock this morning.
3. What terrible weather! It has been **talking** for six days!
4. Your face is bright red! Have you been **raining**?
5. I know she's been **running** things about me behind my back.
6. Where have you been? We've been **studying** you on your mobile.

2. Present Simple, Present Continuous або Present Perfect Continuous.

1. a) Вона читає.
- b) Вона читає зранку.
2. a) Вони грають в волейбол.
- b) Вони грають в волейбол з третьої години.
3. a) Ми вивчаємо англійську.
- b) Ми вивчаємо англійську з 1998 року.
4. a) Мій тато працює в інституті.
- b) Мій тато працює в інституті з 1995 року.
5. a) Моя бабуся готує обід.
- b) Моя бабуся готує обід з другої години.
6. a) Моя сестра спить.
- b) Моя сестра спить з п'ятої години.
7. a) Мама прибирає квартиру.
- b) Мама прибирає квартиру з ранку.
8. a) Дідусь дивиться телевізор.
- b) Дідусь дивиться телевізор з шостої години.
9. a) Мій дядя пише вірші.
- b) Мій дядя пише вірші з дитинства.

3. Present Simple, Present Continuous, Present Perfect, Present Perfect Continuous.

1. He (to run) now. He (to run) for ten minutes without any rest.
2. What they (to do) now? – They (to work) in the reading-room. They (to work) there for already three hours.
3. Where he (to be) now? – He (to be) in the garden. He (to be) there for already three hours.

play) volley-ball with his friends. They (to play) since breakfast time. 4. I (to live) in St. Petersburg. I (to live) in St. Petersburg since 1990. 5. She already (to do) her homework for two hours; but she (not yet to do) half of it. 6. I (to wait) for you since two o'clock. 7. What you (to do)? – I (to read). I (to read) for already two hours. I already (to read) sixty pages. 8. This man (to be) a writer. He (to write) books. He (to write) books since he was a young man. He already (to write) eight books. 9. What you (to do) here since morning? 10. Lena is a very good girl. She always (to help) her mother about the house. Today she (to help) her mother since morning. They already (to wash) the floor and (to dust) the furniture. Now they (to cook) dinner together. 11. This is the factory where my father (to work). He (to work) here for fifteen years. 12. You (to find) your note-book? – No! I still (to look) for it. I already (to look) for it for two hours, but (not yet to find) it. 13. You (to play) with a ball for already three hours. Go home and do your homework. 14. Wake up! You (to sleep) for ten hours already. 15. I (to wait) for a letter from my cousin for a month already, but (not yet to receive) it.

PAST PERFECT CONTINUOUS TENSE

AFFIRMATIVE		INTERROGATIVE		NEGATIVE
I/You/He/She/It/ We/They	had been doing	Had I/you/he/she/it/we/ they	been doing?	I/You/He/She/It/We/Th ey had not been doing.

1. Complete the sentences using the Past Perfect Continuous Tense.

Example: ... before we came from the supermarket. Liz/ to clean/the flat/for two hours.

– Liz had been cleaning the flat for two hours before we came from the supermarket.

1) ... before Tom came to the court. Helen/to play/tennis/for an hour and a half.

2) ... before he retired. Mr Black/to work /as a lawyer/for twenty-five years.

3) ... when the bus arrived. We/ to wait/for forty minutes.

4) Sheila looked tired because She/to sew/a dress/for her little daughter/all day.

5) Before Jack got to level four He/to play/the same game/for three hours.

6) Mike's neighbours were angry because He/to listen/to loud music /for four hours/yesterday evening.

7) Everybody was very hungry because They/to work/all day/without/a break for lunch.

8) ... when suddenly the car broke down. We/ to drive/for five hours.

9) ... before the plane landed in the airport late in the evening yesterday. They/to fly/for six hours.

10) ... since Easter, Alex and Den/to prepare/for the exams.

2. Make the sentences negative and interrogative.

- 1) Brian had been trying to find a better job for three weeks.
- 2) Little Johnny had been riding his new bike all day yesterday.
- 3) Robert and Frank had been fixing that computer for two hours yesterday.
- 4) Julia had been typing the report all the morning yesterday.
- 5) It had been raining all night last Tuesday.
- 6) The Smiths had been building their house for four years.
- 7) We had been skating for three hours yesterday.
- 8) You had been decorating the classroom for more than two hours last Saturday.
- 9) The twins had been fighting in the backyard when their mother saw them.
- 10) Molly had been speaking on the phone for an hour and a half yesterday evening.

3. Find mistakes and correct them.

- 1) Ann had been done the ironing for two hours yesterday.
- 2) We had tried to catch a taxi for twenty-five minutes last Sunday before we managed to stop one.
- 3) Margaret had been not surfing the Net all day yesterday.
- 4) Nigel had being trying to get in touch with you for a week.
- 5) Had been they waiting for a bus for half an hour last Wednesday?
- 6) How long Nelly had been speaking on the phone yesterday?
- 7) Had Sue been sunbathing all day yesterday? – No, she had.
- 8) They have been dancing for more than an hour yesterday before Helen got tired.
- 9) Who had played the piano in your room from 3 to 4 o'clock yesterday?
- 10) Why had been crying your baby all the morning yesterday?

4. Translate into English.

- а) Я чекала його вже 40 хвилин, коли він нарешті прийшов.
- б) Кли вони прийшли на вечірку, всі гості розішлись по будинкам.
- в) Оля не сказала мені, що минулого вівторка вона бачилась з моїм братом.
- г) Виявилось, вона працювала вже чотири години, перед тим як керівник помітив її.
- д) Майк вже навчився читати, коли йому виповнилося 5 років.
- е) Дівчина була вся мокрою. Напевно, вона плавала.
- ж) До кінця року народ обрав нового президента.

FUTURE PERFECT CONTINUOUS TENSE

1. Make up the sentences using the Future Perfect Continuous Tense.

- 1) By the beginning of April/my father/to work as the General Manager of this corporation/for fifteen years.

- 2) By 8 o'clock/we/ to surf the Net/for five hours.
- 3) By the end of next month/we/ to live/in this city/for ten years.
- 4) By the end of this day /Dolly/ not to design/this fancy dress/for seven hours.
- 5) Ted/to work/ as an attorney/for twenty years/by the end of March?
- 6) Jack and Alison/to build/their house/for a year by Easter?
- 7) My parents/ to run/this cafe/for six years/by next September.
- 8) By 4 o'clock/ they/to play volleyball/for three hours.
- 9) By 3 o'clock/the students/to write/the test for two hours and a half.
- 10) By next Friday/ Henry /to train/for the competition/for ten months.

2. Put the verbs in brackets into the correct form.

- 1) By the 25th of December she ... (to work) on this project for six months.
- 2) By Saturday, Fred ... (topaint) this picture for two weeks.
- 3) We ...(to study) marketing for a year by the end of the academic year.
- 4) By tomorrow morning Laura ... (to sleep) for twelve hours.
- 5) ... they ... (to work) together for ten years by the end of May? – Yes, they
- 6) ... Nick ... (to train) for four hours by 6 o'clock? – No, he
- 7) By 5 o'clock Jessica ... (to sit) at the dentist's for three hours.
- 8) By 12 o'clock the children ... (to swim) for two hours.
- 9) By the end of the day the workers ... (topaint) this house for nine hours.
- 10) By 6 o'clock in the evening we ... (to wait) for his message for five hours.

3. Present Simple, Present Continuous, Present Perfect, или Present Perfect Continuous.

1. Я вже три дні про це думаю. 2. Моя сестра п'є каву с молоком. А я завжди віддавав перевагу чорній каві. 3. Ми дуже раді вас бачити. Ми вас чекали цілий місяць. 4. Ви все ще читаете цю книгу? Скільки часу ви її вже читаете? 5. Моя сестра займається музикою вже п'ять років. 6. Я шукаю тебе весь вечір. Де ти був весь цей час? 7. Вони пишуть твір вже дві години. 8. Ми знаємо один одного вже чотири роки. 9. Я завжди хотів вивчати англійську мову. 10. Де Ніна? – Вона вже "дві години вдома. 11. Де діти? – Вони все ще грають на подвір'ї. 12. Мій брат вже три роки інженер. 13. Мій друг знає англійську з дитинства. 14. Я вже пів години спостерігаю за тобою. 15. Ваш брат ще хворий? – Ні, він вже поправився. Він вже три дні займається фізикою. Він хоче отримати відмінну оцінку на екзамені.

TEST 5

IMPERATIVE MOOD

1. Translate into English.

1. Підійди до дошки та запиши це речення англійською.
2. Не закривай вікно. Тут дуже жарко.
3. Ми дивимосся телевизор. Не включай музику так голосно.

4. Відкрийте зошити і запишіть це правило.
5. Не будь таким строгим! Вона ще така дитина.

2. Make up the sentences.

the\ bottle\out\the\fridge\of\take
 and\ come\ at\ mistakes\here\look\your
 speak\so\don't\loudly
 eat\ice-cream\don't\cold
 and\look\repeat\words\at\after\me\the

PASSIVE VOICE

Таблиця всіх часів в Passive Voice				
	Present	Past	Future	Future-in-the Past
Simple (Indefinite)	Letters are written every day.	The letter was written yesterday.	The letter will be written tomorrow.	(He said that) the letter would be written the next day.
Continuous (Progressive)	The letter is being written now.	The letter was being written at 5 yesterday.	-----	-----
Perfect	The letter has already been written.	The letter had been written by 5 o'clock yesterday.	The letter will have been written by 5 o'clock tomorrow.	(He said that) the letter would have been written by 5 the next day.
Perfect Continuous	-----	-----	-----	-----

1. Translate into Russian.

1. My letter was answered at once. 2. We were joined by a group of our students in the Crimea. 3. These events were followed by a wave of strikes. 4. The lecture was attended by many students. 5. The terms were agreed upon. 6. We hope that agreement will be arrived at. 7. He was listened to attentively. 8. This problem was not spoken about. 9. The doctor will be sent for at once. 10. This book was often referred to. 11. He was never heard of. 12. The terms were insisted upon. 13. They are taught French at school. 14. He was offered a new job. 15. We are paid twice a month.

2. Fill in the PASSIVE in the appropriate tense:

1. (TV / invent / Baird) TV was invented by Baird.
2. (Pyramids / build / Egyptians)
3. (milk / produce / cows)
4. (coffee / grow / in Brazil)

5. (chopsticks / use / in China)
6. (plants / water / every day)
7. (the thief / arrest / policeman / yesterday)
8. (the injured man / take to a hospital / now)
9. (the car / repair / tomorrow)
10. (the letter / send / last week)

3. Turn from ACTIVE into PASSIVE:

1. Someone is helping her with the housework.....
2. A pickpocket robbed me.....
3. The mail-order company sent Mrs. Green a parcel.....
- 4 A dog is chasing the child.....
5. My friend sent me an invitation.....
6. The farmer is building a new barn.....
7. The secretary has given Mrs. Jones some letters.....
- 8 The traffic warden had already given him a ticket for illegal parking.....
- 9 Someone had broken our door down.....
- 10 They chose him as the best actor of the year.....

4. Make questions in the PASSIVE from these cues:

Example: Where / our local newspaper / print - Where is our local newspaper printed?

1. How many / photos / store / in the photo library.....?
2. photographs / develop / in the photo library.....?
3. Where / messages / receive.....?
4. the Daily Mirror / print / in Manchester.....?
5. this magazine / sell / in Spain.....?
6. Why / newspapers / send abroad.....?
7. When / the newspaper / print?
8. How / newspapers / deliver.....?

5. Present Simple Active или Present Simple Passive.

1. Він щодня розповідає нам щось цікаве. 2. Йому кожного дня розповідають щось цікаве. 3. Я часто відсилаю листи друзям. 4. Мене часто відправляють на південь. 5. Я завжди хвалю своїх друзів. 6. Мене завжди хвалять вдома. 7. Кожної суботи тато показує дідуся мої оцінки. 8. Кожну суботу татові показують мої оцінки. 9. Ми часто згадуємо вас. 10. Нас часто згадують в селі. 11. Мені дають сок кожного ранку. 12. Кожного ранку я даю кішці молоко. 13. Мене часто запрошують в кіно. 14. Моїй сестрі часто допомагають в школі. 15. Я іноді забуваю взяти щоденник. 16. Він пише багато листів. 17. Книги А. Кристі читають з цікавістю. 18. Собаки люблять кістки. 19. Собак люблять у багатьох сім'ях. 20. Коли в вашій родині п'ють чай?

THE SEQUENCE OF TENSES

Jim said (that)	It was interesting (now). it had been interesting (yesterday). it would be interesting (tomorrow).
-----------------	--

Direct Speech	Indirect Speech
this, these now here today tomorrow the day after tomorrow yesterday the day before yesterday ago	that, those then, at that moment there that day the next day two days later in two days the day before two days before before

1. Change the following sentences from DIRECT to INDIRECT SPEECH:

1. He said, "I will be here at noon." - He said that he would be there at noon.
2. Mary said, "The train will probably arrive on time."
3. He said, "I have to finish this report by five o'clock."
4. The doctor said, "Mr. Smith will improve quickly."
5. William said to me, "I am leaving in the morning."
6. The teacher said, "Everyone has to write a composition."
7. John said, "I saw that movie on Wednesday."
8. Helen said, "I have read that book."
9. Mary said to John, "I cannot go to the movie with you."
10. John said, "I have finished studying my lesson."

2. Open the brackets.

1. Her brother said he never (to see) that film before.
2. He came home and listened: his son (to play) the piano.
3. They didn't worry too much because they (to lock) the door.
4. I asked her when she (to give) me that book to read.
5. We wanted to know if they (to enjoy) the meal.
6. She supposed she (to like) the hotel.
7. I am afraid they (not to come) yet.
8. He wanted to know if the station (to be) far away.
9. Eric doesn't know who (to phone) him at five o'clock.
10. He admitted he (not to be) here for weeks.

3. Translate into English

1. Я думав, що вона хворіє.

2. Ми сподівались, що він прийде вчасно.
3. Я не знав, що його сестра вчить англійську мову.
4. Він впевнений, що закінчить роботу до вечора.
5. Вона сказала, що не хоче йти на прогулянку.
6. Ми хотіли знати, коли вона прийшла.
7. Мій друг каже, що вже прочитав цю статтю.
8. Я не знав, що він зайнятий і не може мені допомогти.
9. Ніхто не хотів вірити, що він сказав правду.
10. Вона сподівається, що я не буду працювати цілий день в неділю.
11. Ми побачили, що діти грають в футбол.
12. Він сказав, що його мама лікар.

TEST6

CONDITIONAL SENTENCES

Тип	Приставне речення (умова)	Головне речення	Приклад	Переклад
1.Реальна умова, яка відноситься до теперішнього, майбутнього май минулого часу	Present Simple V/Vs	Future Simple shall/will + V	If I have money, I will buy a car. If the weather is fine, we will go for a walk.	Якщо я матиму гроші, я куплю машину. Якщо погода буде хороша, ми підемо гуляти.
2.Нереальна або маловірогідна умова, що відноситься до теперішнього або майбутнього часу.	Past Simple 2fV Дієслово to be буде мати форму множини	Future-in-the Past Simple would/should/could/might + V	If the weather was fine, I went for a walk. If I were a princess, I would live in a palace. If I had money, I would buy a car.	Якщо погода була хорошою, ми ходили гуляти. Якщо б я була принцесою, я б жила в палаці. Якщо б я мав гроші, я б купив машину.
3.Нереальна умова, яка відноситься до минулого часу	Past Perfect had + 3fV	Future-in-the Past Perfect would/should/could/might + have + 3fV	If I had had money last year, I would have bought a car.	Якщо б я мав гроші минулого року, я б купив машину.

1. Open the brackets using the example.

E.g. If you (to be) free, I (to come) to see you.
If you are free, I will come to see you.

If you were free, I would come to see you.

If you had been free, I would have come to see you.

1. If my friend (to come) to see me, I (to be) very glad. 2. If mother (to buy) a cake, we (to have) a very nice tea party. 3. If we (to receive) a telegram from him, we (not to worry). 4. If you(not to work) systematically, you (to fail) the examinations. 5. If you (to be) busy, I (to leave) you alone. 6. If I (to live) in Moscow, I (to visit) the Tretyakov Gallery every year. 7. If I (to get)a ticket, I (to go) to the Philharmonic. 8. If I (to live) near a wood, I (to gather) a lot of mushrooms. 9. If my father (to return) early, we (to watch) TV together. 10. If she (to know) English, she (to try) to enter the university.

2. Choose the right variant

- If you spoke a foreign language, you_____ a better job.
a) could get b) can get c) have got
- If I _____ the time, I would go to the beach this weekend.
a) have had b) had c) was
- If I had a lot of money, I _____ round the world.
a) would travel b) did travel c) can travel
- If I _____ you, I would drive more carefully in the rain.
a) was b) have been c) were

3. Translate into English

- Якщо ти закінчиш домашню роботу вчасно, ми підемо в кіно.
- Матч відмінять, якщо піде дощ.
- Ти запізнишся, якщо не поспішиш.
- Я куплю машину, якщо мені підвищать зарплатню.
- Якщо ти запізнишся, зателефонуй мені будь ласка.
- Якщо я побачу її, я передам їй від тебе привіт.
- Якщо б він не закінчив свій проект, він би взяв участь в конференції.
- На вашому місці я б відвідав похилу даму.
- Щоб ти зробив, якщо б ти виграв приз?
- Я б погодилась, якщо б мене запросили мандрувати світом.

THE GERUND

FORM	ACTIVE	PASSIVE
Простий герундій (Indefinite)	doing	being done
Досконалий герундій (Perfect)	having done	having been done

1. Choose the necessary verb and put it into the Gerund form

Say, watch, travel, be, come,

1. He prefers ____ by train to flying.
2. I am afraid of _____ late for the flight.
3. He suggests our _____ to see him.
4. _____ cartoons is always fun.
5. He left us without _____ a word

2. Use the words in brackets in the correct form of Gerund.

- 1) I can't imagine her (drive) a car.
- 2) He agreed (buy) his son a new CD player.
- 3) I enjoy (drive) at night.
- 4) The man asked me (open) the door.
- 5) I look forward to (see) you at the weekend.
- 6) Are you thinking of (visit) New York?
- 7) We decided (stay) in that beautiful town.
- 8) The teacher expected Michael (study) hard.
- 9) He doesn't mind (work) the night shift.
- 10) I learned (ride) a bike at the age of 6.

THE PARTICIPLE

Form	Active Voice	Passive Voice
Present (participle I)	standing - стояча	being built - строящийся
Past (participle II)	-	written- написаний
Perfect (participle I)	having packed – зпакувавши	having been examined – після того, як їх оглянули

1. Translate into Russian

1. The girl standing at the window is my sister.
2. Having been sent to the wrong address the letter didn't reach him.
3. He sat in the armchair thinking.
4. She came up to us breathing heavily.
5. The hall was full of laughing people.
6. The singing girl was about fourteen.
7. Having read the book I gave it to Pete.
8. The large building being built in our street is a new school – house
9. Having finished the experiment the students left the laboratory.
10. Being busy, he postponed his trip.

2. Put the verb into Indefinite or Perfect Participle I.

1. (To write) out all the words, I started to learn them.
2. (To buy) food, they left supermarket.
3. (to bark) dog doesn't bite.

4. She entered the room (to smile).
5. (To drink) coffee she was talking to her friend.
6. (To find) the keys, we were able to open the door.
7. (To make) the report, Tom left the room.
8. (To see) her he raised his hat.
9. My task (to finish), I went to bed.
10. While (to learn) the pronunciation of the words we learned their meaning.

3. Translate into Russian.

1. He doesn't like boiled milk.
2. I remember well his words said at the meeting.
3. We don't like the book bought last week.
4. The stolen things were returned to the owner.
5. Asked about this event, he replied nothing.
6. The explanation given was not complete.
7. When burnt, coal produces heat.
8. The results received were of great importance for the further work.
9. When reconstructed the theatre looked more beautiful than before.
10. She showed us a list of the newly published books.

4 Put the verb into Indefinite or Perfect Participle II.

1. The letter (to write) by him was very long.
2. We are interested in the goods (to produce) by this factory.
3. She didn't understand the word (to say) by him.
4. He didn't see the things (to keep) in her box.
5. I don't like the video (to buy) yesterday.
6. This is the house (to build) many years ago.
7. The question (to put) to the professor was important.
8. When (to offer) to work abroad, he refused.
9. The article on agriculture (to publish) in this magazine was written by Smith.
10. You can get the book (to recommend) by our teacher in the library.

5 Translate into English.

1. Не читай, лежучи в ліжку.
2. Залишена одна в кімнаті, маленька дівчинка заплакала.
3. Книга, яку зараз обговорюють – останній твір цього письменника.
4. Ось нові журнали, надіслані для вашого офісу.
5. Взявши бумагу і ручку, дитина почала писати.
6. Дівчинка, яка грає в садочку, моя сестра.
7. Будівля, яку будують в нашому районі, будуть новим басейном.
8. Хлопчик, якого зараз питають, мій двоюрідний брат.
9. Знаючи англійську, ти можеш спілкуватися з людьми різних країн.
10. Вона сиділа на лавці, читаючи книгу.

TEST 7

TEST 1

1. Put in the article

1. He is _____ vegetarian.
a) a b) the c) ____
2. He doesn't eat _____ meat.
a) a b) the c) ____
3. He eats _____ vegetables for _____ breakfast.
a) a b) the c) ____
4. My dog always sleeps at _____ door.
a) a b) the c) ____
5. Mary never sits in _____ sun.
a) a b) the c) ____
6. On _____ Sunday I get up late.
a) a b) the c) ____
7. My Granny doesn't listen to _____ news because it makes her nervous.
a) a b) the c) ____
8. What do you usually have for _____ lunch?
a) a b) the c) ____
9. Where is your _____ brother? – He is at _____ home.
a) a b) the c) ____
10. We have a nice apartment in the centre of _____ St. Petersburg.
a) a b) the c) ____

2. Put in the necessary preposition:

1. My elder brother is a doctor. He often comes home late (in, on, at) night.
2. Take the book (out of, from) the shelf.
3. I think you can get there (on, by, in) bus.
4. (At, in, on) Saturday I am (in, at) home (at, in) 3.
5. I live (in, at, on) Kiev not far (from, of) the Institute of Foreign Languages.
6. I'm a student. I'm (in, at) the University.
7. Would you like some coffee (to, by, for) breakfast?
8. Where are you? - He is (at, in) home now.
9. I'll call you (in, on, to) the evening
10. I'm usually very busy (on, in, at) Monday

3. Put in the necessary preposition if it is necessary.

1. Our studies begin (in, on, at) autumn.
2. Don't turn (on, off, in) the radio. Father is working.
3. I asked the librarian to show some books (for, to) me.
4. What do you usually do (at, in, on) your English lessons?
5. I live (in, at, on) Pushkin Street not far (from, of) the Institute of Foreign Languages.
6. John is waiting for me (in, at) the Institute.
7. He is (at, in) home now.

4. Choose one of the nouns.

1. She cannot live without discos and...
a) partes
b) parties
c) parteis
d) partys
2. I don't like fried ... This dish is too fatty for me.
a) potatoes
b) potates

- c) potateos
d) potatos
3. Children are not allowed to play with...
- a) match
b) matchs
c) matchis
d) matches
4. How many ... of bread do you want me to buy?
- a) loafs
b) loaves
c) loafes
d) loavs
5. I can't get home because I've lost my ...
- a) keys
b) keis
c) keies
d) keyes
6. People called the rescuers their ... after they saved two little boys from a burning building.
- a) heros
b) hereos
c) heroos
d) heroes
7. Have you learned these spelling ...?
- a) ruls
b) rules
c) rulies
d) rulys
8. ... look like dogs, but they are wild animals and cannot be tamed.
- a) wolfes
b) wolves
c) wolvs
d) wolfs
9. Their ... are very kind and polite.

- a) childs
b) childrens
c) childes
d) children
10. A typical English scenery includes green slopes with ... and a castle in the background.
- a) sheep
b) sheepes
c) sheeps
d) sheepps
11. His ... ached so much that he had to go to the dentist immediately.
- a) tooths
b) teeth
c) teeths
d) toothes
12. Please, don't give me any ..., I have already decided what to do.
- a) advicys
b) advices
c) advice
d) advics
13. Our granny doesn't see well, she always wears ...
- a) spectacle
b) spectaclae
c) spectacli
d) spectacles
14. I've earned much ... this month.
- a) moneys
b) moneis
c) monies
d) money
15. We bought a lot of ... for our new flat.
- a) furniture
b) furniturae
c) furnitures
d) furnitur

5. Choose the correct noun.

1. My aunt is my ... sister.

- a. aunt's b. grandfather's c. mother's d. brother's

2. My cousin is my ... daughter.

- a. aunt's b. mother's c. sister's d. brother's e. father's

3. My mother has a sister, her son is my ... nephew.

- a. mother's b. aunt's c. sister's d. brother's

4. My ... father is my father-in-law.

- a. uncle's b. husband's c. father's d. brother's

5. My father has a brother, his daughter is my ... niece.

- a. father's b. uncle's c. brother's d. grandmother's

6. My ... parents are my grandparents.

- a. niece's b. brother's c. sister's d. friend's e. mother's

7. My ... children are my grandchildren.

- a. mother's b. daughter's c. father's

6. Choose the correct variant.

1. фотоапарат Тома - ...

- a. Tom camera
b. Toms' camera
c. Tom's camera
d. The camera of Tom

3. сьогоднішня газета - ...

- a. the newspaper of today
b. today's newspaper
c. today newspaper
d. today's newspaper

5. ім'я твоєї жінки - ...

- a. your wife's name
b. the name of your wife
c. your's wife name
d. your wife name

7. машина батьків Майка - ...

- a. Mike parents' car
b. car of Mike parents
c. Mike's parents' car
d. Mike's parent's car

9. садок наших сусідів - ...

- a. our neighbour's garden
b. our neighbours garden
c. our neighbours' garden
d. garden of our neighbours

2. очі кішки - ...

- a. the cat's eyes
b. eyes of the cat
c. the cats' eyes
d. cat eyes

4. назва вулиці - ...

- a. the street's name
b. the street name
c. the name of the street's
d. the name of the street

6. результат футбольного матчу - ...

- a. the football's match result
b. the football match's result
c. the football match result
d. the result of the football match

8. день народження мого тата - ...

- a. birthday of my father
b. my father's birthday
c. my's father birthday
d. my father birthday

10. діти Дона і Мері - ...

- a. children of Don and Mary
b. Don's and Mary's children
c. Don and Mary's children
d. Don's and Mary children

7. Put in something, anything, nothing or everything.

1. Give me ... to read, please. -

With pleasure.
something
anything

nothing

everything

2. I don't know ... about your town. Tell me ... about it.

something	nothing
anything	everything
nothing	5. There is ... white in the box.
everything	'What is it?
3. Please give me ... warm: it is	something
cold here.	anything
something,	nothing
anything,	everything
nothing,	6. Is there ... that you want to tell
everything,	me?
4. I understand ... now. Thank	something
you for your explanation.	anything
something	nothing
anything	everything

8. Put in much, many, a lot of, little или few.

1. My brother is a young teacher. Every day he spends ... time preparing for his lessons. 2. I know very ... about this writer. It is the first book I am reading. 3. The pupils of our class ask ... questions at the lesson. They want to know everything. 4. You do not make ... mistakes in your spelling. Do you work hard at it? –Oh, yes, I do, I work very 5. Does your sister read ...?-- Yes, she does. And your brother? -- Oh, he doesn't. He has so ... books, but he reads very 6. Have you ... work to do today? -- No, not very 7. Walk quicker, please. We have very ... time. 8. I am sorry to say, I have read very ... books by Walter Scott.

9. Put in there is (isn't) or there are (aren't)

1. _____ a fly in my soup.
2. _____ many parks in New York.
3. _____ any tigers in Africa.
4. _____ lots of hotels in big cities.
5. _____ a bank near here?
6. _____ life on Mars?
7. _____ a telephone I can use?
8. _____ a football game on TV.
9. _____ 8 students in my class.
10. _____ many people in my town.
11. I don't know if we can sunbathe. _____ no empty place on the whole beach.
12. We can't play volleyball. _____ any ball.
13. _____ eggs? I want to make a pie.

10. Choose the correct form of the adjective

- | | |
|--------------------------------------|----------------|
| 1. I think I won't swim today, | b) the coldest |
| because the water is ... than usual. | c) coldest |
| a) colder | d) colder |

2. His room was ... than we expected.

- a) tidyer
- b) tidier
- c) tider
- d) tidiest

3. This is ... building I have ever seen.

- a) high
- b) highest
- c) the highest
- d) higher

4. The path became ... when we passed the lake.

- b) narrower
- c) narrowest
- d) more narrower
- e) the narrower

5. This king was ... of all in his time.

- a) the noblest
- b) noblest
- c) nobler
- d) noblier

6. The roads in the countryside were ... than in the city, so we had to drive slower.

- a) wet
- b) wettest
- c) wetter
- d) weter

7. ... way to cook chicken is to roast it.

- a) the easest
- b) the easiest
- c) the easyest
- d) the easist

TEST 2

1. Choose the correct variant

1. He ____ got a bicycle.

- have
- has

2. They ____ got a new car.

- have
- has

3. Mike ____ got a black suit.

- have
- has

4. ____ you got a sister?

- Have
- Has

5. ____ he got a toy car?

- Have
- Has

6. Have you got a doll? Yes, I ____.

- have
- has

7. Has he got a bird? No, he ____.

- haven't
- hasn't

8. Sasha ____ got a pet.

- haven't
- hasn't

9. We ____ got a cat.

- haven't
- hasn't

10. She ____ got a book.

- haven't
- hasn't

2. Fill in the gaps with the necessary form of the verb to have.

1. My best friend _____ a lot of spare time every day because he doesn't work.

2. _____ you _____ a minute? I'd like to talk to you.

3. I wonder where is Peter? He _____ some work to do.
4. Tomorrow morning I' ll _____ an appointment with my future boss.
5. What about going to the cinema?- I _____ enough money.
6. When you were at school, _____ the best friend?
7. Call the police or we'll _____ problems!
8. Next Monday I'll _____ an exam.
9. I decided to _____ a pet in my house because I'm very fond of them.
10. Tomorrow we' ll _____ a party. Will you join us?
11. I am going on a business trip to London.- _____ a ticket?
12. _____ some urgent business yesterday?
13. He _____ the desire to communicate with me. I don't know why?
14. She _____ a large flat in the center of the city.
15. I am really very tired after this working week. I need to _____ a rest.

3. Put in 1. are 2. is 3. am 4. have 5. has

1. My watch ... ten minutes fast.
2. These data ... not accurate.
3. No news ... good news.
4. How many pieces of furniture ... there in your room?
5. Mice ... also domestic animals.
6. Paper ... very expensive today.
7. The cat ... in the box.
8. Do you ... a cousin?
9. Mr. Brown ... a daughter.
10. Those cars ... red.
11. She ... a large family.
- 12 Nick ... my good friend.
- 13 ... she from England?

4. Write short negative form of the verb to be.

- 1) He _____ a policeman.
- 2) I _____ a student.
- 3) She _____ a secretary.
- 4) Your brother _____ twelve years old.
- 5) Karin and Mark _____ brother and sister.
- 6) It _____ a large truck.
- 7) I _____ going to the station.
- 8) My neighbours _____ Japanese.
- 9) Your girlfriend _____ very cute!
- 10) I _____ going to school today

5. Put in 1. was 2. were 3. will be

1. I ... tired last evening.
2. The weather ... nice yesterday.
3. They ...not here last Sunday.
4. You ... late yesterday.

5. Last year she ... 22.
6. When I ... a child, I ... afraid of dogs.
7. We ... tired after the journey but we ... not hungry.
8. The hotel ... very comfortable and it ... expensive.
9. Where ... you at 3 o'clock tomorrow?
- 10 ... the weather good when you ...on holiday?
11. Those shoes are nice. ... they expensive?
12. ... Marry... at work next week? Yes, she
13. Our hotel room ... very small and it ... not very clean.
14. Kate got married when she ... 24 years old.
15. George ... not at work next Monday because hein Kiev.

6. Put the questions to the sentences:

1. I have got a nice bag. 2. My sister is twenty. 3. He has got a modern flat. 4. The pupils are at their desks. 5. Nick was at the classes yesterday. 6. We'll be at home next week. 7. My fellow students are very friendly. 8. Their children were very shy.

7. Make up the sentences:

1. not, the, red, are, ties
2. this, is, big, a, bed (?)
3. Kiev, are, big, cities, and, Moscow
4. profession, is, future, teacher, a, my
5. were, where, yesterday, cousins, your?
6. is, a, in front of, there, our, garden, house
7. not, happy, to, I, will, them, see, be
8. got, sister, a, flat, his, has, modern
9. they, be, at, will, home, at, o'clock, 5?
10. the, got, a, our, have, relatives, new, in, house, village

8. Complete the following sentences using the most appropriate forms of the verbs.

- | | |
|--|---|
| 1. Jack has got a headache. He ...
sleep well recently. | c) can, couldn't |
| a) can't | 4. I didn't want to be late for the
meeting. We ... meet at 5 sharp. |
| b) couldn't have | a) were to |
| c) hasn't been able to | b) had to |
| 2. I ... sleep for hours when I was a
little girls. | c) could |
| a) could | 5. Where are my gloves? – I ... put
them on because it's cold today. |
| b) am able to | a) can't |
| c) can | b) have to |
| 3. Tom ... play tennis well but he ...
play a game yesterday because he was
ill. | c) needn't |
| a) couldn't, could | 6. You ... take an umbrella today. The
Sun is shining. |
| b) can, was able | a) needn't |
| | b) mustn't |

- c) can't
 7. I'm sorry, you didn't invite me to your birthday party. You ... invite me next time.
 a) must
 b) should
 c) need to
8. Well, it's 10 o'clock. I ... go now.
 a) can
 b) has to

- c) must
 9. You ... smoke so much.
 a) would
 b) can't
 c) shouldn't
10. We have got plenty of time. We ... hurry.
 a) must
 b) needn't
 c) should

TEST 3

1. Choose Present Simple or Present Continuous

1. On Mondays her children never ... in time. Therefore they are often late for classes.

- a) wakes up
 b) wake up
 c) woke up
 d) waking up

2. Every year our family ... for the Black Sea so that we may get a suntan and rest from daily routine.

- a) heads
 b) are heading
 c) heading
 d) heed

3. I ... on the phone with my friend at the moment! Don't disturb me!

- a) am talking
 b) talk
 c) talked
 d) are talking

4. We seldom ... our grandparents. We are too busy to do it.

- a) visiting
 b) are visiting
 c) visit
 d) visits

5. Are you ... anything special now? Do you mind coming with me

to the concert?

- a) do
 b) doing
 c) done
 d) does

6. She ... in New York at the moment. Soon she will leave for Madrid.

- a) are living
 b) am living
 c) live
 d) is living

7. I will get a new car for you if you ... properly.

- a) behaves
 b) behave
 c) are behaving
 d) will behave

8. Sometimes he ... shopping himself but more often than not (почти всегда) he ... it with his parents.

- a) go/do
 b) is going/is doing
 c) are going/are doing
 d) goes/does

9. Presently she ... to the music. She have just bought a new disc.

- a) is listening
 b) are listening

c) listens

d) listen

10. They hardly ever (почти
нікогда) ... sweets, chocolate and
pastries. They think it to be bad for

their health.

a) bought

b) are buying

c) buy

d) buys

2. Choose the correct variant

1) Його тато працює в банкі.

A) His dad works in a bank. B) His dad work in a bank.

C) His dad is working in a bank. D) His dad working in a bank.

2) Де ти катєшься на ковзанах?

A) Where you skate? B) Where do you skate?

C) Where are you skating? D) Where you skating?

3) Що ти зараз читаєш?

A) What do you read now? B) What you read now?

C) What do you reading now? D) What are you reading now?

4) Нік завжди кормить тварин.

A) Nick often feeds animals. B) Nick always feeds animals.

C) Nick is always feeds animals. D) Nick is often feeding animals.

5) Ми не співаємо щодня.

A) We are not singing every day. B) We do not sing every day.

C) We not sing every day. D) We does not sing every day.

6) Ти щось пишеш?

A) Do you write? B) Are you writing?

C) You writing? D) You are writing?

7) Катя іноді катається на велосипеді?

A) Does Kate sometimes rides a bike? B) Does Kate sometimes ride a bike?

C) Does Kate always ride a bike? D) Do Kate always ride a bike?

3. Choose the correct variant of the verb in Past simple

He did/was tired

She knew/knowed the answer

I flied/flew to America

They showed/got tired

You heard/listened to him

She didn't/wasn't happy

Did/Was she happy?

She cryed/cried loudly

We were/did happy

He wasn't/weren't right

4. Open the brackets (Past simple)

1) She (bring)_____ some chocolates to the party.

2) I (hear) _____ a new song on the radio.

- 3) I (read) _____ three books last week.
- 4) They (speak) _____ French to the waitress.
- 5) He (understand) _____ during the class, but now he doesn't understand.
- 6) I (forget) _____ to buy some milk.
- 7) She (have) _____ a baby in June.
- 8) You (lose) _____ your keys last week.
- 9) They (swim) _____ 500m.
- 10) I (give) _____ my mother a CD for Christmas.
- 11) At the age of 23, she (become) _____ a doctor.
- 12) I (know) _____ the answer yesterday.
- 13) He (tell) _____ me that he lived in Toronto.
- 14) We (lend) _____ John £200.
- 15) She (drink) _____ too much coffee yesterday.
- 16) The children (sleep) _____ in the car.
- 17) He (keep) _____ his promise.
- 18) I (choose) _____ steak for dinner.
- 19) The film (begin) _____ late.
- 20) We (fly) _____ to Sydney.

TEST 4

1. Present Simple or Future Simple

1. If he still (to have) a cold and (not to feel) better, he (not to go) to the theatre.
2. He (to ring) me up when he (to return) home.
3. Where they (to go) if the weather (to be) fine?
4. If we (to be) tired, we (to stop) in a small village halfway to the town and (to have) a short rest and a meal there.
5. If she (not to work) properly, her boss (to fire) her.
6. I am sure he (to come) to say goodbye to us before he (to leave) for the USA.
7. Before he (to start) to London, he (to spend) a week or two at a health resort not far from here.
8. If you (to decide) about your diet, you (to eat) wedding cake tomorrow.
9. What he (to do) when he (to come) home in the evening?
10. If we (to put) in cameras, they (to stop) people stealing things.

2. Choose the correct variant

1. ... you finish any educational establishment next year? – No, I ... only finish school in 2 years.

- a) will/ will
- b) are/ won't
- c) will not/ do
- d) will/ am

2. My cousins ... on us in two-three months. Let's buy some gifts for them.

- a) will be calling
- b) will have called
- c) will call
- d) call

3. I ... give you to hold my puppy in your arms tomorrow because it's afraid of other people, especially strangers.

- a) not
- b) will

- c) won't
- d) will be

4. I hope he ... all the quarrels we have had for the last five years.

- a) will forget
- b) is forgetting
- c) won't forget
- d) will forgotten

5. Do you have a credit card? If no, we can give it to you for free – No, I ... cash.

- a) will be paying
- b) will have paid
- c) am paying
- d) will pay

6. We expect he ... soon, otherwise we'll be frozen. Then I'm sure we ... cold.

- a) will come/ will catch
- b) would be/would catch
- c) will come/would
- d) comes/ catch

7. Next week my parents ... from a long distance (дальнее) voyage.

- a) will be returned
- b) would return
- c) will return
- d) will have returned

8. In ten days he ... healthy as usual if he sticks to the doctor's rules and recommendations.

- a) won't
- b) will
- c) will have
- d) will be

9. In several days she ... a diploma and afterwards she ... job-hunting.

- a) Would get/would start
- b) will have got/ will start
- c) will get/will start
- d) will be getting/starts

10. What ... they ... the day after tomorrow if they have no money.

- a) will/bought
- b) will/be buying
- c) would/buy
- d) will/buy

3. Choose Past Simple or Past Continuous.

1. I _____ - I didn't hear you come in.

- a) was sleeping b) slept

2. I _____ to see her twice, but she wasn't home.

- a) was coming b) came

3. What _____? I was watching TV.

- a) did you do b) were you doing

4. Robin Hood was a character who _____ from the rich and gave to the poor.

- a) stole b) was stealing

5. Hey, did you talk to her? Yes, I _____ to her

- a) was talking b) talked

6. I _____ home very late last night.

- a) came b) was coming

7. How long _____ the flu?

- a) did you have b) were you having

8. _____ a good time in Brazil? Yes, I had a great time!

- a) Were you having b) Did you have

9. We _____ breakfast when she walked into the room.

a) had b) were having

10. Last month I decided to buy a new car, and today I finally _____ it.

a) bought b) was buying

4. Correct the mistakes in the sentences

1. James met Sabine in 1998. He living in New York at the time.
2. I wanted to work in marketing. So I was joining a marketing company.
3. I were listening to the radio when you called.
4. I saw Jess a minute ago. She talked to Sam.
5. Why weren't you answer the phone when I called?

TEST 5

1. Open the brackets (choose Past Simple or Present Perfect).

1. We (to travel) around Europe last year. 2. My father knows so much because he (to travel) a lot. 3. I (to see) Pete today. 4. She (to see) this film last Sunday. 5. Alex (to meet) his friend two hours ago. 6. I (to meet) our teacher. 7. The children already (to decide) what to do with the books. 8. Yesterday they (to decide) to help their grandmother. 9. Helen speaks French so well because she (to live) in France. 10. She (to live) there last year. 11. The rain (to stop) and the sun is shining in the sky again. 12. The rain (to stop) half an hour ago. 13. Mary (to buy) a new hat. 14. I (to buy) a pair of gloves yesterday. 15. The wind (to blow) off the man's hat, and he cannot catch it.

2. Present Past Continuous, Present Perfect, Past Simple,

- | | |
|--|---|
| 1. He (play) a lot of football this year.
a. plays
b. was playing
c. has played | b. have you drunk
c. have you been drinking |
| 2. Tell me all about what (happen) at the meeting. I am all ears.
a. happened
b. has happened
c. has been happening | 5. What you (drink) when you came home?
a. did you drink
b. have you drunk
c. were you drinking |
| 3. He (run) away from school three times when he was 14.
a. ran
b. has run
c. has been running | 6. Your car is covered in mud. Where you (drive)?
a. did you drive
b. have you driven
c. have you been driving |
| 4. How many cups of coffee you (drink) today?
a. did you drink | 7. Our team just (lose) 8 games one after another.
a. lost
b. has lost
c. have been losing |
| | 8. You (make) up your mind? What you (decide) to do? |

- a. did you make/ have you decided
- b. have you made/ have you decided
- c. have you been making/did you decide

9. You (find) the place on the map yet?

- a. Have you found

- b. Did you find
- c. Have you been finding

10. I (not/hear) anything from him yet.

- a. didn't hear
- b. haven't heard
- c. haven't been hearing

3. Past Simple, Past Continuous or Past Perfect.

1. I (to sit) in the armchair and (to think) of my coming trip across the North Sea when the door suddenly (to open) and an old friend of mine whom I (not to see) for a very long time (to enter) the room. 2. She (to come) to see us just at the time when we (to have) dinner. It (to be) the first time I (to see) her. 3. I (to see) him just as he (to leave) the hotel. 4. I (not to see) him before we (to meet) at the concert. 5. He (to leave) the house before I (to have) time to ask him anything. 6. He (to tell) me he (to learn) it from the newspaper. 7. He (to enter) the room, (to take) something from the desk and (to go) out. 8. There (to be) two men in the room. One of them (to write) something while the other (to read) a newspaper. 9. He (not to tell) me that he (to receive) a telegram from her. 10. I (to ask) him if he (to know) where she (to live). I (to say) I (not to know) her address. 11. He (to ask) me if I (can) give him your address. 12. She (to say) that he (to give) her the wrong address. 13. I (to ask) him where he (to put) my letter. 14. He (to tell) us that they (to spend) all the money. 15. After spending several days in Paris he (to feel) lonely and (to want) to return home. 16. I (to think) he already (to go) home. 17. I (to find) the old man in the garden. He (to talk) to some children who (to stand) around listening to him. 18. He (to speak) a language we never (to hear) before.

4. Present Perfect or Present Perfect Continuous

1. The war _____ (rage) for 9 months now.
2. You _____ (write) down his e-mail address?
3. How long you _____ (work) for this company?
4. I _____ (queue) for half an hour so far.
5. You _____ (be) to the supermarket?
6. I not _____ (buy) a new dress since Christmass.
7. I not _____ (hear) anything from him for ages.
8. I _____ (wait) for you.
9. We not _____ (have) such a snowy winter since my daughter was born.
10. A lot of things _____ (change) since you left.
11. It _____ (snow) since yesterday morning.
12. I _____ (try) to catch a taxi for an hour now.
13. You _____ (pass) your driving test yet?
14. You _____ (book) the plane tickets?
15. His plane _____ (land) yet?

5. Past Simple / Past Continuous / Past Perfect Continuous / Past Perfect

1. I (talk) over the phone when they brought me the letter.
A talked
B had talked
C had been talking
D was talking
2. They (sit) in the room when the taxi arrived.
A sat
B had sat
C had been sitting
D were sitting
3. He quickly forgot everything he (learn) at school.
A learnt
B had learnt
C had been learning
D was learning
4. I visited Brazil in April. I (stay) at a nice hotel for a fortnight.
A stayed
B had stayed
C had been staying
D was staying
5. I (stay) at the hotel for a fortnight when I received your letter.
A stayed
B had stayed
C had been staying
D was staying
6. The musician (play) the piano for a whole hour when we came in.
A played
7. Alice closed the magazine and rose from the sofa on which she (lie) for more than two hours.
A lay
B had lain
C had been lying
D was lying
8. A man (be) unconscious for a few minutes when an ambulance arrived.
A was
B had been
C had being
9. We (walk) along a forest road for two hours when we saw a house.
A walked
B had walked
C had been walking
D were walking
10. I (talk) over the phone for a whole hour when the porter knocked at the door.
A talked
B had talked
C had been talking
D was talking

TEST 6

1. Write sentences in the PASSIVE. Use these phrases:

* in the sea * at school * in the kitchen * at the post office * in Australia * in Italy * at weddings * in Mediterranean countries * in the cinema

Example: olives / grow - Olives are grown in Mediterranean countries.

1. films / show.....
2. meals / cook.....
3. stamps / sell.....
4. pandas / find.....
5. Italian / speak.....
6. confetti / throw.....
7. lessons / teach.....
8. sharks / find

2. Open the brackets.

1. When we (to come) to the station, the train already (to arrive). The passengers (to hurry) to occupy their seats in the carriages. 2. The concert (to be) a greater success than we (to expect). We were very glad. 3. He (to tell) me that if no one (to come) to meet me at the station, I (can) leave the suit-cases in the cloak-room and go to the hotel where he (to reserve) a room for me. 4. He (to be) here five minutes ago, but you (to be) out. He (to ask) me to tell you that he (to come) again tonight. 5. Lanny (to return) home after seven years of absence. During these seven years he (to study) in Cape Town where his people (to send) him. Lanny was glad at the thought that he (to do) what they (to hope) he (to do) and that soon he (to be) among his people again. 6. You (to read) "The Murder of Roger Ackroyd" by Agatha Christie? – No, I (not yet to read) it. But I (to hear) that it (to be) a very interesting book. I (to read) it as soon as I (to get) it.

3. Choose the necessary variant

1. She realized that nobody (will come/would come).
2. We understood that she (sees/saw) nothing.
3. He said he (will arrive/would arrive) in some days.
4. My mother was sure I already (have come/had come).
5. I didn't know they (are/were) in the room.
6. We supposed the rain (will stop/would stop) in some hours.
7. He said he never (has been/had been) to London.
8. We wanted to know who (is singing/was singing) in the next room.
9. I always thought he (is/was) a brave man.
10. When I saw him, he (is working/was working).
11. We know she always (comes/came) in time.
12. They thought he (will have finished/would have finished) his work by the evening.
13. She said she (has/had) a terrible headache.
14. We supposed they (will send/would send) us the documents.
15. He said he (has not seen/had not seen) us for ages.

4. Translate into English

1. Я думав, що ви зайняті.
2. Ми сподівалися, що він вміє плавати.
3. Ти знав, що він поїхав до Києва?

4. Я не знав, що він захворів.
5. Він сказав, що він надішле телеграму.
6. Роберт сказав, що його дружина все ще в лікарні.
7. Том був упевнений, що добре говорить англійською.
8. Мій брат завжди говорив, що буде моряком.
9. Чекайте його. Він сказав, що прийде.
10. Боб сказав, що його дядько тільки що прибув з Парижа.
11. Джиммі сказав, що його брат навчається керувати машиною.
12. Ми думали, що вони запросять нас.
13. Ми чули, що цей студент добре склав іспити.
14. Том сказав, що бачив цей фільм.

TEST 7

1. Choose the correct variant

- | | |
|--|---|
| <p>1. If it _____, we won't go to the park.</p> <p>a) will rain
b) rains
c) will not rain
d) doesn't rain</p> <p>2. You won't pass the exam, _____ you work hard.</p> <p>a) if
b) when
c) unless
d) as soon as</p> <p>3. When we _____ ready, I'll call you.</p> | <p>a) shall be
b) are</p> <p>4. You will pay back, as soon as you _____ a new job.</p> <p>a) find
b) will find</p> <p>5. I will see you when you _____ in Moscow next time.</p> <p>a) are
b) will be</p> <p>6. What will you do, when you _____ out the truth?</p> <p>a) will find out
b) have find out
c) find out</p> |
|--|---|

2. Complete the sentences

1. If you (to be) free, I (to come) to see you.
2. If I (to see) her, I (to be) glad.
3. If you (to be) busy, I (to leave) you alone.
4. If I (to live) in Odessa, I (to visit) Opera House every year.
5. If she (to know) English, she (to try) to enter the university.
6. If mother (to buy) a cake, we (to have) a very nice tea pa

3. Use the right form.

Читаючи англійські книги, я завжди користуюся словником.

reading b) having read c) being read

Прочитавши книгу, він відніс її в бібліотеку.

reading b) having read c) having been read

Книга, прочитана мною вчора, дуже цікава.

reading b) read c) having been read

Лист, отриманий вчора
 having received b) received c) receiving
 Отримуючи лист
 having received b) received c) receiving
 Отримавши листа
 having received b) received c) receiving
 Хлопчик, який одержує лист
 having received b) received c) receiving
 Переглядаючи журнали
 looking through b) having looked through c) looked through
 Переглянувши журнали
 looking through b) having looked through c) looked through
 Журнал, переглянутий вчора
 looking through b) having looked through c) looked through

4. Open the brackets using participle I or participle II.

.....(to smile) she entered the room.
 The girl(to write) something on the blackboard is my friend.
 This is a letter(to address) to you.
 I like to read stories..... (to write) by this writer.
 Do you know the boys.....(to play) tennis now?
(to read) this book I wrote out many useful expressions.
 Nelly entered the room.....(to bring) the nice big doll.
 Many people who came to the museum liked the pictures.....(to paint) by this artist.
 There was a small kitten(to play) on the sofa.
 While(to read) this book I always remember my childhood.
 All stories.....(to write) by this writer are very funny.
 Look at the children.....(to play) in the yard.
 The report.....(to do) by Hammer is of great importance.
 The boy asked questions.....(to look) at us.

GRAMMAR REFERENCES

Артикль ARTICLE

Артикль - це службове слово, яке є одним з основних формальних ознак іменника.

Неозначений артикль. INDEFINITE ARTICLE (A/AN)

Неозначений артикль використовується:

- З обчислювальними іменниками в однині.
 - This is a book.
 - That is a popular song.

2. Згадуючи предмет вперше. Згадуючи цей же предмет вдруге, використовується означений артикль the.

- I watched a car on the road. The car stopped outside our house.

3. Перед іменниками, що позначають професію.

- He is a doctor.

- She works as (a) teacher.

4. У значенні "один".

- He had hardly spoken a word.

5. У певних граматичних конструкціях:

a) It is a book. This is a picture.

Б) She has a cat.

В) There is a book on the table.

Г) What a clever man! What a fine building!

Означений артикль.

DEFINITE ARTICLE (THE)

Означений артикль використовується:

1. Перед іменниками, які позначають цілком конкретний (певний) предмет :

- How did you like the film?

- Where is the key?

2. С географічними назвами:

Частин світу– the South, the North, the West, the East

Деяких країн – the United Kingdom (UK), the United States of America (USA), the South African Republic, the Netherlands.

Океанів – the Atlantic Ocean, the Pacific Ocean, the Indian Ocean, the Arctic Ocean.

Морів – the Black Sea, the Caspian Sea.

Рік, озер, каналів – the Thames, the Hudson River, the Baikal, (но: Lake Baikal),

Трьох планет – the Sun, the Earth, the Moon.

- The Pacific Ocean is very deep.

3. Коли іменник є єдиним у своєму роді:

the Sun, the Moon, the Earth, the Universe, the Galaxy, etc.

The sun is getting warmer.

Артикль не використовується

NO ARTICLE

1. Артикль не вживається, якщо перед іменником стоїть присвійний або вказівний займенник, інший іменник в присвійному відмінку, кількісний числівник або заперечення «но».

-He met my aunt at the airport.

- I have received two letters.

2. Артикль не вживається з назвами / іменами:

Країн – England, Russia, Poland.

Материків – Asia, Europe, Australia.

Міст – London, Kiev, Odessa.
Штатів – Washington, California.
Вулиць – Queen Street, Deribasovskaya Street.
Планет (криме названих вище трех планет) – Mars, Pluto, Mercury...
Днів тижня – Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday.

Національностей – English, French, American.
Місяців – January, February...
Іменами людей – Alison, Marina, Jeff....

Запам'ятайте:

at school, at home, at work
Where is the ... ?
in front
in the morning, in the afternoon, in the evening at night
to go to bed
to have (cook, make, prepare) breakfast (dinner...)
in the north, in the south, in the east, in the west
by bus (by tram...)
in spring (in summer...)
to have a good time
from morning till night
all day long
a lot of

**Прийменник
PREPOSITION**

Прийменник - це службове слово, що виражає відношення іменника або займенника до інших слів у реченні.

Прийменники:

in – в, через – Dorothy was born in June. We can meet you in 10 minutes.
Into – в (всередину) – We are coming into the flat.
On – на – The book is on the table
to – на, до, в - Philip is walking to work. Come up to me. They are going to the theatre.
At – у, в – Let's meet at the car. He came at 5 o'clock.
Behind – позаду, за – Sharon is walking behind us.
Under – під – The ball is under the box.
Above – над – His photo is above the sofa.
By - у – Joseph stood by the door and knocked.
With – з (зі) – She was going with her daughter.
From – із – My father is coming back from the theatre.
About – про – We are talking about a new film.
After – після – Isabel walks after breakfast.
Between – між – My house is between the market and the parking.
During - протягом – She was sleeping during the lesson.

Запам'ятайте:

By mistake – помилково

By accident – ненавмисно

By chance – випадково

By the way – до речі

By bus/train/car – автобусом / поїздом / машиною

For a walk – піти на прогулянку

For breakfast/dinner – на сніданок / обід

In fact – насправді

In case – у разі

In time – під час

In the morning/evening/afternoon – вранці / ввечері / днем

On television – по телевізору

On holiday – у відпустці

On foot – пішки

On Monday(Tuesday...) - в понеділок (вівторок ...)

Іменник

NOUN

Іменником називається частина мови, яка позначає предмет і відповідає на питання: Who is this? What is this? (Хто це? Що це?).

1. Істоти відносяться до чоловічого або жіночого роду залежно від статі і можуть замінюватися відповідно займенниками he він або she вона.

Наприклад:

My mother is a doctor. She is a doctor. Вона лікар.

Назви тварин можуть замінюватися займенником it.

The cat is in the yard. It is in the yard.

Якщо хочуть уточнити стать тварини, то вживають займенники he або she:

This is my dog. She is four years old.

3. Неістоти замінюються займенником it, який перекладається в залежності від сенсу: він, вона, воно. наприклад:

The bag is on the desk. It is on the desk.

4. Деякі іменники жіночого роду утворюються від відповідних іменників чоловічого роду за допомогою суфікса -ess:

actor актор - actress актриса, host господар - hostess господиня, tiger тигр - tigress тигриця.

Назви таких транспортних засобів, як ship судно, корабель, boat човен, судно, car автомобіль, машина - зазвичай належать до жіночого роду і замінюються займенником she. Назви країн замінюються займенником it якщо мова йде про географічне утворення, або займенником she, якщо йдеться про країну, в політичному або економічному сенсі.

Where is your car? – She is under repair.

France has decided to increase her trade with other countries.

Необчислювані іменники мають форму однини. Загальні обчислювальні іменники мають форму однини і множини. Іменники утворюють множину:

Шляхом додавання до однини закінчення –s, яке читається як [z] після голосних і дзвінких приголосних:

a shoe - shoes

a hen - hens

або як [s] після глухих приголосних:

a bat - bats

a hat - hats

Якщо іменник закінчується на свистячий або шиплячий звук, тобто на букви s, ss, x, sh, ch, то для нього форма множини утворюється за допомогою закінчення -es [iz]:

a match – matches

a box – boxes

Якщо іменник закінчується на -у, перед якою стоїть голосна, то у множині -у змінюється на -і і до слова додається закінчення -es:

a hobby - hobbies

a baby - babies

Якщо перед буквою -у стоїть голосна, то множина утворюється за загальним правилом за допомогою закінчення -s, а літера -у залишається без змін:

a day - days

a way - ways

До іменників, які закінчуються на -о додається закінчення -es:

a potato – potatoes

a tomato – tomatoes

Виключення: kangaroos, radios, studios, zoos, kilos, photos, pros, pianos, concertos, dynamos, solos, tangos, tobaccos.

Якщо іменник закінчується на літери -f або -fe, то у множині вони змінюються на -v- і додається закінчення -es:

a wolf – wolves

a half – halves

a knife - knives

Виключення: proofs, chiefs, safes, gulfs, reefs.

Деякі іменники мають свої власні способи побудови множини:

a foot - feet (ступня - ступні)

a goose - geese (гусак - гуси)

a louse - lice (воша - воші)

a mouse - mice (миша - миші)

a man - men (чоловік - чоловіки)

a woman - women (жінка - жінки)

a person - people (людина - люди) (але: people - народ, нація; peoples - народи, нації)

a child - children (дитина - діти)

a tooth - teeth (зуб - зуби)

a ox - oxen (бик - бики)

Для деяких слів форма однини збігається з формою множини:

a sheep - sheep - (вівця - вівці)

a swine - swine - (свиня - свині)

a deer - deer - (олень - олені)

species - species - спеції

a fish - fish - (риба - риби)

Парні предмети вживаються тільки у множині:

scissors - ножиці

spectacles - окуляри

trousers - штани

His trousers are new.

Деякі іменники в англійській мові хоч і закінчуються на -s, але мають форму однини:

mathematics (математика)

physics (фізика)

electronics (електроніка)

news (новини)

billiards (більярд)

Mathematics is his favourite subject.

Присвійний відмінок іменників POSSESSIVE CASE

В англійській мові існує тільки два відмінки - загальний (common case) і присвійний (possessive / genitive case).

Загальний відмінок (common case) англійських іменників нічим не позначений, тобто іменники в цьому відмінку мають нульове закінчення (chair, car).

That woman is a sister of my neighbour. - Та жінка - сестра мого сусіда.

Присвійний відмінок іменника в англійській мові відповідає на питання whose? - чий? Грає роль визначення і стоїть перед визначеним іменником. Він позначає належність предмета. Іменник в присвійному відмінку має закінчення -'s.

That woman's laptop - ноутбук тієї жінки.

Для того щоб утворити присвійний відмінок іменників у множині, то потрібно просто додати апостроф (').

My teacher's son - син мого вчителя.

My teachers 'sons - сини моїх вчителів.

Присвійний відмінок у іменників children, men, women утворюється так само, як і у однини, тобто ми додаємо закінчення -'s.

Those women's bags - сумки тих жінок.

Her children's toys - іграшки її дітей.

Числівник NUMERAL

Числівник - частина мови, яка позначає кількість предметів або їх порядок при рахунку. Числівники поділяються на кількісні і порядкові.

Cardinal Numerals (кількісні числівники):

- Кількісні числівники від 1 до 12 - прості. Вони не мають спеціальних закінчень.

1	one	7	seven
2	two	8	eight
3	three	9	nine
4	four	10	ten
5	five	11	eleven
6	six	12	twelve

- Кількісні числівники від 13 до 19 - закінчуються на суфікс – **teen**.

13	thirteen	17	seventeen
14	fourteen	18	eighteen
15	fifteen	19	nineteen
16	sixteen		

- Кількісні числівники, що позначають десятки, закінчуються на суфікс– **ty**.

20 twenty 60 sixty
30 thirty 70 seventy
40 forty 80 eighty
50 fifty 90 ninety

Ordinal Numerals (Порядкові числівники):

- Форму порядкових числівників від 1 до 3 слід запам'ятати:

1 – the first
2 – the second
3 – the third

Порядкові числівники від 4 до 20 утворюються від кількісних за допомогою суфікса – **th**.

4 – the fourth
5 – the fifth
6 – the sixth
7 – the seventh

При утворенні числівників, що позначають десятки, додається - **eth** і буква **y** змінюється на букву **i**.

chirtieth	sixtieth
fortieth	seventieth
fiftieth	eightieth

Складні числівники, наприклад, двадцять два при утворенні порядкового числівника - двадцять другий змінюють форму тільки другого слова.

21 – the twenty-first
22 – the twenty-second
23 – the twenty-third

Примітка:

- десятки з одиницями пишуться через дефіс: twenty-one

- союз **and** вживається перед десятками, якщо їх немає, то перед одиницями:

1438 – one thousand four hundred **and** thirty-eight
100 – one (a) hundred
1,000 – one (a) thousand
1,000,000 – one (a) million
1,000,000,000 – a (one) milliard (в Англії); a (one) billion (в США)
Рік 1981 – nineteen eighty-one
Рік 1900 – nineteen hundred
Рік 2000 – two thousand
27 лютого – the twenty seventh of February

Займенники PRONOUNS

Особисті займенники (Personal pronouns).

	Називний відмінок	Об'єктний відмінок
Однина	I - я he - він she - вона it - воно, він, вона	me - мені, мене him - йому, його her - їй, їй it - йому/їй, його/її
Множина	We - ми you - ви, ти they - вони	us - нам, нас you - вам, вас them - їм, їх

Займенник «I» завжди пишеться з великої літери. Займенники «he / she» вживаються щодо істот; «It» - щодо неістот, абстрактних понять і тварин.

He is a student of the university. It is in the centre of the city. Show him right away. - Він студент університету. Він знаходиться в центрі міста. Покажи йому дорогу.

Вказівні займенники (Demonstrative pronouns).

Однина	Множина
this – цей, ця, ці	these – ці
that – той, та, те	those – ті

This is my father. And that is my uncle. - Це мій батько. А там - мій дядько.
I do not like these apples. - Мені не подобаються ці яблука.

Присвійні займенники (Possessive pronouns).

Присвійні займенники визначають іменник і завжди займають місце перед означеним іменником. Якщо виникає необхідність вжити присвійний займенник без іменника, то існує спеціальна форма, яка називається абсолютною формою.

Особовий займенник	Присвійний займенник приєднувальна форма	абсолютна
I (я)	my (мій, моя, моє, мої)	mine
he (він)	his (його)	his
she (вона)	her (її)	hers
it (воно)	its (його, її)	—
we (ми)	our (наш, наша, наше, наші)	ours

you (ви)	your (ваш, ваша, ваше, ваші)	yours
they (вони)	their (їх)	theirs

This is my brother Tom and that is his wife Betty with their children. - Це мій брат Том, а це його дружина Бетті і їхні діти.

I have red roses in my garden. But I think yours are more beautiful than mine.
- У мене в саду є червоні троянди. Я вважаю, що ваші красивіші за мої.

Неозначені займенники «some, any, no.» Оборот "there is, there are"
(Indefinite pronouns some, any, no. There is, there are)

Some / any - неозначені займенники, які позначають невідоме (імовірно невелике) кількість предметів або кілька речовини, матерії, рідини і т.п. Вони зазвичай ставляться замість артикля і визначають іменник, що стоїть після них.

Some вживається в стверджувальних реченнях з обчислювальними і необчислювальними іменниками і позначає «кілька» або «деякі»; «Трохи» або «кілька»:

I know some famous Ukrainian writers. – Я знаю кілька відомих українських письменників.

We bought some coffee in the shop. Ми купили трохи кави в магазині.

Any вживається в питальних і негативних реченнях разом з обчислювальними іменниками в значенні «будь-які», «якісь» і разом з необчислювальними іменниками в значенні «скільки-небудь»; «ніякі»:

Have you got any interesting English magazines to read? - У вас є якісь цікаві англійські журнали (почитати)?

Have you got any milk here? - Тут є молоко? (Скільки-небудь молока)

They have not got any mistakes in this sentence. - В цьому реченні у них немає ніяких помилок.

Однак: **Some** може вживатися у деяких питальних реченнях:

Will you have some coffee? - Ви будете (пити) каву?

Can you give me some milk, please? - Ви не могли б подати мені молоко, будь ласка?

Any може вживатися в стверджувальних реченнях після союзу if:

If I find any of your books, I'll send them to you. - Якщо я знайду будь-які ваші книги, я пришлю їх вам.

Any може вживатися в стверджувальних реченнях у значенні «будь-хто»:

Please take any book you like. Будь ласка, візьміть будь-яку книгу, яку захочете.

Займенник «**no**» має негативне значення «нічого» і пояснює іменник, наприклад:

There is no milk in the jug. - У глечики немає молока.

He has no friends. - У нього немає (ніяких) друзів.

Оборотом **there is / are** починаються речення, що повідомляють про наявність чи існування (або відсутність) в певному місці або відрізку часу особи або предмета (осіб, предметів). Речення починають оборотом **there is** (для ед.ч) / **there are** (для мн.ч.), за яким слідує іменник-підмет, далі йде обставина місця або часу.

There is a dictionary on the desk. - На столі знаходиться словник.

There are some books on the shelf. - На полиці кілька книжок.

Are there any letters for me? - Для мене є листи?

How many books are there in your library? - Скільки книг в твоїй бібліотеці?

There was (для однини минулий час Past Simple)

There were (для множ. минулий час Past Simple)

There was a meeting at the club yesterday.- Вчора була зустріч в клубі.

There will be (майбутній час Future Simple)

There will be a good crop in this region this year. - В цьому році буде гарний врожай.

Займенники «щось, що-небудь, ніщо / хтось, хто-небудь, ніхто» (**«something, anything, nothing/ somebody, anybody, nobody»**).

Від займенників «some, any, no» можуть утворюватися складні займенники: «somebody - anybody - nobody; something - anything - nothing; somewhere - anywhere - nowhere », і до них застосовуються ті ж правила вживання в різних типах речень, як і для« some, any, no ».

+ Something -щось Somebody - хтось Somewhere - де-небудь, куди-небудь, де

? Anything - дещо, що-небудь Anybody - дехто, хто-небудь Anywhere - де-небудь, куди-небудь

- Nothing - ніщо, Nobody - ніхто, Nowhere - ніде, нікуди.

З займенниками **something, nothing, anything, somebody, nobody, anybody** вживаються дієслова 3 особи однини.

There is somebody in the room. - У кімнаті хтось є.

Is there anything on the table? - На столі щось є?

При наявності в реченні займенників **nothing, nobody, nowhere** додаткових заперечень не потрібно.

Nobody knows him. - Ніхто його не знає.

She has nothing in her bag. - У неї в сумці нічого немає.

I can not find him. Чи не is nowhere. - Я не можу його знайти. Його ніде немає.

Займенники «багато / мало / трохи / кілька».

Pronouns many/ few/ a few, much/ little/ a little.

Багато: **many** и **much**

Much використовується з необчислюваними іменниками, зазвичай в негативних реченнях і питаннях.

I have not much money. - У мене немає багато грошей.

Many також означає «багато», але використовується з обчислювальними іменниками, часто в негативних реченнях і питаннях

Have you been to many countries? - Ви були в багатьох країнах?

Слова **much** і **many** також вживаються в конструкціях **as much as / as many as, too much / too many, so much / so many, how much / how many.**

They have seen this film so many times - Вони бачили цей фільм так багато разів.

His parents are too reserved. - Його батьки занадто стримані.

Багато: **a lot of**

У стверджувальних реченнях частіше вживаються a lot of (lots of, plenty of) як з обчислювальними іменниками, так і з необчислюваними.

There is a lot of milk in the cup. - У чашці багато молока.

They have got a lot of friends in London. - У них багато друзів в Лондоні.

Мало: **little** и **few**

означають «мало», причому little використовується з необчислюваними іменниками, a few - з обчислювальними.

Hurry up! There's little time! - Поспішай! У нас мало часу!

I bought few clothes. - Я купив мало речей

a few, a little означають «трохи, але досить».

Will you give me a little water? - Чи не дасте ви мені трохи води?

I bought a few apples. - Я купив трохи (кілька) яблук.

Зворотні займенники. Reflexive pronouns.

Займенники, що закінчуються на «-self (-selves у множині)», називають зворотніми. Зворотні займенники показують, що дія, названа в реченні, спрямоване на особу, яка її виконує, отже зворотній займенник має бути за формою пов'язаний з підметом.

I - myself
you - yourself
he - himself
she - herself
we - ourselves

you - yourselves

they - themselves

Частіше перекладаються дієслівним суфіксом «-ся (-сь)» або займенником «себе (собі, собою, сам)».

She washed herself. - Вона вмилася.

They talked about themselves. - Вони говорили про себе.

I can take care of myself. - Я можу подбати про себе сам.

Ступені порівняння прикметників THE COMPARISON OF ADJECTIVES

Прикметники утворюють два ступені порівняння: вищий (comparative) і найвищий (superlative).

Односкладові прикметники.

Вищий ступінь утворюється за допомогою суфікса -er, Найвищий ступінь утворюється за допомогою суфікса -est.

При цьому дотримуються наступні правила:

- В односкладових прикметників, що закінчуються на одну приголосну з попереднім коротким голосним звуком, кінцева приголосна подвоюється (щоб зберегти закритість складу):

big великий - bigger - the biggest

thin тонкий - thinner - the thinnest

- Якщо прикметник закінчується на -у з попередньою приголосною, то -у змінюється на -і:

busy зайнятий - busier - the busiest

happy щасливий - happier - the happiest

Примітка: Але якщо перед -у стоїть голосна, то -у залишається без зміни:

grey сірий - greyer - the greyest

- Кінцева голосна -е перед суфіксами -er, -est опускається:

white білий - whiter - the whitest

Двоскладові і багатоскладові прикметники.

Багатоскладові і більшість двоскладових прикметників утворюють вищий ступінь за допомогою слова more - більше, а найвищий ступінь - most - самий (найбільш). А менше і найменше значення виражаються словами less - менше і least - найменш.

Difficult важкий - more difficult важче - most difficult найважчий

beautiful красивий - more beautiful красивіше - most beautiful найкрасивіший

expensive дорогою - less expensive менш дорогий - least expensive найменш дорогий

Виключення

good хороший - better краще - (the) best самий кращий
little маленький - less менше - least найменший
bad поганий - worse гірше - worst найгірший
much багато (з необчисл.)
many багато (з обчисл.) - more більше - most найбільше
old (старий) - older старіший (о візрасі) - oldest найстаріший
- elder старший у сім'ї - eldest найстарший в родині
far далеко - farther далекий (про відстань) - farthest найдалекіший
- further більш дальній (по порядку) - furthest
late пізній - later пізніший(про час) - latest найпізніший
- latter останній з двох згаданих - last найостанніший

Однакова якість двох предметів (осіб, явищ) виражається прикметниками в основній формі в конструкції з союзами *as ... as* в значенні *такий же ... як, так само ... як*:

He is as tall as his brother. - Він такий же високий, як і його брат.

This text is as difficult as that one. - Цей текст такий же важкий, як і той.

Різна якість предметів виражається конструкцією *not so / as ... as* в значенні *не так ... як, не такий ... як*:

He is not so (as) tall as his brother. - Він не такий високий, як його брат.

The problem is not so simple as it seems. - Ця проблема не така проста, як здається.

В реченнях з вищим ступенем прикметника вживається союз *than*:

Ann is taller than Kate.

Дієслово «to Have (have got)» (мати). THE VERB TO HAVE (HAVE GOT)

Як самостійна частина мови дієслово **to have** в теперішньому часі має 2 форми:

have - для всіх осіб, крім 3-ї особи однини

has - для 3-ї особи однини

В минулому часі дієслово **to have** має форму **had**, в майбутньому - **shall have, will have**.

Форми дієслова *to have*:

Теперішній час
I have we have
You have
They have
He / She / It has

Минулий час
had

Майбутній час
shall have
will have

We have breakfast at 7 o'clock in the morning. - Ми снідаємо о 7 годині ранку.

She has English lessons every day. - У неї уроки англійської кожен день.

They had a splendid holiday last year. - У них була чудова відпустка минулого року.

You will have a new flat next month. - У вас буде нова квартира наступного місяця.

Запитання й негативна форми з дієсловом **to have** утворюються за допомогою допоміжного дієслова **do (does)** - в теперішньому часі і **did** в минулому часі:

Do you have a sister? - У тебе є сестра?

Does he have any children? - У нього є діти?

We did not have money. - У нас не було грошей.

Часто в розмовній мові замість **have, has** вживається словосполучення **have got, has got** (для 3 л.ед.ч.) (короткі форми 've got і 's got) з тим же значенням, особливо коли мова йде про тимчасове володінні або про тільки що придбаний предмет:

We've got a nice flat. - У нас хороша квартира.

Have you got any pets? - У вас є домашні тварини?

Заперечення виражається формою дієслова **to have** з запереченням **not** або з негативним займенником **no**: **has not = has not**

have not = have not

She has not (has not) got any problems. - У неї немає ніяких проблем.

I have got no pen here. - У мене немає ручки.

Питальна форма:

Have you got any ideas? – У тебе є якісь ідеї?

Стійкі вирази:

to have dinner / breakfast - обідати, снідати

to have tea / coffee, etc. - пити чай, каву тощо.

to have a bath / a shower - прийняти ванну, душ

to have a shave / a wash - поголитися, помитися

to have a rest / a sleep / a dream, etc. - відпочити, поспати, помріяти ...

to have a holiday / a good time, etc. - відпочити, добре провести час

to have a walk - гуляти

to have a dream - помріяти,

to have a toothache - відчувати зубний біль тощо.

Дієслово «to be» (бути)

THE VERB TO BE

Дієслово **to be** - бути, існувати, бути, перебувати.

В теперішньому часі (Present Simple) має форми:

I **am** We **are**

He / She / It **is** You **are**, They **are**

Скорочена форма:

I am = I'm

He is = He's

They are = They're

I am in the room. - Я (перебуваю) в кімнаті.

The book is on the table. - Книга лежить на столі.

They are from Paris. - Вони з Парижа.

В минулому часі (Past Simple) має форми:

was - для однини

were - для множ.

I was strong - Я був сильним.

We were happy - Ми були щасливі.

В майбутньому часі (Future Simple) має форми:

I, we **shall be**

You, they, he, she, it **will be**

We shall be happy to see you. - Ми будемо щасливі вас бачити.

He will be at home tomorrow. - Він буде вдома завтра.

Скорочена форма:

I'll, she'll

Для утворення негативної форми досить поставити негативну частку **not** після дієслова to be:

I am not happy. - Я не щасливий.

The books were not interesting. - Книги не були цікаві.

He is not our teacher. - Він не наш учитель.

She will not be his wife. - Вона не буде його дружиною.

Скорочена форма:

is not = isn't

are not = aren't

was not = wasn't

were not = weren't

will not = won't

Дієслово **to be** не вимагає допоміжного дієслова для утворення питальної або негативної форми. Щоб поставити запитання потрібно поставити дієслово to be перед підметом:

Am I happy? - Yes, you are. - Я щасливий?

Was the book interesting? - Yes, it was. - Книга була цікава?

Will he be our teacher? - No, he will not. - Він буде нашим учителем?

Інфінітив INFINITIVE

Інфінітив - це дієслівна форма, яка відповідає на питання що робити? що зробити?. Формальною ознакою інфінітива є частка **to**, яка стоїть перед ним, хоча в деяких випадках вона опускається. Негативна форма інфінітива утворюється за допомогою частки **not**, яка ставиться перед ним:

Try not to use bad language - Намагайтеся не вживати грубих слів

Інфінітив вживається:

У ролі підмета.

To smoke is harmful - Курити шкідливо. = Куріння шкідливе.

У ролі іменної частини складного іменного присудка, який іноді перекладається як -значить, -полягає в тому, щоб:

Our task is to do the work well. - Наше завдання полягає в тому, щоб зробити цю роботу добре

The point is to achieve the aim - Головне - досягти мети.

У ролі додатка інфінітив може вживатися разом з питальними словами: what, whom, which, when, why, where, how і in.

I do not know what to answer him - Я не знаю, що відповісти йому.

Після порядкових числівників: the first - перший, the second - другий тощо. або слів the last - останній, the next - наступний, the only -єдиний:

He was the first to realize the situation. - Він перший зупинився, щоб поговорити з Мері.

Інфінітив, як правило, вживається з часткою **to**, яка є його граматичним ознакою. Однак частка to іноді опускається:

- після допоміжних і модальних дієслів: can, could, must, may, might, will, shall, would, should (і їх негативних форм can not = can not, must not = must not і т.п.).

She can dance - Вона вміє танцювати.

- після виразів had better - краще (б), would rather -надаю перевагу; краще б:

You had (= You'd) better help her - Ти краще б допоміг їй.

- після дієслів, які виражають сприйняття за допомогою органів почуттів: to feel відчувати, to hear чути, to notice помічати, to see бачити та ін.

I saw him jump - Я бачив, як він стрибнув.

- після дієслів: to make в значенні - змушувати і to let - дозволяти:

He made me help him - Він змусив мене допомагати йому.

Але якщо ці дієслова вживаються в пасивному стані, то інфінітив вживається з to:

She was made to repeat the story. - Її змусили повторити (свою) розповідь.

Якщо в реченні є інфінітиви, об'єднані союзом and або or, то частка to вживається тільки перед першим інфінітивом:

I want to come and see your new house. - Я хочу приїхати (і) подивитися твій новий будинок.

Запам'ятайте:

Chi ne is hard to please. Йому важко догодити.

She is pleasant to look at. - У неї приваблива зовнішність.

I have something to tell you. - Мені треба вам децю сказати.

There is nothing to be gained by it. - Цим нічого не досягнеш.

There is nothing to be done. - Нічого не поробиш.

There is much to be done. - Треба багато зробити.

The house is to let. - Будинок здається в найм.

Who is to blame? - Хто винен?

Be sure to come. - Неодмінно приходьте.

There is nothing left to do but wait. - Єдине, що залишається - це чекати.

Модальні дієслова MODAL VERBS

Модальними називаються дієслова, що виражають не дію, а ставлення до нього: можливість, необхідність, здатність тощо. Модальні дієслова не змінюються за числом та особою.

Модальне дієслово can:

вживається для вираження можливості здійснення дії

I can type very fast. - Я можу друкувати дуже швидко.

для вираження сумніву, здивування

Can they arrive tomorrow? - Невже вони приїдуть завтра?

Модальне дієслово could:

для вираження можливості, здібності в минулому

I could type very fast. - Я вмів друкувати дуже швидко.

в головній частині умовних речень

If I had much money I could buy a new car. - Якби у мене було багато грошей, я б міг купити машину.

Модальне дієслово may:

для вираження дозволу

You may use my phone. - Ви можете скористатися моїм телефоном.

для вираження припущення

He may know her. - Можливо, він знає її.

Модальне дієслово might:

для вираження припущення в теперішньому і майбутньому з більшим ступенем сумніву

He might know her. - Він, можливо, знає її (а може і ні).

Модальне дієслово must:

для вираження повинності.

You must do it. - Ти повинен зробити це.

для вираження припущення

It must be him. - Це має бути він.

для вираження заборони

You mustn't touch it. - Тобі забороняється чіпати це.

Модальне дієслово ought to:

для вираження морального боргу, поради, припущення (скоріш за все)

He ought to help me. - Він повинен мені допомогти.

Модальне дієслово need:

для вираження необхідності.

Need I do it? - Мені потрібно робити це?

No, you need not do it. - Ні, не потрібно робити цього.

Модальне дієслово to be вживається для вираження необхідності вчинення дії, відповідно до попередньої домовленості. Після нього вживається частка to.

My friend is to call you tomorrow. - Мій друг повинен зателефонувати вам завтра.

Модальне дієслово to have to використовується для вираження вчинення дії в силу певних обставин.

She had to go there. - Їй довелося поїхати туди.

Дієслово should використовується для вираження морального боргу або поради.

Tom should not have done it. - Тому не треба було робити цього.

Теперішній тривалий час PRESENT CONTINUOUS TENSE

Час Present Continuous зазвичай вказує на процес, що триває безпосередньо в момент мовлення. На це можуть вказувати контекст або такі слова:

now (зараз),

at the moment (зараз, в поточний момент)

Look! (Подивись!)

Present Continuous утворюється за допомогою дієслова to be в теперішньому часі і дієприкметника теперішнього часу (Participle I) змістовного дієслова. To be в теперішньому часі має три форми:

am - 1 особа, од. (I am shaving.)

is - 3 особа, од. (He is reading.)

are - 2 особа од. І всі форми множ. (They are sleeping.)

(I'm, he's, she's, it's, we're, you're, they're)

I'm reading a new book. - Я читаю нову книгу (зараз, в даний момент).

He is watching TV. - Він дивиться ТБ. (Зараз, в даний момент).

У питальних речень допоміжне дієслово виноситься на місце перед підметом:

Are you using this dictionary - Ви використовуєте цей словник?
Why are you laughing? - Чому ти смієшся?

У негативних реченнях за допоміжним дієсловом йде негативна частка not. Форми is і are при цьому можуть бути скорочені до isn't і aren't відповідно.

Radio is not (is not) working. - Радіо не працює.

Примітка:

Англійські дієслова, пов'язані зі сприйняттям (notice, hear, see, feel ...), емоціями (love, hate, like ...), процесами розумової діяльності (think, believe, understand ...), володінням (have, possess ...) не використовуються в часах групи Continuous, тому що вони самі по собі позначають процес. Замість них використовується час Present Simple:

I hear you, do not shout. - Я чую тебе, не кричи.

Теперішній невизначений час. THE PRESENT INDEFINITE (SIMPLE) TENSE

The Present Indefinite (Simple) Tense - теперішній невизначений час вживається для позначення звичайних, регулярно повторюваних або постійних дій, наприклад, коли ми говоримо про чийсь або звички, режим дня, розкладах і т.д. .. Тому з дієсловами в the Present Indefinite часто вживаються такі прислівники, як

always - завжди,
often - часто,
seldom - рідко,
usually - зазвичай,
never - ніколи,
sometimes - іноді,
every day - кожен день і т.д.

Стверджувальна форма простого теперішнього часу утворюється шляхом постановки інфінітива без частки «to» після підмета. Однак, якщо підмет стоїть у формі 3-ї особи однини, то до основи дієслова додається суфікс «-s (-es)». Правила додавання суфікса «-s (-es)» до основи дієслова повністю збігаються з правилами додавання суфікса «-s (es)» множини до основи іменника.

My friend lives in a hostel. - Мій друг живе в гуртожитку.

The school year begins in September. - Навчальний рік починається у вересні.

She drives a car. - Вона водить машину.

Для застосування *запитальної форми* в простому теперішньому часі необхідне допоміжне дієслово «do», а в третій особі однини потрібно поставити допоміжне дієслово «does» (закінчення -s (-es) "не додається до змістового дієслова):

Do you play chess? - Yes, I do. - Ви граєте в шахи? - Так.

Does he speak English well? - Yes, he does. - Він добре говорить англійською? - Так.

Where does she study? - Де вона навчається?

У питаннях до підмету зберігається прямий порядок слів. Допоміжне дієслово не використовується, а присудок вживається у формі 3-ї особи однини.

Who gives you English books? - Хто дає тобі книги на англійській мові?

Негативна форма дієслів в простому теперішньому часі утворюється за допомогою допоміжного дієслова «do (does)» і заперечення «not», які ставляться перед смисловим дієсловом:

We do not play chess. - Ми не граємо в шахи.

He does not smoke. - Він не палить.

Скорочена форма: do not = do not і does not = does not

I do not play hockey. - Я не граю в хокей.

The computer does not work. - Комп'ютер не працює.

Минулий неозначений час THE PAST INDEFINITE (SIMPLE) TENSE

Час Past Simple використовується для позначення дії, яка сталася в певний час в минулому і час здійснення якого вже минув. Випадки вживання Past Simple:

- Вказівка на просту дію в минулому

I saw Jeremy in the bank - Я бачив Джеремі в банку.

- Регулярні, повторювані дії в минулому

The old man often visited me. - Старий часто мене відвідував.

-Послідовність дій в минулому

I heard a strange sound, looked back, and saw a huge cat sitting on the table.-

Я почув дивний звук, озирнувся і побачив величезного кота, який сидів на столі.

Для уточнення моменту дії в минулому при використанні часу Past Simple зазвичай використовуються такі слова, як

yesterday вчора,

last week минулого тижня,

an hour ago - годину тому,

the other day - днями,

on Monday - в понеділок,

in 2000 - у 2000 році,

during the holidays - під час канікул

Існує два види дієслів: правильні (regular) і неправильні (irregular). Past Simple правильних дієслів утворюється шляхом додавання в усіх особах закінчення **-ed (-d)** до форми інфінітива:

- дієслова, що закінчуються в інфінітиві на -е, втрачають цю голосну при додаванні -ed:

They lived in Paris two years ago. - Вони жили в Парижі 2 роки тому.

- дієслова, що закінчуються в інфінітиві на -у з попередньою приголосною, змінюють -у на і:

He tried to be polite. - Він намагався бути ввічливим.

- якщо односкладове дієслово в інфінітиві має короткий голосний звук і закінчується на одну приголосну, то остання при утворенні форм минулого часу подвоюється:

She dropped her purse. - Вона впустила гаманець.

- якщо багатоскладе дієслово закінчується на одну приголосну з попереднім коротким голосним звуком і наголосом на останній склад, то приголосна подвоюється:

He admitted this fact. - Він визнав цей факт.

Закінчення -ed має три варіанти вимови:

1. Якщо слово закінчується на глуху або шиплячу згідну, то вимовляємо [t]: like - liked, kiss - kissed.

2. Якщо слово закінчується на дзвінку приголосну або голосну, то вимовляємо [d]: fill - filled, destroy - destroyed.

3. Якщо слово закінчується на -t або -d, то закінчення -ed буде читатися як [ɪd]: point - pointed, load - loaded.

Щоб утворити Past Simple «неправильного» дієслова використовується його 2-а форма.

He She went to Madrid last year. - Вона їздила в Мадрид в минулому році.

Питальна форма як правильних, так і неправильних дієслів утворюється за допомогою допоміжного дієслова to do в минулому часі (did) і форми інфінітива смислового дієслова (без to), причому допоміжне дієслово ставиться перед підметом. У питанні до підмету (who, whose ...) допоміжне дієслово не використовується, а смислове дієслово вживається у формі минулого часу:

Did you see him yesterday? - Ти бачив його вчора?

Who saw him yesterday? - Хто бачив його вчора?

Негативна форма як правильних, так і неправильних дієслів утворюється за допомогою допоміжного дієслова to do в минулому часі (did), частки not та форми інфінітива смислового дієслова, причому not ставиться після допоміжного дієслова:

I did not play football last weekend. - Я не грав у футбол на минулих вихідних.

Скорочена форма did not = didn't

Майбутній простий час FUTURE SIMPLE

Простий майбутній час зазвичай використовується з обставинами: tomorrow (завтра),

next year (наступного року),
in five years (через п'ять років),
in 2035 (в 2035 році)

Випадки вживання Future Simple:

- Вказівка на просту дію в майбутньому
- Регулярні, повторювані дії в майбутньому
- При перерахуванні послідовності дій в майбутньому

Для того, щоб поставити дієслово у форму Future Simple, потрібно використовувати його початкову форму і допоміжне дієслово shall (для першої особи) або will (друга і третя особа). В усному мовленні shall і will найчастіше скорочуються до форми 'll, яка може використовуватися у всіх особах.

Примітка:

У сучасній англійській, особливо в усному мовленні, will використовується і в першій особі:

I will go to Shanghai next summer. - Наступного літа я поїду в Шанхай.

У питальних речень допоміжні дієслова shall або will ставляться перед підметом. Дієслово залишається після підмета в своїй початковій формі:

Will your boss agree with our conditions? - Ваш бос погодиться з нашими умовами?

Shall we go to the beach? - Ми підемо на пляж?

У негативних реченнях за допоміжним дієсловом слідує негативна частка not. Разом вони можуть бути скорочені до форми shan't (частіше в брит. англійському) або won't:

I shall not (shan't) let you down. - Я вас не підведу.

Fred will not (won't) agree to help us. - Фред не погодиться нам допомогти

Примітка:

- Якщо ймовірність події у майбутньому 100%, то можливе використання Present Continuous в значенні майбутнього часу:

She is playing tennis tomorrow. - Вона точно буде грати завтра в теніс, це її розклад на завтра.

- Для розкладів і графіка руху поїздів, автобусів, літаків; початку, закінчення заходів часто використовується Present Simple.

The football match starts at 4 p.m. - Матч розпочнеться о 16.00 (це розклад).

- Для вираження наміру вчинити дію в майбутньому часто вживається оборот to be going to:

I am going to learn French next year. -Я збираюся (маю намір) вивчати французьку мову в майбутньому році.

Is he going to spend his summer vacation in London? - Він збирається провести літні канікули в Лондоні?

Примітка:

Future Simple не вживається в підрядних реченнях часу і умови (if, as soon as, when, till, until ...). У цих випадках використовується Present Simple:

He will phone as soon as he arrives.- Він подзвонить, як тільки добереться на місце.

If it does not rain, we'll go to the forest. - Якщо не буде дощу, ми підемо в ліс.

Майбутній в минулому FUTURE IN THE PAST SIMPLE TENSE

Позначає дію, що є майбутньою по відношенню до певного моменту в минулому. Ця форма Future in the Past утворюються аналогічно відповідним формам Future, тільки замість допоміжних дієслів shall, will вживаються їх форми минулого часу **should i would**. Запитання й негативна форми утворюються за тими ж правилами, що і форми Future.

Скорочені форми: I should = I'd, we should = we'd, he would = he'd, they would = they'd, should not = shouldn't, would not = wouldn't.

I think I will come by the morning train. - Я думаю, що приїду ранковим поїздом

I thought I would come by the morning train. - Я думав, що приїду ранковим поїздом.

Минулий тривалий час PAST CONTINUOUS (PROGRESSIVE)

Час Past Continuous вказує на процес, що тривав в певний момент або період в минулому. На відміну від часу Past Simple, Past Continuous вказує на процес, що відбувався в конкретний момент часу в минулому:

yesterday at 5 o'clock - вчора о 5 годині

from 5 till (to) 7 - з 5 до 7

the whole day - весь день

when you called (when rain started) - коли ти подзвонив (коли почався дощ) і т.п.

Past Continuous утворюється за допомогою дієслова to be в минулому часі (was, were) і дієприкметника теперішнього часу (**Participle I**) змістовного дієслова.

I was sleeping when someone knocked at the door. - Коли я спав, хтось постукав у двері.

We were reading from 4 till 5. - Ми читали з 4 до 5.

У питальних реченнях допоміжне дієслово вживається перед підметом:

Were you sleeping when I called? - Ти спав, коли я подзвонив?

What was she doing the whole day? - Що вона робила весь день?

У негативних реченнях за допоміжним дієсловом слідує негативна частка not. Форми was і were при цьому можуть бути скорочені до wasn't і weren't відповідно.

At 8 in the morning our elevator was not (was not) working. - О 8 годині ранку не працював наш ліфт.

Майбутній тривалий час FUTURE CONTINUOUS (PROGRESSIVE) TENSE

The Future Continuous Tense (майбутній тривалий час) позначає тривалу дію, яке буде відбуватися в певний момент або відрізок часу в майбутньому.

At ten o'clock - о десятій годині,
at that moment - в цей момент
all day long - весь день,
the whole year - весь рік,
from 5 till 6 - з п'яти до шести

Future Continuous утворюється за допомогою допоміжного дієслова **to be** у формі майбутнього часу (**shall be, will be**) і форми дієприкметника теперішнього часу (**Present Participle**) основного дієслова, тобто дієслова із закінченням **-ing**. **Shall** вживається з 1-ю особою однини і множини, а **will** з іншими особами. Однак в сучасній англійській дієслово **will** може вживатися в усіх особах і числах:

My granny will be still working in the garden at noon. - Опівдні бабуся ще буде працювати в саду.

If the weather is fine at that time, we shall be roller skating. - Якщо погода в цей час буде гарна, ми будемо кататися на роликах.

У питальній формі допоміжне дієслово ставиться перед підметом:

Will you be playing football the whole day? - Ти будеш грати в футбол весь день?

Негативна форма утворюється за допомогою частки **not** (**will not = won't, shall not = shan't**)

He will not be staying in the city the whole summer. - Він не залишиться в місті все літо.

FUTURE IN THE PAST CONTINUOUS (PROGRESSIVE) TENSE

Future in the Past Continuous вживається для вираження тривалої дії, яка відбудеться в певний момент в майбутньому по відношенню до минулого.

And she thought that at this time next Sunday she would be approaching her beloved Paris. - І вона думала, що в цей же час наступної неділі вона вже буде під'їжджати до свого улюбленого Парижу.

Теперішній доконаний час PRESENT PERFECT TENSE

Час Present Perfect позначає дію, яка відбулася в минулому, але має зв'язок з теперішнім часом, перекладається українською минулим часом. Ознаками Present Perfect є слова:

never (ніколи),
ever (коли-небудь),
just (тільки що),

already (вже),
yet (ще), і т.д.
this year - в цьому році
for ages - роками
since - з (з тих пір як)
today - сьогодні

Час Present Perfect утворюється за допомогою допоміжного дієслова **to have** (has для 3 особа, од.) в теперішньому часі і дієслова в «третій формі».

У питальних речень допоміжне дієслово вживається перед підметом, а основне дієслово залишається після нього:

Have you seen this film? - Ти дивився цей фільм?

Has she ever been to London? - Вона колись була в Лондоні?

У негативних реченнях за допоміжним дієсловом слідує негативна частка not. Форми have і has при цьому можуть бути скорочені до haven't і hasn't відповідно:

I have not seen him since then. - З тих пір я його так і не бачив.

Випадки вживання Present Perfect:

Якщо тому хто говорить важливий сам факт події, дії, а не його час або обставина:

I have visited the Louvre 3 times. - Я відвідав Лувр три рази.

Якщо період, в який відбулася дія, ще не закінчився:

I have finished reading "Dracula" this week. - На цьому тижні я закінчив читати «Дракулу».

Для позначення дій, які почалися в минулому і продовжуються в момент розмови:

I've studied Spanish since childhood. - Я вчив іспанську з дитинства.

I have not seen my hometown for 45 years. - Я не бачив своє рідне місто 45 років.

Минулий доконаний час PAST PERFECT

Past Perfect вживається для вираження минулої дії, яка вже відбулася до певного моменту в минулому. За змістом ця форма представляє собою "передминулий" час, так як вона описує вже вчинену минулу дію по відношенню до моменту, який теж є минулим.

Past Perfect утворюється за допомогою допоміжного дієслова to have у формі минулого часу (had) і сосновного дієслова у III формі (Past Participle).

Обставинами часу характерні для цього часу:

Already - вже

yet - ще

by two o'clock - о другій годині

by noon - до полудня

by then - до цього / той час

by that time - на той час

by the end of the week - до кінця тижня

by Saturday - до суботи by the end of the year - до кінця року
by the 15th of September - до 15 вересня before - перед

When I came home late after I had made my work. – Я прийшов до дому після того як закінчив свою роботу.

Питальні речення:

Had you brushed your teeth before you went to bed? - Ти почистив зуби, перш ніж піти спати?

Негативні:

How did you hope to pass the exam if you had not (hadn't) even opened the textbook? - Як ти сподівався скласти іспит, якщо ти до цього навіть підручник не відкрив?

Майбутній доконаний час FUTURE PERFECT

Позначає дію, яка закінчиться до певного моменту або початку іншої дії в майбутньому або продовжиться після нього.

Час Future Perfect утворюється за допомогою допоміжного дієслова **to have** в майбутньому часі і основного дієслова в «третій формі». То have в майбутньому часі має дві форми: **shall have** - 1 особа. **will have** - 2 і 3 особа.

Обставини часу характерні для цього часу:

by five o'clock - до п'ятої години	by that time - на той час
by noon - до полудня	by the end of the year - до кінця року
by Saturday - до суботи	by then - на той час
	before - перед

We shall have translated the article by five o'clock.	- Ми (вже) переведемо статтю на п'яту годину.
---	---

I shall have finished the report by tonight.	- Я закінчу писати доповідь до вечора.
--	--

The workers will have built this school by September 1st.	- Будівельники побудують цю школу до 1 вересня.
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Теперешній доконаний тривалий час PRESENT PERFECT CONTINUOUS

Present Perfect Continuous вказує на дію, яка почалося в минулому, тривала протягом деякого часу і або закінчилася безпосередньо перед розмовою або все ще триває в момент розмови.

for an hour протягом години	since she returned з тих пір, як вона
for a month протягом місяця	повернулася

for a long time протягом довгого часу, довго, давно	lately недавно, останнім часом
since yesterday з учорашнього дня	all my life все життя
since five o'clock з п'яти годин	all this year весь цей рік
since morning з ранку	all day long весь день
	these three week ці три тижні

Present Perfect Continuous утворюється за допомогою **have been / has been** (для третьої особи однини особи - he, she, it) та основне дієслово з закінченням **-ing**.

I have been waiting for you for two hours. - Я чекаю тебе дві години.

Have you been waiting for me for two hours? - Ти чекаєш мене кілька годин?

I have not been waiting for you for two hours. - Я не чекаю тебе дві години.

Як скорочень використовуються такі форми:

I've been waiting...

He's been waiting...

We haven't been waiting...

She hasn't been waiting...

Haven't you been waiting?..

Hasn't he been waiting?..

Примітка: дієслова, які не мають форм Continuous, слід вживати в Present Perfect.

I have known him for three years. - Я знаю його вже три роки.

Минулий доконаний тривалий час PAST PERFECT CONTINUOUS TENSE

Past Perfect Continuous вказує на дію, яка почалося в минулому, тривала протягом деякого часу і або закінчилося безпосередньо перед якимось моментом в минулому або все ще не закінчилася до якогось моменту в минулому.

for two hours протягом двох годин	since I came з тих пір, як я прийшов
for a month протягом місяця	all his life все його життя
for some time протягом деякого часу	all day long весь день
since five o'clock з п'яти годин	

Past Perfect Continuous утворюється за допомогою **had been** і основного дієслова з закінченням **-ing**.

I had been typing this text for 2 hours and then found it on the Internet. - Я набирав цей текст дві години, а потім знайшов його в Інтернеті.

I saw many puddles. Had it been raining? - Я бачив багато калюж. Йшов дощ?

Of course he did not want to sleep! He had not been working like a horse all the week. - Зрозуміло, йому не хотілося спати! Він не працював як віл весь тиждень.

Якщо не вказано, як довго відбувалася дія, то замість Past Perfect Continuous вживається Past Continuous:

I was working when my brother came - Я працював, коли прийшов мій брат.

Майбутній доконаний тривалий час FUTURE PERFECT CONTINUOUS TENSE

Future Perfect Continuous використовується для вираження дії, яка почнеться до певного моменту в майбутньому або буде тривати до цього моменту. Акцент робиться на тому, як довго триває дія, і, звичайно, присутня вказівка на період часу. Future Perfect Continuous вживається дуже рідко.

Час Future Perfect Continuous утворюється за допомогою **will have been i** основного з закінченням -ing).

We are leaving for London in May. When you come there in August, we will have been staying in England for three month. - Ми поїдемо до Лондону в травні. Коли ти прийдеш туди в серпні, ми вже пробудемо в Англії три місяці.

I hear, you are going to retire next month? For how many years will you have been working here by that time? - Я чув, наступного місяця Ви виходите на пенсію? Скільки на той час Ви вже тут будете працювати?

By October we will not have been living here for five years. - До жовтня ми не будемо жити тут вже п'ять років.

Наказовий спосіб IMPERATIVE MOOD

Наказовий спосіб висловлює наказ або прохання (порада).

Стверджувальна форма. Для того щоб утворити стверджувальну форму наказового способу в англійській мові, необхідно вживати форму інфінітива, але при цьому не використовувати частку to.

to write - писати. Write! - Пиши (ть).

Send this letter, please - Відправ цей лист, будь ласка.

Look at the mirror - Подивися в дзеркало.

Негативна форма

Для того щоб скласти негативне речення з наказовим способом, необхідно використовувати негативну форму допоміжного дієслова to do. to do - do not. Сміслові дієслова, як і в стверджувальній формі, вживаються без частки to.

Do not look - Не дивися (ться).

Do not speak - Не говори (ть).

Пасивний стан PASSIVE VOICE

Форма стану показує, чи є підмет у реченні (особа або предмет) виробником або об'єктом дії, вираженої присудком. Пасивна форма (passive voice) вказує, що особа або предмет, виражене підметом, не виконує дію самостійно, а відчуває цю дію на собі:

The big cake was baked by Sam. - Великий пиріг був випечений Семом.

Passive voice утворюється за допомогою допоміжного дієслова **to be** у відповідному часі, особі і числі і дієприкметник минулого часу (**Participle II**) основного дієслова:

Indefinite Passive (to be + Participle II)

He newspapers are delivered every morning. (Present Indefinite Passive)
Газети доставляються щоранку.

This book was bought a month ago. (Past Indefinite Passive) Ця книга була куплена місяць тому.

The letter will be mailed tomorrow. (Future Indefinite Passive) Лист буде відправлено завтра.

Continuous Passive (to be + being + Participle II).

The house is being repaired. (Present Continuous Passive) Будинок ремонтується.

When John was ill he was being taught at home. (Past Continuous Passive)
Коли Джон хворів, його навчали вдома.

Perfect Passive (to have + been + Participle II)

This letter has been brought by the secretary. (Present Perfect Passive)
Секретар приніс лист. (Лист принесено секретарем)

He decided to become a writer only when his first story had been published. (Past Perfect Passive) Він вирішив стати письменником, тільки коли його перше оповідання було надруковано.

By the 1st of July the last exam will have been passed (Future Perfect Passive)
До першого липня останній іспит буде вами зданий.

Узгодження часів THE SEQUENCE OF TENSES

Узгодження часів в англійській мові полягає в наступному: час дієслова підрядного речення залежить від часу головного речення. Якщо головне речення виражено дієсловом в одній з форм минулого часу, то в підрядному реченні не можуть вживатися форми теперішнього і майбутнього часу дієслів.

Якщо дія в підрядному реченні відбувається одночасно з дією в головному реченні, то потрібно використовувати Past Simple або Past Continuous:

They told us, "We are going to the library." - Вони сказали нам: «Ми йдемо в бібліотеку».

They told us they were going to the library. - Вони сказали нам, що йдуть в бібліотеку.

Якщо дія в підрядному реченні передує дії в головному реченні, то дієслово в підрядному використовується в Past Perfect або Past Perfect Continuous:

She told us, "It was raining a lot." - Вона нам сказала: «Було багато дощів».

She told that it had been raining a lot. - Вона нам сказала, що було багато дощів.

Якщо дія в підрядному реченні відбувається після дії в головному, то потрібно використовувати один з часів Future-in-the-Past:

She said: "I will try to get the highest mark on the exam." - Вона сказала: «Я буду намагатися отримати на іспиті кращу оцінку».

She said she would try to get the highest mark on the exam. - Вона сказала, що буде намагатися отримати на іспиті кращу оцінку.

Таблиця узгодження часів в англійській мові

Время в прямой речи	Present Indefinite	Present Continuous	Present Perfect	Past Indefinite	Past Perfect	Future Indefinite
Время в косвенной речи	Past Indefinite	Past Continuous	Past Perfect	Past Perfect	Past Perfect	Future Indefinite in the Past

Винятки:

Час в підрядному реченні може залишитися без зміни, якщо в ньому вказано точний час:

He told us, "I took part in the Olympic games." - Він сказав нам: «Я брав участь в Олімпійських іграх».

He told us he took part in the Olympic games. Він розповів нам що брав участь в Олімпійських іграх.

Або якщо йдеться про загальновідомий факт:

Newton proved that bodies attract each other. - Ньютон довів, що тіла притягують один одного.

Умовні речення

CONDITIONAL SENTENCES

Нульовий тип (Zero Conditional) - закономірність, логіка, порада

Умовні речення нульового типу описують закономірності розвитку подій (засновані на досвіді, здоровому глузді), а не припущенні.

Вживання Present Simple:

If you do not eat for a long time, you become hungry. - Якщо ти довго не будеш їсти, ти зголоднієш.

If you do not want to pay for it, you can now download it via a torrent for free.
- Якщо Ви не хочете платити за неї, тепер Ви можете її завантажити торрентом безкоштовно.

Перший тип (First Conditional (Conditional I) -прогноз, намір, обіцянка (теперішній/ майбутньому / минулому)

Умовні речення першого типу пророкують можливий розвиток подій в майбутньому. Умова зазвичай виражається формою дієслова в теперішньому часі (який за контекстом має значення майбутнього і перекладається дієсловом в майбутньому часі), а наслідки описуються дієсловом в майбутньому часі з допоміжним дієсловом will:

If you make a mistake, someone will let you know. - Якщо Ви зробите помилку, хтось Вам скаже про це.

If he asks me, I will consider his proposal carefully. - Якщо він запитає мене, я уважно розгляну його пропозицію.

Другий тип (Second Conditional (Conditional II) - малоімовірно, практично нездійсненна умова (в теперішньому або майбутньому)

Умовні речення першого типу висловлюють гіпотетичні ситуації, що сприймаються як малоімовірні, практично нездійсненні. Дієслово-присудок підрядного речення стоїть в минулому часі (перекладається на українську мову дієсловом в умовному способі з часткою «б»), в головному - використовується допоміжне дієслово would і інфінітив основного дієслова:

If I liked parties, I would attend more of them. - Якби я любив вечірки, я б частіше на них ходив.

If it rained tomorrow, people would dance in the street. - Якби завтра пішов дощ, люди стали б танцювати на вулиці.

У таких реченнях використовується форма умовного способу дієслова to be - were (для всіх осіб і чисел). Форма was іноді вживається в розмовній мові, проте, більш коректним буде вживання форми were. Крім того, для неофіційного стилю типова фраза "If I were you ..." - «на твоєму місці ...» (дослівно: «якби я був тобою ...»).

If I were rich, I would live downtown. - Якби я був багатий, я жив би в центрі міста.

If he were running for governor, I would vote for him. - Якби він висувався на пост губернатора, я голосував би за нього.

Підрядні речення з формою were можуть утворюватися без союзу if, зі зворотним порядком слів:

If I were rich, ... / Were I rich, ... - Якби я був багатий, ...

If I were to fly, ... / Were I to fly, ... - Якби мені потрібно було летіти, ...

Умовні речення першого і другого типів можуть мати близькі значення, але речення другого типу мають на увазі набагато менший ступінь ймовірності скоєння зазначених дій:

Умовне речення першого типу:

If you leave now, you will still catch your train. - Якщо ти підеш зараз, то ще встигнеш на поїзд.

Умовне речення другого типу:

If you left now, you would still catch your train. - Якби ти пішов зараз, то ще встиг би на поїзд.

Третій тип (Third Conditional (Conditional III) - нездійсненна, нереальна умова в минулому часі.

Умовні речення третього типу висловлюють гіпотетичні ситуації в минулому, фактично не відповідають дійсності (на думку мовця). У підрядному реченні використовується дієслово в формі Past Perfect, а в головному реченні - допоміжне дієслово would і основне дієслово в формі перфектного інфінітива (збігається з утворенням Present Perfect).

If you had called me, I would have come. - Якби ти подзвонив мені, я б прийшов (але ти не подзвонив).

Would he have succeeded if I had helped him? - Чи впорався б він, якби я йому допоміг? (Але я не допоміг).

Герундій THE GERUND

Герундій - безособова форма дієслова, має чотири форми - одну просту і три складних, утворених за допомогою допоміжних дієслів. З чотирьох форм герундія в основному вживається простий герундій - Indefinite Active (**ing** – форма).

Smoking is forbidden. - Паління заборонено.

Imagine, I enjoy learning English grammar. - Уяви собі, що я отримую задоволення від вивчення англійської граматики'.

Reading is to the mind what exercise is to the body. Читання для розуму теж саме, що фізкультура для тіла.

Герундій вживається

1) в якості підмета:

Swimming is pleasant. Купання приємне.

2) як частина присудка після дієслів to finish, to start, to continue, to go on, to keep та ін .:

He finished reading the newspaper.- Він закінчив читання газети.

3) як додаток:

I am fond of reading. - Я обожнюю читання.

4) як обставина часу:

On coming home I took a bath. 'Після повернення додому я прийняв ванну'.

5) як обставина способу дії:

Instead of going home he went to the movies .- Замість того щоб піти додому (дослівно: замість походу додому), він відправився в кіно.

Дієприкметник THE PARTICIPLE

В англійській мові є два дієприкметника:

1. Дієприкметник I (Participle I або Present Participle) - дієприкметник теперішнього часу. Має дві форми:

а) Present Participle Simple (Active) - проста форма, утворюється шляхом додавання закінчення -ing до вихідної форми дієслова, (форма з -ing, або IV форма) відповідає українському дієприкметнику теперішнього часу і дієприслівнику недоконаного виду: reading - читає, читаючи, resting - відпочиваючи.

Reading English books I wrote out new words. - Читаючи англійські книги, я виписував нові слова.

Present Participle Simple (Passive) - утворюється за допомогою допоміжного дієслова to be у формі Present Participle Simple, а саме - being і смислового дієслова в формі Past Participle (форма із закінченням -ed або III форма).

The house being built in our street is very good - Будинок, що будується на нашій вулиці, дуже хороший.

б) Present Participle Perfect - утворюється за такою формулою: having + 3 форма дієслова.

Відповідає українському дієприслівнику доконаного виду: having written - написавши, having read - прочитавши.

Having packed my things, I called for a taxi. - Спакувавши свої речі, я викликав таксі.

Perfect Participle Passive - варіант Perfect Participle в пасивному стані, утворюється в такий спосіб: having + been + 3 форма дієслова.

Having been examined by the doctor, they were allowed to join the sports club. - Після того як їх оглянув лікар, їм дозволили вступити в спортклуб. (Пасивний стан Passive voice)

2. Прислівник II (Participle II або Past Participle) - дієприкметник минулого часу. Дієприкметник від перехідних дієслів відповідає українському пасивному дієприкметнику минулого часу: opened - відкритий, dressed - одітий.

The broken cup was on the floor. - Розбита чашка лежала на підлозі.

The doctor sent for lived in the next village. - Лікар, за яким послали, проживав в сусідньому селі.

IRREGULAR VERBS LIST

Infinitive	Past Simple	Past Participle	Переклад
be	was, were	been	бути
beat	beat	beaten	бити
become	became	become	ставати
begin	began	begun	починати
bend	bent	bent	гнути
bet	bet	bet	тримати парі
bite	bit	bitten	кусати
blow	blew	blown	дути, видихати
break	broke	broken	ламати, розбивати, руйнувати
bring	brought	brought	приносити, привозити, доставляти
build	built	built	будувати, споруджувати
buy	bought	bought	купувати
catch	caught	caught	ловити, зловити, схопити
choose	chose	chosen	вибирати, обирати
come	came	come	приходити, підходити
cost	cost	cost	коштувати, обходитися
cut	cut	cut	різати, розрізати
deal	dealt	dealt	мати справу, розподіляти
dig	dug	dug	копати, рити
do	did	done	робити, виконувати
draw	drew	drawn	малювати, креслити
drink	drank	drunk	пити

drive	drove	driven	їздити, підвозити
eat	ate	eaten	їсти, поглинати, поїдати
fall	fell	fallen	падати
feed	fed	fed	годувати
feel	felt	felt	відчувати
fight	fought	fought	битися, боротися, воювати
find	found	found	знаходити, виявляти
fly	flew	flown	літати
forget	forgot	forgotten	забувати про (що-небудь)
forgive	forgave	forgiven	прощати
freeze	froze	frozen	замерзати, завмирати
get	got	got	отримувати, добиратися
give	gave	given	дати, подати, дарувати
go	went	gone	йти, рухатися
grow	grew	grown	рости, зростати
hang	hung	hung	вішати, розвішувати, висіти
have	had	had	мати, володіти
hear	heard	heard	чути, почути
hide	hid	hidden	ховати, приховувати
hit	hit	hit	ударяти, вражати
hold	held	held	тримати, утримувати, затримувати
hurt	hurt	hurt	поранити, заподіювати біль, забити
keep	kept	kept	зберігати, підтримувати
know	knew	known	знати, мати уявлення

lay	laid	laid	класти, покласти, покривати
lead	led	led	вести за собою, супроводжувати, керувати
leave	left	left	залишати, йти, їхати
lend	lent	lent	позичати, давати в борг
let	let	let	дозволяти
lie	lay	lain	лежати
light	lit	lit	запалювати, світитися, висвітлювати
lose	lost	lost	втрачати
make	made	made	робити, створювати, виготовляти
mean	meant	meant	значити, мати на увазі, на увазі
meet	met	met	зустрічати, знайомитися
pay	paid	paid	платити, оплачувати, розраховуватися
put	put	put	ставити, поміщати, класти
read	read	read	читати, прочитати
ride	rode	ridden	їхати верхи, кататися
ring	rang	rung	дзвеніти, дзвонити
rise	rose	risen	сходити, вставати, підніматися
run	ran	run	бігти, бігати
say	said	said	говорити, сказати, вимовляти
see	saw	seen	бачити
seek	sought	sought	шукати, розшукувати

sell	sold	sold	продавати, торгувати
send	sent	sent	посилати, відправляти, відсилати
set	set	set	встановлювати, ставити, призначати
shake	shook	shaken	трясти, струшувати
shine	shone	shone	світити, сяяти, опромінювати
shoot	shot	shot	стріляти
show	showed	shown, showed	показувати
shut	shut	shut	закривати, замикати, зачиняти
sing	sang	sung	співати, наспівувати
sink	sank	sunk	тонути, занурюватися
sit	sat	sat	сидіти, сідати
sleep	slept	slept	спати
speak	spoke	spoken	говорити, розмовляти, висловлюватися
spend	spent	spent	витрачати, проводити (час)
stand	stood	stood	стояти
steal	stole	stolen	красти
stick	stuck	stuck	встромляти, приклеювати
strike	struck	struck, stricken	ударяти, бити, вражати
swear	swore	sworn	клястися, присягати
sweep	swept	swept	підмітати
swim	swam	swum	плавати, плисти

swing	swung	swung	гойдатися, крутитися
take	took	taken	брати, хапати, взяти
teach	taught	taught	вчити, навчати
tear	tore	torn	рвати, відривати
tell	told	told	розповідати
think	thought	thought	думати, мислити, міркувати
throw	threw	thrown	кидати, кидати, метати
understand	understood	understood	розуміти, осягати
wake	woke	woken	прокидатися, будити
wear	wore	worn	носити (одяг)
win	won	won	перемогти, виграти
write	wrote	written	писати, записувати

ENGLISH TENSES ACTIVE

	Present	Past	Future
Simple	Допоміжне дієслово: do / does Закінчення: -, -s Формула: V (+s) + I work + He writes – I do not work – He does not write ? Do I work? ? Does he write?	Допоміжне дієслово: did Закінчення: -ed, – Формула: V2 + I worked + He wrote – I did not work – He did not write ? Did I work? ? Did he write?	Допоміжне дієслово: will / shall Закінчення: – Формула: will/shall + V + I will work + He will write – I won't work – He won't write ? Will I work? ? Will I write?
Continuous	Допоміжне дієслово: be (is / am / are) Закінчення: -ing Формула: am/is/are + Ving + I am working + He is writing – I am not working – He is not writing ? Am I working? ? Is he writing?	Допоміжне дієслово: was / were Закінчення: -ing Формула: was/were + Ving + I was working + He was writing – I was not working – He was not writing ? Was I working? ? Was he writing?	Допоміжне дієслово: will be / shall be Закінчення: -ing Формула: will/shall + be + Ving + I will be working + He will be writing – I won't be working – He won't be writing ? Will I be working? ? Will he be writing?
Perfect	Допоміжне дієслово: have / has Закінчення: -ed Формула: have/has + V3 + I have worked + He has written – I have not worked	Допоміжне дієслово: had Закінчення: -ed Формула: had + V3 + I had worked + He had written – I had not worked – He had not	Допоміжне дієслово: will have / shall have Закінчення: -ed Формула: will/shall + have V3 + I will have worked + He will have

	– He has not written ? Have I worked? ? Has he written?	written ? Had I worked? ? Had he written?	written – I won't have worked – He won't have written ? Will I have worked? ? Will he have written?
Perfect Continuous	Допоміжне дієслово: have been / has been Закінчення: -ing Формула: have/h as + been + Ving + I have been working + He has been writing – I have not been working – He has not been writing ? Have I been working? ? Has he been writing?	Допоміжне дієслово: had been Закінчення: -ing Формула: had been + Ving + I had been working + He had been writing – I had not been working – He had not been writing ? Had I been working? ? Had he been writing?	Допоміжне дієслово: will have been / shall have been Закінчення: -ing Формула: will/shall + have been + Ving + I will have been working + He will have been writing – I won't have been working – He won't have been writing ? Will I have been working? ? Will he have been writing?

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