

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
ЖИТОМИРСЬКИЙ ДЕРЖАВНИЙ УНІВЕРСИТЕТ
імені ІВАНА ФРАНКА

КАФЕДРА СЛОВ'ЯНСЬКИХ І ГЕРМАНСЬКИХ МОВ

Укладачі:

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Навчально-методичний посібник

для студентів 4 курсу

ННІ філології та журналістики

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Укладачі:

ВЕЛИКА А.М., НІКІШОВА Т.Є., ПРИЩЕПА О.В.

Практичний курс англійської мови. – Житомир: Вид-во ЖДУ ім. І. Франка, 2019.

Навчально-методичний посібник призначений для студентів 4 курсу з метою надати матеріал, що базується на програмних розмовних темах, включаючи як текстовий блок, так і зразки контрольних робіт, завдання для самостійних видів діяльності.

Для студентів вищих навчальних закладів.

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2019 р.**

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Вступ

Навчально-методичний посібник містить матеріали, спрямовані на розвиток навичок усного і писемного мовлення, які необхідні для вивчення програмного блоку 4-го курсу філологічного факультету.

Основною метою посібника є надати студентам сучасний та адекватний у мовному відношенні матеріал для засвоєння тем, що вивчаються. Текстовий матеріал передбачає створення можливості для розвитку навичок усного і писемного мовлення, актуалізуючи розвиток комунікативних вмінь студентів: обговорення прочитаного, участь у діалогічних ситуаціях, рольових іграх, тематичних дискусіях, проектних роботах.

Розділ, що містить контрольні роботи, надає студентам можливість виконувати тренувальні завдання з метою підготовки до модульних аудиторних контрольних робіт на належному рівні.

Посібник спрямовано на розвиток вмінь студентів самостійно отримувати необхідну інформацію, співставляючи її із власним досвідом, застосовуючи у різноманітних комунікативних ситуаціях та в процесі викладання іноземної мови в навчальних закладах України.

Підбір текстових матеріалів здійснювався за критеріями стилістичної різноманітності, інформативності, проблемно-мотиваційної спрямованості та відповідності вимогам програмної документації.

Метою викладання навчальної дисципліни “Практичний курс англійської мови ” є формування у студентів комунікативної, лінгвістичної і соціокультурної компетенції; позитивного ставлення до оволодіння як мовою, так і культурою англomовного світу; професійної компетенції шляхом залучення їх до виконання професійно орієнтованих завдань; вміння міжособистісного спілкування, необхідного повноцінного функціонування як у навчальному середовищі, так і за його межами.

Основними **завданнями** вивчення дисципліни “практичний курс англійської мови” є:

- формування вміння вільно користуватися англійською мовою у професійних, наукових та інших цілях;
- розвиток 4-х видів мовленнєвої діяльності на відповідному рівні;
- засвоєння граматичних, семантичних правил і закономірностей англійської мови;
- формування вміння використовувати соціокультурні знання в іншомовній комунікації;
- формування вміння застосовувати культурологічну інформацію у професійній діяльності;
- вдосконалення мовленнєвої підготовки шляхом використання оригінальних англомовних матеріалів.

Згідно з вимогами освітньо-професійної програми студенти повинні:

знати :

- граматичний матеріал за темами, вивченими протягом перших 3-х курсів навчання в університеті, поглибити отримані знання як теоретично, так і практично;
- лексичний матеріал за темами;
 - Проблеми виховання дітей;
 - Людина 21-го століття. Зроби світ своїм офісом. Комп'ютеризація сучасного світу;
 - Україна – моя Батьківщина;
 - Світова культурна спадщина;
 - Здоровий спосіб життя.

вміти:

- сприймати різноманітні текстові матеріали та розкривати імпліцитну інформацію, що міститься в них;
- вільно і спонтанно висловлюватися, не відчуваючи браку мовних засобів для вираження думки;

- ефективно і гнучко використовувати іноземну мову в різноманітних ситуаціях соціального, навчально-академічного та професійного спілкування;
- висловлюватися з необхідним ступенем деталізованості та тематичної складності, демонструючи вільне володіння засобами структурної побудови тексту, принципів зв'язності та цілісності на суперсинтаксичному рівні.

На вивчення навчальної дисципліни відводиться 288 годин (216 ауд. год., 72 год. – самостійна робота), 6 кредитів ECTS.

Інформаційний обсяг навчальної дисципліни

Змістовий модуль 1

Тема 1. Проблеми виховання дітей.

Первинна та вторинна соціалізація дітей. Вдосконалення соціального та інтелектуального розвитку підростаючого покоління. Агресивність та насильство у молодіжному середовищі. Вчитель, його місце в сучасному професійному просторі. Мотиваційна база вибору професії вчителя. Особливості роботи вчителя залежно від працевлаштування.

Граматичний тренінг.

Змістовий модуль 2

Тема 2. Людина 21-го століття. Зроби світ своїм офісом.

Комп'ютеризація сучасного світу.

Людина в сучасному світі. Засоби зв'язку в 21-му столітті. Сучасне офісне приміщення. Комп'ютеризація університетського та шкільного навчання.

Граматичний тренінг.

Змістовий модуль 3

Тема 3. Україна – моя Батьківщина.

Загальні країнознавчі характеристики (географія, клімат, історія, політичний устрій, культура, розвиток науково-технічної думки, традиції і свята, міста).

Граматичний тренінг.

Змістовий модуль 4

Тема 4. Світова культурна спадщина.

Мистецтво та життя. Роль живопису в житті людини. Загальна характеристика історії мистецтва. Західноєвропейський живопис (основні характеристики, представники). Живопис Великобританії та України. Світові тенденції в архітектурі та скульптурі. Естетичне виховання дітей в загальноосвітніх навчальних закладах.

Граматичний тренінг.

Змістовий модуль 5

Тема 5. Здоровий спосіб життя.

Організація робочого та вихідного дня. Спорт та фізкультура у повсякденному житті. Сфери інтересів сучасної людини (хобі та захоплення). Здорове харчування.

Граматичний тренінг.

3. Рекомендована література

Основна:

1. Сидоренко С.І. Практичний курс з англійської мови. Житомир, 2000. 172 с.
2. Практический курс английского языка: 3 курс: Учеб. для педвузов по спец. «Иностр. язык»/ Под ред. В.Д. Аракина. – 4-е изд., перераб. и доп. Москва: Гуманит. изд. центр ВЛАДОС, 2003. 432 с. : ил.
3. Аракин В.Д. и др. Практический курс английского языка. 4 курс. Учеб. для пед. вузов по спец. «Иностр. яз.»/ И.А. Новикова, Г.В. Аксёнова-Пашковская и др., под ред. В.Д. Аракина.- 4-е изд., перераб. и доп. Москва: Гуманит. изд. центр ВЛАДОС, 1998. 336 с.: ил.
4. John and Liz Soars. New Headway Upper-Intermediate Student's Book. Oxford University Press. 170 p.
5. Liz and John Soars, Paul Hancock. New Headway. Advanced Student's Book. Fourth Edition. Oxford University Press. 178p.
6. Збірник текстів про Україну: Навчальний посібник (англ.м.)/укладач С.В. Гапонова.- Київ: «Вікар», 1997.

Додаткова:

1. Каушанская В.Л. Грамматика английского языка. Учеб. пособие: Айрис-пресс, 2008. 381с.
2. Каушанская В.Л. Ковнер Р.Л. и др. Сборник упражнений по грамматике английского языка. Пособие для студентов педагогических институтов. Ордена Трудового Красного Знамени Ленинградская типография №1 «Печатный Двор» им. А.М. Горького, 1996. 214 с.
3. Клементьева Т.Б. Повторяем времена английского глагола: Учеб. пособие. – 3-е изд. испр. – Москва: СОРЕК-Палиграф, 1993. 207 с.
4. Резник Р.В. и др. Грамматика английского языка с упражнениями для средней школы. Смоленск-Москва: По лицензии РИЦ «ТОК», 1994. 288 с.
5. Еккерсли С.Е., Маколей М. Живая грамматика. Грамматика английского языка с упражнениями. = Brighter Grammar. An English Grammar with Exercises: В 4-х книгах.- Москва: Междунар. отношения, 1992. 400 с.
6. TOEFL Preparation Guide. Пособие для подготовки к экзаменам по английскому языку.

Інформаційні ресурси (в електронному режимі доступу)

1. *Raising Successful Children*
http://www.nytimes.com/2012/08/05/opinion/sunday/raising-successful-children.html?pagewanted=all&_r=0 (дата звернення 18.09.2018)
2. 20 Ways to Bring Out the Best in Your Children
<http://www.simpletoremember.com/articles/a/20-ways-bring-out-best-in-your-children/>
(дата звернення 18.09.2018)
3. Ukraine
<http://en.wikipedia.org/wiki/Ukraine> (дата звернення 18.09.2018)
4. Painting
<https://en.wikipedia.org/wiki/Painting> (дата звернення 18.09.2018)
5. Modern art
http://en.wikipedia.org/wiki/Modern_art (дата звернення 18.09.2018)

4. Форма підсумкового контролю успішності навчання: залік (7-й семестр), екзамен (8-й семестр).

Вимоги до заліку та екзамену

1. Володіння теоретичним та практичним матеріалом з курсу «Практичний курс англійської мови».

2. Зараховано всі завдання, передбачені робочою програмою та інструктивно-методичними матеріалами.

3. Пройдено перевірку рівня засвоєння знань з тем, що виносились на самостійне опрацювання, на консультації у викладача.

4. Виконано завдання з індивідуального читання у повному обсязі (600 сторінок оригінальної англійської літератури за рік).

5. Засоби діагностики успішності навчання: питання, тести та завдання різного ступеня складності для поточного контролю знань на практичних заняттях, тести для модульного контролю знань, професійно-орієнтованні завдання.

Bringing up Children

Topical vocabulary

Parents' functions

to raise / bring up children; child rearing; to develop socially vital values; to develop a sense of responsibility; to form positive character traits and moral characteristics; to teach children to cope with difficulties, problems

Parents

loving; caring; consistent; fair; wise; sensitive to children's feelings;
patient; indulgent; strict; moralizing; permissive

Children

to show initiative and independence; to be mature; to reproduce patterns of behaviour; to learn by imitation; to assert one's independence; to build love towards...; to progress in one's development; mental development; physical growth

Family atmosphere

an environment of love and security; to grow in the atmosphere of care, affection, respect, patience, reassurance / fear, tension, neglect; happy home backgrounds; friendly atmosphere

Parent-child relations

to treat children...; to encourage children to get along with others; to concentrate on a child's strength and not his weakness; to gain independence from parents; authoritarian approach; to use a child as a scapegoat; to have a negative effect on a child; unsatisfactory relationship between...; to blame / physically abuse a child; to make emphasis on obedience to authority; to maintain parents' approval; to be praised; to be constantly criticized; to impose smth on a child; to interfere in children's affairs; to be attached to...; to experience love and acceptance from parents; to moralize; to be on the child's side; to approve of...; to show concern for...; to be aggressive / rude / tough with smb; physical punishment (spanking, beating); to scream and yell at...; to lock children up; to tell smb off; to answer back; to teach manners; to ignore a child; to lack contact with parents; lack of adult guidance; to keep anger under control; to avoid labelling children (stupid, silly, foolish); to insult /

hurt one's feelings, self-respect; to prevent crises; to lose one's temper / create tension; to live up to smb's expectations; to feel part of the family; to be pushed into making up lies

Problem children

to grow depressed / repressed / frustrated / self-centered / unsociable / lonely / neglected / fearful / irritable / naughty / wilful / unruly / resentful / arrogant / rough; to become a nuisance; to develop anti-social habits; overdisciplined / emotionally disturbed children; to show resistant and aggressive behaviour; youth violence, crime.

How to Bring Up Good Children

Being a parent is stressful but rewarding, and in order to be a good parent you must make good children. There's no universal definition for Good Children, but this article will provide some general advice. Pick the steps that you feel are most applicable.

1) Teach your children the rules of your household (and those you want them to abide by). It may sound harsh, but you must bring boundaries into the house and do it early, because then they will be less upset when you punish them. Physical punishments are illegal in some locations and many people, including child care experts, don't believe in slapping children. Look into punishments and behaviour adjustment techniques such as the naughty-steps method, scoldings and the warning-warning-punishment technique.

2) Read. Read to your children and with your children. Do not let them get used to watching TV all day. Read them to sleep, and also give them educational books that teach them to read and write themselves.

3) Be a good example to your children. Whilst your offspring are obviously not simian in nature, to a greater or lesser degree, monkey see-monkey do. You should not do something that you wish your children not to do, even when they are not in your presence.

- 4) **Teach them to be healthy and widen their tastes.** Feed your children with fruit and vegetables, of as many different varieties as you can. This will, possibly, help to make them good children. Teach them to brush. Good children have brushed teeth, brushed hair and brushed other things. You should widen their taste to different foods but don't force your child to eat things they don't enjoy the taste off.
- 5) **Love and respect your children.** As your child gets older they want more respect and privacy but at the same time they deep-down want your love. Learn to respect and give them a more mature love that doesn't involve kissing.
- 6) **Never go by the saying "If you want to act like a child, I'll treat you like one".** It doesn't work and only ends up with older children getting angrier.
- 7) **Educate them.** You should be asking them what they did in school today, what they enjoy and don't and especially what they find difficult.
- 8) **Let them be themselves.** Don't choose their bedroom layout for them, or tell them what jobs they can't and can do, it makes them feel useless and annoyed, and they may also be afraid they will upset you.
- 9) **Make older siblings feel involved in the younger siblings lives.** Older siblings should not be left out or be made to feel like they must be an example. Let older siblings feel involved in younger siblings being brought up- but don't shove the responsibility of being a parent on them.

1. Read the following text and find answers to the following questions:

Why are children regarded a vital part of a family?

How does the birth of a child influence family relationships?

What is the ideal purpose of raising children?

What is understood by primary socialization?

What qualities should a family develop in their children?

What effect may unsatisfactory relations between parents have on children?

For most people children are the key to a happy family life. Childbirth is not just a biologic fact. It's equally a social phenomenon. People have to readjust their roles as they become not only husband and wife to each other but also parents to their child . The most important functions of the modern family are the primary socialization of children and the stabilization of adult personalities through marriage and the raising of children.

In moral and character education example takes the central place. They need to see adults live out positive character traits and moral characteristics. Children develop a sense of belonging, competence and worth as they experience love and acceptance from parents, teachers. The secure feeling of being loved is the foundation on which a child can build love toward others. Parents and teachers must be on the child's side.

But only few families are ideal. Sometimes the parents blame or even physically abuse the child in order to cover up their own difficulties. In such a case, the child often fails to develop the values the parents wish to see in him, developing instead antisocial hobbies which lead to problems in later life. Its understanding can help to find a satisfactory explanation for youth extreme violence and crime. We should bring up the next generation with a greater respect for law and for other people's life.

Nowadays the children use various technical devices. The parents' task is to use them in a proper way to make them supporters in bringing up children. The adults should control the way the children use modern gadgets in order to prevent negative influence on the children's mind.

As for me the ideal family is ...

2. Do you agree with all ideas expressed in the text? Discuss the following:

Children are the key to a happy family life.

The raising of children is the primary function of a family.

The birth of a child affects family relationships.

Children should be brought up to become productive members of society.

Normal development of a child can be achieved only in an environment of love and security.

It is parents who are to blame for their children's unhappiness.

A family should not be isolated from relatives and community as a whole.

Children should have enough freedom in their development.

3. Read the following text and draw a diagram showing development of perceptual, emotional, intellectual and behavioral capabilities in childhood.

The term childhood denotes that period in the human lifespan from the acquisition of language at one or two years to the onset of adolescence at 12 or 13 years.

The end of infancy and the onset of childhood are marked by the emergence of speech at one to two years of age. Children make enormous progress in language acquisition in their second year and demonstrate a continually growing vocabulary, an increasing use of words in combinations, and a dawning understanding of the rules of grammar and syntax. By their third year children tend to use sentences containing five or even six words, and by the fourth year their sentences sound like those of their parents.

Five- and six-year-olds demonstrate a mastery of complex rules of grammar and meaning.

Early childhood (two to seven years) is also the time in which children learn to use symbolic thought and language to manipulate their environment. They learn to perform various mental operations using symbols, concepts, and ideas to transform information they gather about the world around them. The beginnings of logic, involving the classification of ideas and an understanding of time and number, emerge in later childhood (7 to 12 years).

Children's memory capacity also grows continually during childhood and conditions their further intellectual progress. As both short-term and long-term memory improve, children demonstrate an increasing speed of recall and can search their memory for information more quickly and efficiently.

Young children's growing awareness of their own emotional states, characteristics, and abilities leads to empathy, i.e. the ability to appreciate the feelings and perspectives of others. Empathy and other forms of social awareness are in turn important in the development of a moral sense. The basis of morality in children may be said to progress from a simple fear of punishment and pain to a concern for maintaining the approval of one's parents.

Another important aspect of children's emotional development is the formation of their self-concept, or identity, i.e. their sense of who they are and what their relation to other people is. Sex-role identity, based on gender, is probably the most important category of self-awareness and usually appears by the age of three.

The beginning of the physical and emotional changes of puberty and the acquisition of the logical processes of adults mark the end of childhood and the start of adolescence.

4. Act as psychologists and on the basis of your diagrams and the information from the text give advice to parents as to what they should focus on in different years of their child's development.

5. Why is it important to teach children responsibility? Here are some recommendations aimed at teaching responsibility. Do you think they may be effective? Add your own recommendations to the list.

- Responsibility cannot be imposed on children. It must grow from within. Children who are always told what to do may do their tasks very well but they have little chance to develop a sense of responsibility. Children must have the opportunity to take decisions and to make choices themselves and bear responsibility for them. Children who are never challenged to make choices have difficulty in adjusting when they are presented with a new situation.
- Children should not be criticized. If they are constantly criticized about their actions, they do not learn responsibility.
- A child should be given the responsibility of choosing his friends. Parents should not tell their children who they can make friends with and who they cannot.

- Parents should not interfere with how their children spend their pocket money, even if they believe their children waste it on the wrong things.

6. *Read the following text to find out about the role adults, especially parents, play in bringing up children:*

Children are emotionally attached to parents and teachers. Therefore, they are usually willing to do what adults ask them to do and to believe anything adults say unless adults have shown themselves to be untrustworthy or if children are asserting their independence.

Children develop a sense of belonging, competence and worth as they experience love and acceptance from parents, teachers and peers. The secure feeling of being loved is the foundation on which a child can build love towards others. The happiest homes are those in which parents are frankly honest with their children without moralizing. Fear does not enter these homes. Father and son are pals. Love can thrive. The happiness and well-being of children depend on a degree of love and approval adults give them. Parents and teachers must be on the child's side. Being on the side of the child is giving love to the child not possessive love - not sentimental love- just behaving to the child in such a way the child feels you love him and approve of him.

Children need affection. The stresses and strains of growing up in modern urban society make parental love and attention even more essential for children.

In all societies, past and present, parents have played a major part in caring for children. Modern parents delegate some of their traditional responsibilities to teachers sending their children to nursery schools, kindergartens and later to school.

In Western societies there is a tendency toward social equality. Wealthy parents rely less than in the past on nannies to raise their children, and lower- and middle-class parents have greater access to preschool facilities than formerly. As with marital roles, there seems to be a trend toward the reduction of differences in parental roles. In the non-Western world, too, modernization and economic development are now creating a situation of greater freedom and responsibility for children. The temporary absence of fathers who take jobs as migrant labourers, for example, may

place teenage children in a position of responsibility over their families. At the same time, other young people in these countries often seek employment and independence in urban areas.

Paradoxically, however, from a child's point of view, Western parents are often regarded as inhibiting independence, particularly during adolescence. In most modern societies, parents show an interest in and concern for the sexual activities of their children, something they do not do in most "primitive" societies. In modern Islamic societies and in modern India, as in some other parts of the world, parents have the duty to ensure that their children find suitable wives or husbands, and even the children recognize this. Yet in modern Western societies the practice of parental matchmaking is regarded by children as interference in their affairs.

7. Give arguments to support the following:

- In moral and character education example takes the central place. A child's happiness depends upon his/her parents.
- Children need affection.
- There is a tendency today towards the reduction of differences in parental roles.
- Parents today give their children more freedom than in the past.

8. What can you say about the traditional degree of parents' interference with their children's affairs in Ukrainian families? Have there been any changes in the recent decades? Have you ever personally suffered from your parents interference?

9. PROBLEM PAGE

Work in small groups. Try to act as psychologists. Read the following problems and think of some helpful advice:

- *We've been married for three years already. I want to have children but my husband says we are not ready to have them. He is afraid we won't be able to raise them properly and to give them all they need.*
- *We're an ordinary married couple with two children, an 11-year-old boy and a 4-year-old girl. Two years ago, my son started to steal from me. If I catch him, he*

cries a lot and promises never to do it again. I don't think he is unhappy: we get on well as a family. We give him plenty of pocket money. I just can't understand why he keeps on stealing.

- *My daughter is leaving school this year and she wants to enter a university in another city. We are horrified at the thought of letting her go alone to a strange place! She's always been a sensitive and shy girl. She's used to our support and care and we are sure she won't manage without us.*

10. ROLE PLAY

"KNIFE IN THE SCHOOL"

The Meeting of the School Staff

Situation: The teachers' staff is to discuss Brian Jones' behaviour and to take a decision concerning his future in the school. Brian is a 14-year- old youth who is notorious not only in his school but also in his whole neighborhood. He always has his own way. Resents any advice. Talks 16 back. Fights. Can tell lies. Does not care about school. Has problems with his classmates. Some days ago was found at school threatening a pupil with a flick knife.

Participants:

Jane Brown, Brian's form teacher

Teacher of English. Hates the boy. He is always "a pain in the neck", a real trouble-maker. Jane is sick and tired of her colleagues' and parents' complaints about Brian. Thinks he is hopeless and should be isolated to prevent spreading his bad influence on other pupils. Insists on Brian's suspension from school.

Stephen Jones, Brian's father

An engineer working for a big company. Has little time for the family. Always busy. Rather clever, full of sarcasm. No real contact with his son. Thinks that problems of raising children are for school to solve. Believes that his duty is to support his family financially, in exchange demands absolute obedience from his son.

Pamela Jones, Brian's mother

A housewife. Thinks that Brian is a much nicer boy than people give him credit for. Pamela is very shy, with a mild character, adores her husband and is under his thumb. She exaggerates her son's kindness, imaginative nature, love for animals, eagerness to help. Thinks teachers are unfairly prejudiced against Brian.

Elizabeth Carter, Head Teacher

Has seen many cases of the type. Is not inclined to make hasty decisions. Thinks that Brian is passing through a difficult period of his life. Is sure that he will get over it provided that adults help him. Thinks that Brian is a born leader, he has ambitions. Isn't it possible to give him some real responsibility?

Angela King, teacher of History

Belongs to "the old generation" of teachers. Has conservative principles and attitudes. Dislikes Brian's behaviour, considers his mental abilities low, questions ridiculous, influence on his classmates disastrous. Is annoyed by Brian's lack of discipline, responsibility and manners. Is not quite sure but thinks that suspension from school will do good both to Brian and other pupils.

Anna Wizard, teacher of Biology

Graduated from university last year. Rather likes the boy and thinks she can understand him. Anna noticed Brian's interest in her subject, the original questions he asks, his knowledge of animals' life. She agrees that often his behaviour is most irritating, but maybe Brian needs adults' help and attention? In Anna's opinion Brian lacks contact with his father and trust on the part of teachers.

Helen Broadway, psychologist

Thinks that parents and teachers should remember that Brian is entering adult life where he has to be on his own. He must feel that adults are behind him not after him. He certainly needs adults' guidance, but he does not want them to live his life

for him. Help him - but stay in the background. Suspension from school is out of the question.

Jeremy Waters, headmaster

Willing to listen to teachers' opinions. Is against any extreme measures. Gives everyone possibility to explain their ideas. Encourages his colleagues to reach consensus and to find the solution which could be most beneficial for Brian's future.

The rest of the students take roles of other teachers and are free to develop their characters and attitudes. The aim of the discussion is to reach some final decision concerning Brian Jones 'future in the school and to work out some recommendations for Brian's parents

10 Modern Teacher Skills to Learn Now

1. **Online Collaboration:** Teachers must have the ability to work collaboratively in online environments with others in their school and in schools all over the globe.
2. **Adaptability:** A teacher must be able to educate themselves on changing educational trends and adapt to them accordingly.
3. **Time Management:** It can be the enemy of all teachers, but proper effective time management skills are a must-have for the busy teacher.
4. **Tech Fundamentals:** Learning about things like word processors, spreadsheets, search engines, social media, and more can help save teachers time and allow easier organization.
5. **Patience:** Teachers must learn to have patience because things are more stressful than they've ever been in the world of education, thanks to the rise of technology.
6. **Teamwork:** Educators must be able to work together proactively in the wake of increasing class sizes and dwindling resources.
7. **Organization:** Organization goes hand-in-hand with time management. Productivity and stress-free time management come from being able to organize efficiently.
8. **Creativity:** In as much as our students must practice creativity, so must our teachers. Creativity is at the heart of engaged and productive learning. (It is also a teachable skill when you understand the process of [Creativity Fluency](#).)
9. **Constant Learning:** Even after school, learning never stops for us and becomes a life pursuit. Teachers must model the benefits of [being a lifelong learner](#) for their kids.
10. **Healthy Parent Communication:** Making use of school websites, homework portals, and email, teachers can ensure they keep solid lines of communication open with parents.



When schools are looking to hire a teacher, there are a few basic requirements that they are looking for: A College degree, experience working with children, and, of course, patience. Teachers need a variety **of** professional development **skills** along with knowledge of their subject matter and experience in order to be an effective teacher.

Likewise, as the rapid developments in technology infuse into our lives, they affect the way students learn and the way teachers teach. Modern teachers need to be competent in not only basic skills, but new skill sets.

Here are 15 of the many 21st-century **professional development** skills, or as we like to call it, “Modern skills” that today’s teachers should possess.

1. Professional Development: Adaptability

In this modern, digital age, teachers need to be flexible and be able to adapt to whatever is thrown their way. New technologies are developed every day that can change the way students learn, and the way teachers teach. Likewise, administrators are changing and updating expectations and learning standards. Being able to adapt is a skill that every modern teacher must have. If it's being able to adapt to the way students learn, the behavior their classroom exhibits, or their lesson plans, it is a definitely a trait that is a must-have.

2. Confidence

Every teacher needs to have confidence, not only in themselves but in their students and their colleagues. A confident person inspires others to be confident, and a teacher's confidence can help influence others to be a better person.

3. Communication

Being able to communicate with not only your students but with parents and staff is an essential skill. Think about it: Almost all of a teacher's day is spent communicating with students and colleagues so it is crucial to be able to talk clear and concise in order to get your point across.

4. Team Player

Part of being a teacher is being able to work together as part of a team or a group. When you work together as a team, it provides students with a better chance to learn and have fun. Networking with other teachers (even virtually) and solving problems together will only lead to success. Doing so fosters a sense of community not only in your own classroom, but school-wide as well.

5. Continuous Learner

Teaching is a lifelong learning process. There is always something to learn when you are teacher. The world is always changing, along with the curriculum and

educational technology, so it's up to you, the teacher, to keep up with it. A teacher who is always willing to go that extra mile to learn will always be an effective, successful teacher.

6. Imaginative

The most effective tool a teacher can use is their imagination. Teachers need to be creative and think of unique ways to keep their students engaged in learning, especially now that many states have implemented the Common Core Learning Standards into their curriculum. Many teachers are saying that these standards are taking all of the creativity and fun out of learning, so teachers are finding imaginative ways to make learning fun again.

7. Leadership

An effective teacher is a mentor and knows how to guide her students in the right direction. She leads by example and is a good role model. She encourages students and leads them to a place of success.

8. Organization

Modern teachers have the ability to organize and prepare for the unknown. They are always ready for anything that is thrown their way. Need to go home sick? No problem, they have a substitute folder all ready to go. Studies show that organized teachers lead more effective learning environments. So it is even more imperative to be organized if you want higher-achieving students.

9. Innovative

A modern teacher is willing to try new things, from new educational apps to teaching skills and electronic devices. Being innovative means not only trying new things, but questioning your students, making real-world connections and cultivating a creative mindset. It's getting your students to take risks and having students learn to collaborate.

10. Commitment

While being committed to your job is a traditional teaching skill, it is also a modern one. A modern teacher needs to always be engaged in their profession. The students need to see that their teacher is present and dedicated to being there for them.

11. Ability to Manage Online Reputation

This 21st-century, modern teaching skill is definitely a new one. In this digital age most, if not all, teachers are online, which means they have an "Online reputation." Modern teachers need to know how to manage their online reputation and which social networks are OK for them to be on. LinkedIn is a professional social network to connect with colleagues, but Snapchat or any other social networking site where students visit, is probably not a good idea.

12. Ability to Engage

Modern teachers know how to find engaging resources. In this digital age, it is essential to find materials and resources for students that will keep them interested. This means keeping up to date on new learning technologies and apps, and browsing the web and connecting to fellow teachers. Anyway that you can engage students and keep things interesting is a must.

13. Understanding of Technology

Technology is growing at a rapid pace. In the past five years alone we have seen huge advancements and we will continue to see it grow. While it may be hard to keep up with it, it is something that all modern teachers need to do. Not only do you just need to understand the latest in technology, but you must also know which digital tools is right for your students. It's a process that may take time but will be greatly influential in the success of your students.

14. Know When to Unplug

Modern teachers know when it's time to unplug from social media and just relax. They also understand that the teacher burnout rate is high, so it's even more critical for them to take the time to slow down and take a moment for themselves. They also know when it's time to tell their students to unplug and slow down. They give their students time each day for a brain break and let them kick their heels up and unwind.

15. Ability to Empower

Teachers inspire, that's just one of the qualities that come along with the title. Modern educators have the ability to empower students to think critically, be innovative, creative, adaptable, passionate, and flexible. They empower them to be able to solve problems, self-direct, self-reflect, and lead. They give them the tools both digital and knowledgeable to succeed, not only in school but in life.

Read the following text to learn more about the organization of teacher education.

Teacher education

Teacher education, as it exists today, can be divided into two stages, preservice and in-service. Preservice education includes all the stages of education and training that precede the teacher's entry to paid employment in a school. In-service training is the education and training that the teacher receives after the beginning of his career.

In Great Britain teacher education is provided by university schools, departments or faculties of education, polytechnic departments of education, and colleges of higher education.

From 1980 onwards the most usual route to a teaching qualification in England and Wales for non-graduates is by way of a three or four-year course leading to the Bachelor of Education Degree, for graduates it is by way of two terms (six months) of professional and theoretical studies and a further three-month period of school experience.

A teacher training course contains three main elements. The first element is the study of one or more academic, cultural, or aesthetic subjects for the purpose both of continuing the student's own education and of providing him with knowledge to use in his teaching career. A second element is the study of educational principles. A third element consists of professional courses and school experience.

General education. Students in many colleges of education in England study only one principal subject, to which they devote about one-third of their total time, and teachers who graduate from universities have often 158

pursued three-year courses for single-subject honours degrees. In the United States and elsewhere the academic element is broader, and the first two years of college or university work may include a wide range of elective subjects from diverse disciplinary fields. Both patterns have their critics, the first because it produces narrow intellectual specialists, the second because it encourages dilettantism and inadequate depth. The study of educational principles. In recent years there has been a revival of interest in the social sciences as an integral feature of teacher-education programs. This is partly a recognition of the popularity of studies of this kind among students, partly a reflection of their importance in a time of rapid social and educational change, and partly a function of the larger supply of qualified social scientists available to teach them.

Practical training. Professional and practical studies constitute the third major element in the teacher-preparation program. "Teaching practice" has always been important, initially carried out in the model or demonstration school attached to the normal school or college, later in the schools of the neighborhood, and more recently in a variety of school, college, and community settings. The model and demonstration school was frequently criticized for the unreality of its teaching settings; some model schools attached to universities tended to become academically oriented and ceased to play an experimental role.

Efforts have been made to reduce the separation between school and college; these include the transfer of college staff to periods of classroom teaching and of experienced teachers to college work, dual appointment to a college and to a school

where the "teacher-tutor" assumes responsibility for supervision of the student's school-based work, the involvement of teachers' organizations in the determination of national policy on teacher education, the involvement of individual teachers in the government and committee work of teacher-preparing institutions, and the use of periods of school-based teacher education in which a tutor and group of student teachers are attached to a school or a number of schools for an extended period of observation, practical teaching, and theoretical study. Courses are also being devised in which periods of education, training, and paid employment in schools alternate with one another to make up a four- or five-year program.

Generally speaking, in federal countries such as the United States, Canada, and Australia, each state or province sets its own requirements for certification, which inevitably determines the content and organization of the teacher-education programs. The variety of such regulations often means that teachers who have received their education and training in one province or state are not qualified to teach in schools elsewhere without satisfying additional requirements. In England requirements are determined on a national basis. Responsibility for recommending the granting of qualified teacher status may, however, be delegated. In England this responsibility is exercised by regional consortia of colleges, local educational authorities, universities, and teacher interests known as area training organizations that were established after 1944.

In -service training. Training on the job involves courses, conferences, and other organized study programs. There are general and specialist educational journals and newspapers; educational bodies of various kinds issue their own newsletters, broadsheets, and bulletins. The volume of material published in this form has increased enormously. Teachers' centres in Britain help to spread a wide range of new educational practices and ideas.

There are courses for teachers available through broadcast television, radio, and correspondence tuition.

More attention is paid to school-based in-service education. A new idea or principle may find more ready acceptance within a group of likeminded people than

when it must make its way against the organizational conservatism of a particular school. Department discussions, staff working parties, and other forms of school-based meetings enable matters of curriculum and organization to be discussed in depth, facilitate the induction of younger members of the profession, and help to limit the isolation of the teacher within the classroom.

Future developments in teacher education. Coming decades are likely to see continuing development and change in teacher education. The teacher must adjust to new developments in educational technology, the growth of human knowledge, and the problem of creating a relevant and appropriate curriculum from the enormous range of material available. There will be new understanding of how children develop and learn. The patterns of authority in society will continue to change, and it is likely that there will be a greater recognition of the importance of moral and personal education in a world of pluralistic values and goals. All these factors will affect the ways in which teachers are educated and trained. But it is unlikely that coming decades will see the introduction of any comprehensive pedagogical system resembling those of the 19th century. No single theory of learning or teaching is likely to satisfy the diversity of individual needs and societal arrangements.

Explain what these terms mean:

pre-service education

in-service training

graduate

non-graduate

general education

the study of educational principles

practical training

Answer the following questions:

What stages does teacher education fall into?

Where are teachers trained in Great Britain?

What are the most usual routes to a teaching qualification for graduates and non-graduates in England and Wales?

What are the main elements of a teacher training course?

What is the basic difference between general education patterns in England and the USA?

What is the role of social studies in teacher preparation programs? What changes have taken place in teachers practical training?

What steps are taken to reduce separation between school and college? How are requirements to a teaching qualification determined in England and the USA?

What is the aim of in-service training? In what forms is it provided? How may teacher education develop in future?

Compare the structure of teacher education in Great Britain with that in Ukraine. What do they have in common? What are the main differences?

Does teacher education in Ukraine include the same three basic components? How is in-service training realized in Ukraine? What educational establishments provide teacher training? How is the status of a qualified teacher obtained?

Have there been any innovations in teacher education in Ukraine in recent years? Try to formulate the main problems which in your opinion exist today in teacher education in Ukraine.

PROJECT WORK

In groups, work out the outline of your own concept of teacher education for Ukraine. Take into account pluses and minuses of the existing system. Design a curriculum for your specialty. Defend your project in class.

PAINTING

- 1. To start thinking on the topic answer the following questions for yourself and then discuss your answers with other students, find out about their ideas and opinions.***

What artists do you know? What art schools do they represent ?

What English artists do you know? What can you say about their manner of painting (drawing)?

Do you have a favourite artist or work of art? Why?

Why do you think painting has always attracted people?

Have you ever visited an art gallery? Your impressions.

Which is the most famous picture in the world? What do you know about it?

- 2. Read the following outline of the history of Western painting. Find out about the dominant artistic schools and prominent artists.***

Painting was one of the earliest ways in which man sought to express his own personality and his understanding of an existence beyond the material world. And painting, like other arts, exhibits universal qualities that make it easy for viewers of all nations and civilizations to understand and appreciate.

Western painting is in general distinguished by its concentration on the representation of the human figure, whether in the heroic context of antiquity or the religious context of the early Christian and medieval world.

The Renaissance extended this tradition through a close examination of the natural world and an investigation of balance, harmony, and perspective in the visible world, linking painting to the developing sciences of anatomy and optics. The first real break from figurative painting came with the growth of landscape painting in the 17th and 18th centuries. The landscape and figurative traditions developed together in the 19th century in an atmosphere that was increasingly concerned with the interaction of light and colour and the expressive qualities of paint handling. In the 20th century these interests contributed to the development of a third major tradition in Western painting, abstract painting, which sought to uncover and express the true nature of paint

and painting through action and form.

The richness, the variety, and even the inherent contradictions of 15th-century Florentine painting are vividly expressed in the art and the person of **Leonardo da Vinci**. Although he devoted a great deal of his career to a theoretical study of the art of painting, he was above all interested in the appearance of things and in the way they operated. This curiosity led him to a study of the flight of birds, the movement of water, the features of the land, mechanical processes, the growth of plants, the anatomy of man, and many other things. All the knowledge that he gained was directed toward enriching his art, for Leonardo thought of himself primarily as a painter.

The unfinished **”Adoration of the Magi”** is at once a summary of 15th-century Florentine painting and a forecast of the High Renaissance style. In his painting Leonardo creates a composition that is at once ordered and free, calm and full of movement, simple and varied. Pose, gesture, and glance in the attendant figures create a movement leading toward the figure of the Madonna and Christ Child. The figures are placed in a space that gives a sense of grandeur and expansion.

”The Virgin of the Rocks” (Louvre), painted in Milan about 1483, stands at the threshold of the High Renaissance. In this painting Leonardo introduced the pyramidal composition that was to become a hallmark of the High Renaissance. The placement of the Madonna, the Christ Child, the young St. John the Baptist, and the angel creates a movement that the eye willingly follows, yet the movement is contained within the implied pyramid, giving a sense of stability and calm grandeur to the composition. The mysterious landscape that surrounds them implies adequate space in which the figures can exist and move and an extension into depth that the eye cannot follow. The light that falls on the figures delicately models them in a subtle juxtaposition of light and shade. The contours of the figures seem to dissolve into the background. The subtle and delicate modeling and the suggestive smoky atmosphere were much imitated, but what was more important and eventually more influential was Leonardo’s use of light and shade as a unifying compositional factor. This was unprecedented in painting. Leonardo’s **”Mona Lisa”** revolutionized portrait painting.

His "**The Last Supper**" marks the actual beginning of the High Renaissance in Italy. The painting stands as one of man's greatest achievements. All elements of the painting lead the eye to the calm and pyramidal figure of Christ. The room is depicted according to the rules of perspective, with all the direction implied by the lines of the architecture meeting at the vanishing point in the head of Christ. In this painting Leonardo has combined the sense of drama of the groups of disturbed apostles, the sculptural figure of Christ, and the rationally constructed space of the first half of the 15th century with the movement and emotion of the second half, achieving a new synthesis that goes far beyond anything his predecessors had dreamed was possible.

The style called **High Renaissance or classic** is, in a sense, (the culmination of the experiments of the 15th century, for it is above all characterized by a desire to achieve harmony and balance. Movement is important and necessary, yet the eye is always given a point of focus and rest. The composition is self-contained and conforms to Alberti's definition of beauty as "that harmony of parts to which nothing can be added or taken away without destroying the whole." Although there is movement implied in the poses of the figures and movement across the surface of the composition, it is always dignified movement, giving the impression of calm. The style exhibits variety and richness, yet maintains simplicity and unity. It is frequently compared to Greek art of the 5th century BC for its calm and monumentality. Its greatest practitioners were the **Florentines Leonardo da Vinci** (although Leonardo's earlier work is usually assigned to the early Renaissance), **Michelangelo, Raphael**, and the Venetian **Titian**. Other artists, such as **Andrea del Sarto** and **Fra Bartolomeo** in Florence, **Correggio** in Parma, and **Giovanni Bellini** and **Giorgione** in Venice, were more or less attracted to the style at some point in their careers.

The painter who benefited most from the example of Leonardo was undoubtedly **Raphael**. He was already a successful and respected artist when, at the age of 21, he came to Florence only to discover that all he had learned and practiced was old-fashioned and provincial. He immediately started learning from the Florentines. His drawing style changed from the tight

contours and interior hatching he had learned from Perugino toward the freer, more flowing style of Leonardo. From Leonardo's "Virgin of the Rocks" he evolved a new Madonna type seated in a soft and gentle landscape.

The Stanza della Segnatura (the first of a series of rooms in the Vatican constituting Pope Julius II's apartments), particularly the "School of Athens," which Raphael painted between 1508 and 1511, is one of the clearest and finest examples of the High Renaissance style. In the "School of Athens" Raphael, like Leonardo before him, made a balance between the movement of the figures and the ordered and stable space. He peopled this space with figures in a rich variety of poses yet controlled poses and gestures to make one group lead to the next in an interweaving and interlocking pattern, bringing the eye to the central figures of Plato and Aristotle. The unity, variety, and harmony of High Renaissance combine in the frescoes that decorate the Stanza della Segnatura.

At about the same time Raphael was working in the papal apartments in the Vatican, **Michelangelo** had undertaken the formidable task of decorating the ceiling of the Sistine Chapel (1508-12), also for Pope Julius II. The balance between the kinetic energy of God the Creator with his whirlwind of figures around him and the lifeless form of Adam comes to a focus in the two hands and the significant void between them. In the final three scenes of creation, Michelangelo moves beyond his contemporaries to a highly personal statement without parallel in the art of the 16th century. The Sistine ceiling was recognized as a masterpiece in its own time. The artist was judged to be a superhuman being and earned the title "the divine Michelangelo." Contemporaries spoke of the awesome power, of the frescoes and their creator. Michelangelo, Leonardo, and Raphael raised the artist and his art to a position of esteem perhaps never enjoyed (or deserved) either before or since.

The outstanding representative of Venetian school, **Titian** was great in all aspects of the painter's art. In his portraits he searched and penetrated human character and recorded it in canvases of pictorial brilliance. His religious compositions cover the full range of emotion from the charm of his youthful Madonnas to the tragic depths of the late "Crucifixion" and the "Entombment." In his mythological pictures he captured the gaiety and

freedom of the pagan world of antiquity, and in his paintings of the nude Venus ("Venus and Adonis") and the Danae ("Danae with Nursemaid") he set a standard for physical beauty and eroticism that has never been surpassed. Other great masters -Rubens and Nicolas Poussin, for example paid him the compliment of imitation.

From the van Eycks through Bruegel to Rubens, the **Flemish painters** were masters of the oil medium and used it primarily to portray a robust and realistically detailed vision of the world around them.

The great master of the Flemish Baroque was Peter Paul Rubens. Rubens showed an unrivaled mastery of the oil medium, ensiling for the monarchs of France and Spain fluid, luminous works of great energy and power. His early works, such as "The Elevation of the Cross" (1610; Antwerp Cathedral), show evidence of careful study of The Italian masters, but these works also have a rippling, silky surface and an animal vitality wholly Flemish in character. Rubens' mature allegorical style, illustrated by his cycle of paintings memorializing the career of Marie de Medicis, queen of France (1622-25; Louvre, Paris), was ideally suited to the tastes of the Baroque age. In these exuberant works, fleshy classical deities watch over many events of Marie's life. Rubens' studio became a training ground for many Flemish painters, among them Anthony van Dyck, a child prodigy who later became famous as a court portrait painter in England.

For most modern observers **Rembrandt's** art has got a kind of universal familiarity and popularity. Yet the biblical scenes and the self - portraits that today form the hallmark of his art were by no means typical of Dutch pictures of the 17th century. More commonly, his contemporaries produced landscapes, still lifes, or genre scenes of daily life that never held great interest for Rembrandt. In his own era Rembrandt achieved greatest fame as the most fashionable portrait painter of Amsterdam during the 1630s. Another major field of Rembrandt's accomplishment was his etching. His technical mastery had a lasting effect on printmakers for centuries. In his youth Rembrandt's ambition was to rival the dominant artists of Europe, particularly Peter Paul Rubens. The silent human figure is the central subject of Rembrandt's art and contributes to

the sense of a shared dialogue between viewer and picture, which still is the foundation of Rembrandt's greatness as well as of his popularity today.

The term **modern art** has come to denote revolutionary developments in Western painting and the other visual arts since the second half of the 19th century. It includes a wide variety of movements, styles, theories, and attitudes, the modernity of which lies in a common tendency to break with past conventions and precedents in subject matter, mode of depiction, and painting technique.

By the mid-19th century, painting was no longer basically in service to either the church or the court but rather was patronized by the upper and middle classes of an increasingly materialistic Western society. Painters were thus confronted with the need to better reflect the changed conditions of modern life. Another important stimulus to change was the development from the early 19th century on of photography. Painting no longer had to serve as the means of recording information. It was freed to explore aesthetically the basic visual elements of line, color, tone, and composition.

The beginnings of modern painting cannot be clearly demarcated, but it is generally agreed that it started in mid-19th-century France. The paintings of Gustav Courbet, Edouard Manet, and the Impressionists represent a deepening rejection of the academic traditions of Neoclassicism and Romanticism and a quest for a more truthful naturalistic representation of the visual world. Postimpressionist successors of these painters notably Paul Cezanne, Vincent van Gogh, Edgar Degas and Paul Gauguin can be viewed as more clearly modern in their refusal from traditional subject matter and techniques and in their more subjective and personal vision.

From about the 1890s a succession of varied styles and movements arose that are the core of modern painting. These modern movements include Neo-Impressionism, Symbolism, Cubism, Expressionism, futurism, Constructivism, Metaphysical painting, Surrealism, Social Realism, Pop Art and some others.

On the basis of the text you have read complete the following table:

Landmarks of western painting

School	Representative	Specific features
Florentine, Renaissance (classic)	Leonardo da Vinci	<p>Close examination of the natural world, investigation of balance, harmony, and perspective, linking painting to the developing sciences of anatomy and optics.</p> <p>Desire to achieve harmony and balance.</p> <p>Creates a composition that is at once ordered and free, calm and full of movement, simple and varied (“Adoration of the</p>
		<p>Introduced the pyramidal composition that was to become a hallmark of the High Renaissance.</p> <p>Use of light and shade as a unifying compositional factor (“The Virgin of the Rocks”)</p> <p>Achieved a new synthesis between rational composition of the first half of the 15th century and movement and emotion of the second half of the 15th century (“The Last Supper”)</p> <p>Revolutionized portrait painting (“Mona Lisa”)</p>

Find reproductions of pictures by greatest European artists and comment on the manner of painting using the information you have got from the text.

Learn the following vocabulary and use it in your descriptions of paintings:

Artists and their art

a fashionable / self-taught / mature / amateur / remarkable artist

a portrait / landscape / marine painter

the old (Italian, Dutch, Flemish, etc.) masters

to paint from nature / memory / imagination

to paint mythological / historical subjects, scenes of everyday life

to specialize in portraiture / landscape

to portray / depict people / emotions / the mood of the sitter with moving

sincerity / good knowledge of the subject / restraint to render / interpret the personality of...

to reveal the person's nature

to capture the sitter's vitality / transient expression / mood / character

to develop one's own style in painting

to conform to the taste of the period

to break with the tradition

to be in advance of one's time

to reject conventions

decorative art

Fine Arts

art critic / connoisseur of art

a representative of realistic school of painting / classic school / Romanticism /

Impressionism to stand on the threshold of... to paint in allegorical style to have a lasting effect on... to anticipate to be remarkable for...

Types of pictures

an oil painting

a water-colour / pastel picture

a sketch / a study

a family group / ceremonial / intimate portrait

a self-portrait

a shoulder-length / full-length / half-length portrait

a landscape
a seascape / marine picture
a genre painting
a historical painting
a flower piece
a still life
a battle piece
an engraving
an etching
a rural / industrial landscape
a street scene
an interior
graphic art
a caricature
a mural

Composition

in the foreground / background
in the top / bottom / left-hand corner
to be set against the background of...
to arrange symmetrically / asymmetrically / in a pyramid format
to define more sharply
to emphasize contours
to be almost invisible
to merge into single entity / whole
to blend with the landscape
to be represented standing / sitting / lying / talking / going about one's daily duties
to be posed against an open sky / a classic pillar / drapery
the subject of the picture
to be done in perspective / out of perspective
to show a fine command of perspective
life-like
the picture vividly portrays / conveys...

the artist employs an unconventional composition of...

the artist communicates to the viewer...

to create a movement leading toward...

Colour scheme. Light and shade effects.

a car

a great colourist

to have a superb sense of colour

palette

colour scheme where dark colours predominate

opposition of light and shade

tone / hue

blues, greens, reds, etc.

bluish, yellowish, greenish, etc. tones

subtle / vague / subdued / calm / cool / restful / soft / delicate / transparent / dull /

agitated / oppressive / bright / gaudy / garish / harsh colours the delicacy of tones

may be lost in a reproduction

to combine form and colour into harmonious unity

muted in colour

bright / low-keyed colour scheme

colouring

to be executed mostly in...colours numerous shades of.. .prevail in...

colours shade slowly into each other paints thrown next to each

other irreverently

Technique

canvas

rippling / silky / flat / thin / thick / deep / smooth / rough surface painter's

exceptional skill a brush

a brush stroke

delicate / rough brushwork

texture

brushwork is almost invisible / stands out / is apparent

medium

by using such technique the artist manages to achieve ...

the technique contributes to the effect of... / emphasizes... the movements of nature / the details of the scenery / the household articles are painted with tremendous skill / great inspiration / thoroughly / convincingly

Impression

moving / lyrical / romantic / original / dull / crude / chaotic / obscure and unintelligible / gaudy / depressing / vulgar / exquisite / refined picture a picture which is poetic in tone and atmosphere

the picture appeals to the viewer by its...

the picture has a great emotional force

the picture can leave no one indifferent

the picture makes us think about...

the picture awakens...

the picture gives a sense of grandeur / space / freshness, etc. an unsurpassed masterpiece, distinguished by a marvelous sense of colour and composition



William Hogarth (1697 – 1764)

Hogarth is best known for his series paintings of 'modern moral subjects', of which he sold engravings on subscription. The Collection contains the set called 'Marriage A-la-Mode'. Although pugnaciously hostile to Continental art, he succumbed to French influence. In 1753 he published his 'Analysis of Beauty', in which he stresses the importance of the serpentine line.

Hogarth was born in London, the son of an unsuccessful schoolmaster and writer from Westmoreland. After apprenticeship to a goldsmith, he began to produce his

own engraved designs in about 1710. He later took up oil painting, starting with small portrait groups called conversation pieces. He went on to create a series of paintings satirizing contemporary customs, but based on earlier Italian prints, of which the first was 'The Harlot's Progress' (1731), and perhaps the most famous 'The Rake's Progress'. His engravings were so plagiarized that he lobbied for the Copyright Act of 1735 as protection for writers and artists.

During the 1730s Hogarth also developed into an original painter of life-sized portraits, and created the first of several history paintings in the grand manner.

The Graham Children



Marriage A-la-Mode: 1, The Marriage Settlement



Marriage A-la-Mode 2, The Tête à Tête



Marriage A-la-Mode: 3, The Inspection



Marriage A-la-Mode: 4, The Toilette



Marriage à-la-mode: 5. The Bagnio



Marriage A-la-Mode: 6, The Lady's Death



Sir Joshua Reynolds (1723 – 1792)

Joshua Reynolds was born in Plympton, Devonshire, on July 16, 1723, the seventh child of Reverend Samuel Reynolds and Theophilia Potter. At the age of 17, Joshua became apprenticed to Thomas Hudson, the most popular portrait painter of the age.

After 3 years with Hudson, Reynolds moved to London and tried to establish his own practice, only to return to Devon after two years. From there he travelled to the Mediterranean and spent several years studying the works of Italian masters such as Raphael and Michelangelo, and classical Roman art.

When Reynolds returned to London he made an immediate impact, especially after his formal portrait of Commodore Augustus Keppel in the guise of the Apollo Belvedere became known. With the aide of his patron, Lord Edgumbe, Reynolds became the most popular portrait painter of his day, supplanting his old master Hudson.

Reynolds was able to afford a coach and a grand house in Leicester Fields. He was so busy that his students became responsible for painting the background of his portraits, leaving him to concentrate on the principal subject. His major paintings were also reproduced in mezzotint, a fine engraving process.

Reynolds exhibited regularly at the Society of Artists, and he was named the first president of the Royal Academy of Arts in 1768. As his eminence grew, he was knighted in 1769, and in 1784 he was appointed principal royal portrait painter.

Sir Joshua Reynolds died on February 23, 1792, and was buried in St. Paul's Cathedral.



Sisters Waldegrave



Portrait of a Lady in Blue



Thomas Gainsborough (1727-1788)

Thomas Gainsborough was born in May 1727 in Sudbury, Suffolk, the son of a cloth merchant. He showed artistic skills at an early age. When he was 13 he was sent to London to study drawing and etching with the French engraver Hubert Gravelot.

Gravelot had been a pupil of the great French painter Jean-Antoine Watteau, whose influence on Gainsborough was strong. In London, Gainsborough also associated with English painters William Hogarth and Francis Hayman.

Around 1749, Gainsborough returned to Suffolk, where he lived and worked for a decade. His portraits were mainly of local gentry and merchants. In 1746, he married Margaret Burr and they had two daughters.

In 1759, ambitious to win more commissions, Gainsborough moved to the fashionable spa town of Bath. His sitters were now authors, actors and members of high society. In 1768, he was elected a founder member of the Royal Academy of Arts.

In 1774, he moved to London, settling in Schomberg House on Pall Mall where he built a studio in the garden. In 1780, he was commissioned to paint portraits of George III and Queen Charlotte. Gainsborough became a royal favourite, fuelling his rivalry with the official court painter Sir Joshua Reynolds.

In 1784, Gainsborough quarrelled violently with the Royal Academy over the hanging of his pictures. He withdrew them and from then on exhibited his pictures in his own studio. Gainsborough claimed to prefer painting landscapes to portraits, but the latter were much more lucrative and it is for portraits such as 'Mr and Mrs Andrews', 'The Blue Boy' and 'The Morning Walk' that he is most famous.

Gainsborough died of cancer on 2 August 1788



Mr and Mrs Andrews



The Blue Boy



Lawrence was born in Bristol on 13 April 1769, the youngest of sixteen children of Thomas Lawrence and Lucy Reade. A boy prodigy without formal training, Lawrence was renowned by the age of ten for his profile drawings in pencil of the visitors to his father's hostelry, an established coaching inn on the London-to-Bath road. After the family moved to Bath in 1780 he was taught by William Hoare and worked also in pastel. In 1787 he settled in London, taking lodgings in Leicester Fields not far from Sir Joshua Reynolds, who encouraged him to use his studio for studying and copying. He spent three months at the Royal Academy schools, chiefly drawing in the antique school, but gradually abandoning his practice in pastel to begin oil painting.

Lawrence exhibited his first full-length portrait at the Academy in 1789, and his contributions the following year established his reputation. In 1791 he was elected an Associate of the Royal Academy, in 1792 he succeeded Reynolds as Painter-in-Ordinary to the King, and in 1794 he became a full Academician. From 1793 he had pupils and studio assistants.

In spite of his success, Lawrence was often in debt, mismanaging his financial affairs and living well beyond his means. He moved in professional and theatrical circles, and became emotionally involved with two sisters, but never married.

In 1814 Lawrence was commissioned by the prince regent to paint the allied heads of state and generals for what was to become the Waterloo Chamber at Windsor Castle, and in 1815 he was knighted. He worked on this scheme in Aix-la-Chapelle and Vienna between 1818 and 1819, and went on to Rome (his first visit to Italy) to paint the Pope. He returned to England in 1820, after staying nearly three months in Florence, to find himself elected president of the Royal Academy in succession to West.

Lawrence worked unremittingly; there was a pressing demand for portraits from distinguished persons. He was also an insatiable collector--one of the principal reasons for his financial difficulties--but his unrivaled collection of Old Master

drawings, offered after his death to the king (at a bargain price) and, failing his acceptance, to the government, was refused by both and subsequently dispersed. Lawrence died in London on 20 January 1830.





Sarah Barrett Moulton



Francis Humberstone MacKenzie

Joseph Turner (1775 – 1851)

Turner was born in Maiden Lane, Covent Garden, London, England. His father, William Gay Turner (27 January 1738 – 7 August 1829), was a barber and wig maker. His mother, Mary Marshall, became increasingly mentally unstable, perhaps, in part, due to the early death of Turner's younger sister, Helen Turner, in 1786. She died in 1804, after having been committed to a mental asylum in 1799.

Possibly due to the load placed on the family by these problems, the young Turner was sent to stay with his uncle on his mother's side in Brentford in 1785, which was then a small town west of London on the banks of the River Thames. It was here that he first expressed an interest in painting. A year later he went to school in Margate on the north-east Kent coast. By this time he had created many drawings, which his father exhibited in his shop window.

He entered the Royal Academy of Art schools in 1789, when he was only 14 years old, and was accepted into the academy a year later. Sir Joshua Reynolds, president of the Royal Academy at the time, chaired the panel that admitted him. At first Turner showed a keen interest in architecture but was advised to keep to painting by the architect Thomas Hardwick (junior). A watercolour of Turner's was accepted for the Summer Exhibition of 1790 after only one year's study. He exhibited his first oil painting in 1796, *Fishermen at Sea*, and thereafter exhibited at the academy nearly every year for the rest of his life.

Although renowned for his oils, Turner is also one of the greatest masters of British watercolour landscape painting. He is commonly known as "the painter of light". One of his most famous oil paintings is *The Fighting Temeraire tugged to her last berth to be broken up*, painted in 1838, which hangs in the National Gallery, London. Turner travelled widely in Europe, starting with France and Switzerland in 1802 and studying in the Louvre in Paris in the same year. He also made many visits to Venice. On a visit to Lyme Regis, in Dorset, England, he painted a stormy scene (now in the Cincinnati Art Museum).

Important support for his works also came from Walter Ramsden Fawkes, of Farnley Hall, near Otley in Yorkshire, who became a close friend of the artist. Turner first visited Otley in 1797, aged 22, when commissioned to paint watercolours of the area. He was so attracted to Otley and the surrounding area that he returned time and time again. The stormy backdrop of *Hannibal Crossing The Alps* is reputed to have been inspired by a storm over Otley's Chevin while Turner was staying at Farnley Hall.

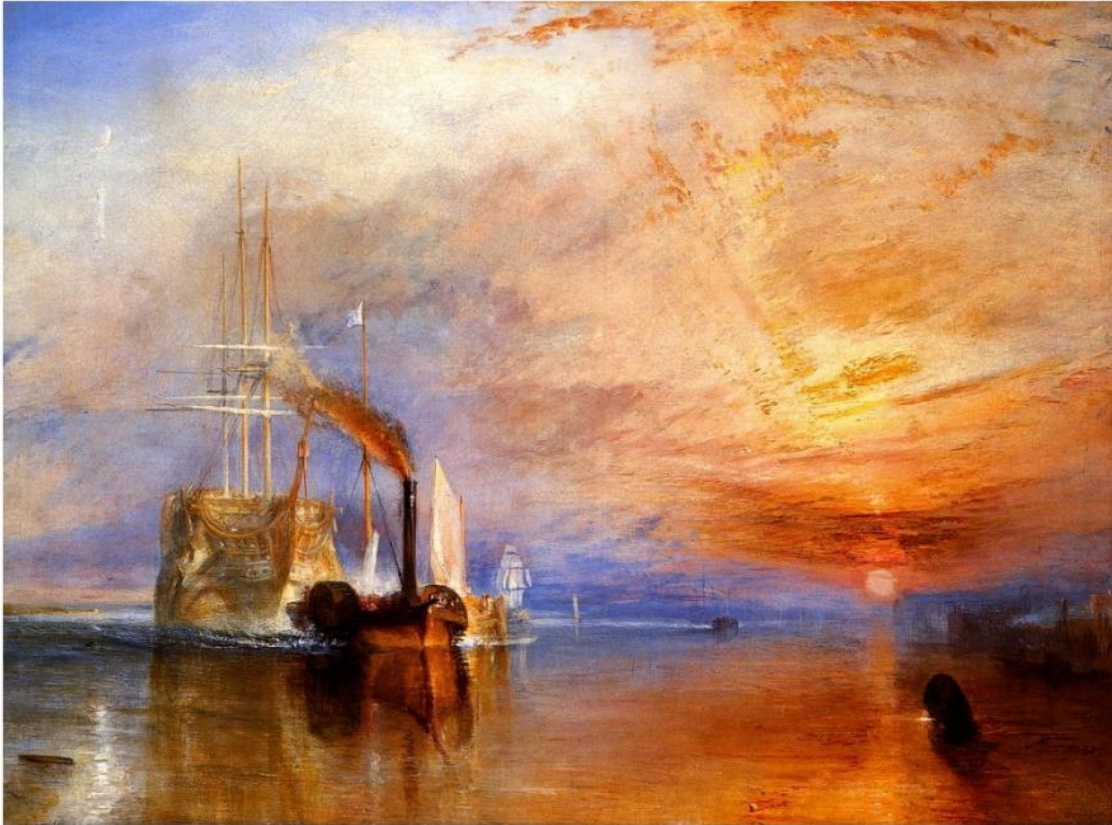
Turner was also a frequent guest of George O'Brien Wyndham, 3rd Earl of Egremont at Petworth House in West Sussex and painted scenes from the grounds of the house and of the Sussex countryside, including a view of the Chichester Canal that Egremont funded. Petworth House still displays a number of paintings.

As he grew older, Turner became more eccentric. He had few close friends except for his father, who lived with him for thirty years, eventually working as his studio assistant. His father's death in 1829 had a profound effect on him, and thereafter he was subject to bouts of depression. He never married, although he had two daughters by Sarah Danby, one born in 1801, the other in 1811.

He died in the house of his mistress Sophia Caroline Booth in Cheyne Walk, Chelsea on 19 December 1851. He is said to have uttered the last words "The sun is God" before expiring. At his request he was buried in St Paul's Cathedral, where he lies next to Sir Joshua Reynolds. His last exhibition at the Royal Academy was in 1850.

The architect Philip Hardwick (1792–1870) who was a friend of Turner's and also the son of the artist's tutor, Thomas Hardwick, was one in charge of his funeral arrangements and wrote to those who knew Turner to tell them at the time of his death that "I must inform you, we have lost him".

The Fighting Temeraire Tugged to Last Berth



Fishermen at Sea



John Constable (1776 – 1837)

Constable was, with Joseph Turner, the major English landscape painter of the 19th century. He is best known for his paintings of the English countryside.

John Constable was born on 11 June 1776 in East Bergholt in Suffolk, the son of a prosperous miller. He was educated at Dedham Grammar School, then worked for his father's business. He persuaded his father to send him to study at the Royal Academy Schools, which he entered in 1799.

In 1816, after much opposition from her father, Constable married Maria Bicknell. She suffered from tuberculosis, so they lived in Hampstead in north London, which was thought to be healthier than central London. In the early 1820s they began frequent visits to Brighton, also for Maria's health.

Constable believed that his paintings should come as directly as possible from nature. He made hundreds of outdoor oil sketches, capturing the changing skies and effects of light. He was happiest painting locations he knew well, particularly in his native Suffolk. He also frequently painted in Salisbury, Brighton and Hampstead, making numerous studies of the clouds over the Heath.

Maria's death in 1828 was devastating for Constable and left him responsible for their seven children. The following year he was belatedly elected to full membership of the Royal Academy. Constable received little other recognition in Britain in his lifetime, but was much better known in France. In 1824, 'The Hay Wain' won a gold medal at the Salon in Paris and Constable had a profound influence on French Romantic artists.

Constable died in London on 31 March 1837.



Salisbury Cathedral from the Bishop's Grounds



Flatford Mill



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3. Ukraine

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5. Modern art

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Зразки контрольних робіт, тестів.

Тести (300) з практичного курсу англійської мови для студентів IV курсу ННІ філології та журналістики.

1. When we saw them they ... a newspaper.

a. were reading	c. will have read
b. had read	d. read

2. She ... this landscape already.

a. has described	c. is describing
b. described	d. describes

3. He said he ... it a bit later.

a. would do	c. is doing
b. will do	d. does

4. I ... an article about this painter from 18:00 till 19:00 o'clock yesterday.

a. was writing	c. wrote
b. had written	d. has written

5. We saw him ... the gallery.

a. enter	c. entered
b. to enter	d. would enter

6. The book ... to him last Monday.

a. was brought	c. has been brought
b. brought	d. had been brought

7. The mistakes ... by our teacher next Friday.

a. will be corrected	c. were corrected
b. will correct	d. correct

8. Kate ... on business very seldom.

a. travels	c. has travelled
b. is travelling	d. will have travelled

9. They ... their work by 5 o'clock, so they went home.

a. had finished	c. have finished
b. are finishing	d. finishes

10. Pete injured the hand while he ... some wood.

a. was cutting	c. cuts
b. cut	d. is cutting

11. He is hungry because he ... for long time.

a. hasn't eaten	c. has eaten
b. is eating	d. will eat

12. She ... her first story when she was 18 years old.

a. wrote	c. was written
b. was writing	d. had written

13. When I buy this flat, I ... it myself.

a. will furnish	c. am furnishing
b. furnished	d. have furnished

14. Mike ... his dog three times a day.

a. feeds	c. is fed
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b. is feeding	d. will have fed
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15. When I saw them they ... on a wooden bench.

a. were sitting	c. have sat
b. sat	d. will sit

16. He said he ... the room on Saturday.

a. would paint	c. paints
b. will paint	d. will be painting

17. The map ... to him last week.

a. was given	c. is giving
b. will be given	d. has been given

18. I ... my relatives since childhood.

a. haven't seen	c. didn't see
b. won't see	d. am not seeing

19. Last Sunday he ... to the local cinema.

a. went	c. has gone
b. will go	d. had gone

20. When she ... she will tell us this story.

a. comes	c. is coming
b. will come	d. would come

21. Kate ... for her cat in the garden at that moment.

a. was looking	c. has looked
b. looked	d. had looked

22. Her relatives ... home next day.

a. will return	c. will have returned
b. have returned	d. had returned

23. You ... this text from 7 till 8 o'clock yesterday.

a. were translating	c. are translating
b. will be translating	d. have translated

24. Pete ... when his cousin came.

a. was working	c. has worked
b. will be working	d. worked

25. They ... all the plates yet.

a. haven't washed	c. will wash
b. didn't wash	d. are washing

26. He didn't come to our concert because we ... him.

a. hadn't invited	c. didn't invite
b. wouldn't invite	d. don't invite

27. When we returned home your brother ... a letter.

a. was writing	c. will be writing
b. wrote	d. will write

28. What kind of dress ... you wear at school last year?

a. did	c. does
b. are	d. do

29.They ... in the dining room now.

a. are eating	c. have eaten
b. were eating	d. eat

30.John is crying because he ... your cup.

a. has broken	c. will break
b. broke	d. is breaking

31.She said she ... umbrella in bad weather.

a. took	c. take
b. will take	d. is taking

32.I ... a nice birthday present last Monday.

a. was given	c. shall be given
b. will be given	d. am given

33.It ... raining already.

a. has stopped	c. will stop
b. stopped	d. will have stopped

34.He was the first ... the room.

a. to enter	c. is entering
b. enters	d. entered

35.If the weather ... fine we shall go to the country.

a. is	c. will be
b. will	d. has been

36.They made us ... this dictation.

a. write	c. wrote
b. to write	d. will write

37. You mustn't ... such things.

a. do	c. doing
b. to do	d. to be doing

38. She ... this information by the press already.

a. has been given	c. have been given
b. was given	d. will give

39. They were still talking when the bell

a. rang	c. will ring
b. ring	d. has rung

40. Kitty said she ... this play on Sunday.

a. would watch	c. watches
b. will watch	d. is watching

41. The soldiers ... new pistols last Wednesday.

a. were given	c. are given
b. will be given	d. was given

42. His wife ... our dinner at this moment.

a. is cooking	c. cooked
b. will cook	d. will be cooking

43. You make us ... in a better way.

a. feel	c. to feel
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b. felt	d. are feeling
---------	----------------

44. I thought you ... this game.

a. would win	c. wins
b. win	d. will win

45. I ... this song already but I don't remember the words.

a. have heard	c. hear
b. will hear	d. heard

46. They ... a cake when came.

a. were eating	c. will eat
b. ate	d. eat

47. Yesterday she finished the painting which she ... to paint a year ago.

a. had begun	c. was begun
b. began	d. was beginning

48. They ... all her requests already.

a. have satisfied	c. will satisfy
b. satisfied	d. had satisfied

49. When I saw them they ... this programme.

a. were discussing	c. would discuss
b. discussed	d. discuss

50. He ... as a journalist before he entered the University.

a. had worked	c. worked
b. was working	d. will work

51. I ... a poem by heart at that moment yesterday.

a. was learning	c. had learnt
b. learnt	d. will learn

52. When we were walking in the port we ... many animals.

a. saw	c. will see
b. were seen	d. have seen

53. Nick ... to the hospital five days a week.

a. goes	c. is going
b. go	d. have gone

54. ... through the newspapers, I came across an interesting article.

a. looking	c. had looked
b. to look	d. been looked

55. This woman said she ... a month in London.

a. had spent	c. spends
b. has spent	d. will spend

56. The children ... by their parents at the station.

a. will be met	c. will meet
b. meet	d. met

57. If I ... English I'll be able to enjoy these poems in original.

a. know	c. am known
b. had known	d. knew

58.If the weather ... fine on Saturday, we'll go to the park.

a. is	c. was
b. will be	d. had been

59.The parents were busy ... the clothes.

a. packing	c. to pack
b. packed	d. been packed

60.She says she ... this test already.

a. has written	c. wrote
b. writes	d. was writing

61.They understood they ... very soon.

a. would be arrested	c. were arrested
b. are arrested	d. have been arrested

62.He said he ... at school five years ago.

a. had worked	c. works
b. worked	d. would work

63.Peter ... the American film when we entered the room.

a. was watching	c. watched
b. will be watching	d. is watching

64.Her bag ... yesterday.

a. was lost	c. will be lost
b. has been lost	d. is lost

65.This Queen ... in 1926.

a. was born	c. has been born
b. will be born	d. born

66. Tomorrow from 14:00 till 15:00 we ... football.

a. will be playing	c. play
b. were playing	d. will be played

67. Michael ... to become a teacher when he was 12.

a. wanted	c. has wanted
b. will want	d. wants

68. When I saw Kitty she ... these products already.

a. had bought	c. will buy
b. has bought	d. would buy

69. The sun ... brightly at that moment.

a. was shining	c. shines
b. is shining	d. shone

70. If I ... this chance I'll be lucky.

a. get	c. got
b. will get	d. have got

71. This poem ... during the lesson yesterday.

a. was discussed	c. will be discussed
b. is discussed	d. discussed

72. The child ... for his bad behaviour one hour ago.

a. was beaten	c. would be beaten
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b. will be beaten	d. beats
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73.They ... in the park when we saw them.

a. were walking	c. will be walking
b. walk	d. have walked

74.We ... our holidays at the seaside next year.

a. shall spend	c. are spending
b. spent	d. will be spent

75.He said he ... to water the flowers.

a. wouldn't be able	c. isn't able
b. won't be able	d. hasn't been able

76.Bill has brought the book he ... earlier.

a. had bought	c. was bought
b. bought	d. was buying

77.The pupils ... the exam by 13:00.

a. had passed	c. were passing
b. passed	d. were passed

78.She will come earlier if you ... her.

a. call	c. will call
b. called	d. are calling

79.The trolley-bus ... yet.

a. hasn't come	c. won't come
b. didn't come	d. isn't coming

80. Don't enter the kitchen, I ... now!

a. am cooking	c. have cooked
b. cook	d. had cooked

81. I was afraid you ... about your promise.

a. would forget	c. are forgetting
b. will forget	d. forget

82. Jane hoped her father ... to see her.

a. would come	c. will come
b. comes	d. is coming

83. He asked the porter ... his luggage to the room.

a. to take	c. to have taken
b. take	d. will take

84. We couldn't hear them because they ... talking.

a. had stopped	c. will stop
b. stopped	d. were stopping

85. He ... this certificate when he was 25.

a. got	c. had got
b. has got	d. will get

86. This picture ... for 10 000 dollars last year.

a. was sold	c. had been sold
b. will be sold	d. is sold

87. The doctor asked her patient if he ... a headache.

a. had	c. will have
b. has	d. is having

88. Jack will come back as soon as he ... ready.

a. is	c. was
b. will be	d. has been

89. It made me ... I was right.

a. think	c. thought
b. to think	d. to have thought

90. You should ... how to do it.

a. know	c. knew
b. to know	d. to have known

91. We ... the behaviour of birds at this minute.

a. are watching	c. have watched
b. watch	d. will be watching

92. Our neighbour ... his birthday last Friday.

a. celebrated	c. had celebrated
b. was celebrating	d. has celebrated

93. I saw him ... the door.

a. open	c. was opening
b. opened	d. has opened

94. The computers ... to them in a month.

a. will be presented	c. were presented
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b. will present	d. presented
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95. She doesn't want to see ...

a. anybody	c. nothing
b. nobody	d. everybody

96. Tom ... the door of the room already.

a. has opened	c. opened
b. will open	d. will be opened

97. We understood that Ben ... his relatives.

a. would invite	c. invites
b. will invite	d. is inviting

98. If you ... in the concert he will be thankful.

a. take part	c. had taken part
b. took part	d. will take part

99. What makes you ... this fact?

a. deny	c. to have denied
b. to deny	d. denied

100. This work ... two days ago?

a. was proposed	c. will be proposed
b. proposes	d. had been proposed

101. She looks happy because she ... a five.

a. has got	c. got
b. was got	d. was getting

102. We ... to the canteen in 20 minutes.

a. shall go	c. had gone
b. went	d. have gone

103. If the door ... I shall take the key.

a. is closed	c. was closed
b. will be closed	d. would be closed

104. If our group ... we should be happy.

a. won	c. will win
b. had won	d. would win

105. We ... some bread and went home after that.

a. had bought	c. shall buy
b. buy	d. were buying

106. By 6 o'clock yesterday I ... painting this picture.

a. had stopped	c. have stopped
b. stopped	d. was stopping

107. When I opened the door they ... very loudly.

a. were talking	c. talked
b. have talked	d. was talking

108. Michael thought his mother ... already.

a. had come	c. is coming
b. comes	d. came

109. Yesterday from 14:00 till 15:00 o'clock we ... in the hall.

a. were dancing	c. had danced
b. danced	d. have danced

110. The sun ... already.

a. has risen	c. would rise
b. rose	d. is risen

111. She said she ... in an hour.

a. would come back	c. is coming back
b. will come back	d. has come back

112. He wrote he ... next Sunday.

a. would arrive	c. had arrived
b. will arrive	d. arrives

113. The children ... in the yard at this moment.

a. are playing	c. will play
b. were playing	d. have played

114. When I phoned she ... a shower.

a. was talking	c. will be taking
b. took	d. would take

115. We ... in the park the whole evening yesterday.

a. were walking	c. had walked
b. have walked	d. walked

116. Last summer Kate ... to Australia.

a. went	c. goes
b. had gone	d. has gone

117. They ... cards when we entered the room.

a. were playing	c. have played
b. played	d. had played

118. She put on the dress, took the bag and

a. went out	c. has gone out
b. had gone out	d. goes out

119. I knew that the beginning of the performance ... at 5 o'clock.

a. would be	c. is
b. will be	d. will have been

120. At that moment they ... a present for their mother.

a. were choosing	c. have chosen
b. will choose	d. would be choosing

121. If I ... money, I will pay the bills.

a. get	c. should get
b. will get	d. got

122. If the rain ... we shall think about picnic.

a. stops	c. will stop
b. stopped	d. would stop

123. If she ... kinder she would get more friends.

a. were	c. will be
b. was	d. would be

124. This little girl ... this toy yesterday.

a. found	c. was finding
b. has found	d. had found

125. I was sure the snowfall ... in a few minutes.

a. would start	c. has started
b. starts	d. will start

126. The pupils ... two exercises before we returned.

a. had done	c. have done
b. were doing	d. will do

127. I ... this novel many times.

a. have read	c. am reading
b. read	d. had read

128. She made us ... from this idea.

a. refuse	c. refusing
b. to refuse	d. to have refused

129. Mary said she ... these minerals.

a. would collect	c. is collecting
b. will collect	d. collects

130. Nick ... this task two days ago.

a. was given	c. has been given
b. will be given	d. had been given

131. John ... with this programme at this minute.

a. is working	c. has worked
b. will be working	d. works

132. When I entered the flat the cat ... everything.

a. had eaten	c. ate
b. has eaten	d. would eat

133. The interview ... for 3 hours yesterday.

a. lasted	c. is lasting
b. had lasted	d. has lasting

134. This poem ... by him last year.

a. was written	c. will be written
b. wrote	d. has been written

135. The show ... next evening.

a. will be demonstrated	c. would be demonstrated
b. demonstrated	d. is demonstrated

136. This car ... very often .

a. is called	c. has called
b. would be called	d. is calling

137. The doctor ... his patient already.

a. has invited	c. will invite
b. invites	d. had invited

138. Jack said it ... true.

a. was	c. will be
b. is	d. has been

139. This piano ... last July.

a. was bought	c. buys
b. will be bought	d. bought

140. The soldiers ... them in the morning.

a. will attack	c. had attacked
b. will be attacked	d. were attacked

141. Mary ... from 19:00 till 20:00 o'clock yesterday.

a. was doing shopping	c. will be doing shopping
b. did shopping	d. has done shopping

142. When I saw Alice she

a. was smiling	c. smiles
b. will smile	d. is smiling

143. Jane asked us

a. to sit still	c. to have sat still
b. will sit still	d. sit still

144. Nick saw we ... the rules.

a. knew	c. will know
b. know	d. were knowing

145. The plate ... in front of me two minutes ago.

a. was put	c. will be put
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b. puts	d. put
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146. This essay ... by us last week.

a. was written	c. will be written
b. wrote	d. had been written

147. That folk song ... all over the world.

a. is known	c. had been known
b. knows	d. knew

148. I ... two hours in the gym recently.

a. have spent	c. had spent
b. spend	d. will spend

149. The policeman ... the criminal already.

a. has arrested	c. will arrest
b. had arrested	d. arrests

150. The stranger was sure we ... him.

a. would help	c. help
b. will help	d. are helping

151. If you ... this computer we should be happy.

a. sold	c. will sell
b. sell	d. would sell

152. Henry ... the University.

a. has just entered	c. had just entered
b. just entered	d. is just entering

153. When we noticed your friend he ... over the telephone.

a. was talking	c. has talked
b. talks	d. will be talking

154. The ship ... the port 30 minutes ago.

a. left	c. will leave
b. had left	d. has left

155. I said we ... to the restaurant very soon.

a. should go	c. go
b. shall go	d. went

156. When you ... I'll be in the yard.

a. return	c. will return
b. returned	d. will be returning

157. The room ... 30 minutes ago.

a. was swept	c. will be swept
b. was sweeping	d. swept

158. Everybody knew you ... him.

a. remembered	c. remember
b. will remember	d. have remembered

159. Andrew promised he ... this composition.

a. would rewrite	c. will rewrite
b. rewrote	d. rewrites

160. The building ... in the 19th century.

a. was built	c. built
b. builds	d. has been built

161. We knew you ... supper in the evening.

a. would cook	c. cook
b. will cook	d. have cooked

162. His daughter ... in this match yesterday.

a. participated	c. participates
b. has participated	d. had participated

163. When we sold the car they ... happy.

a. were	c. are
b. would be	d. had been happy

164. Having seen us he ... a TVset.

a. switched on	c. will switch on
b. switch on	d. has switched on

165. The game ... by our team last Friday.

a. was won	c. will be won
b. won	d. is won

166. The luggage ... one hour ago.

a. was delivered	c. is delivered
b. will be delivered	d. delivered

167. How many times ... your teacher already?

a. have you seen	c. had you seen
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b. did you see	d. will you have seen
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168. I was sure I ... this newspaper earlier.

a. had lost	c. will lose
b. lost	d. lose

169. The dress ... for 100 dollars last Saturday.

a. was sold	c. sells
b. is sold	d. has been sold

170. We knew we ... the book in the classroom.

a. had left	c. have left
b. leave	d. will leave

171. Why ... him yesterday?

a. did you beat	c. do you beat
b. have you beaten	d. had you beaten

172. She ...it at 4 o'clock tomorrow.

a. will be translating	c. would translate
b. translates	d. has translated

173. They ... breakfast now.

a. are having	c. have had
b. had	d. will have had

174. He said he... to improve the situation.

a. would be able	c. can
b. will be able	d. could

175. They were sure we ... our repair already.

a. had finished	c. will finish
b. finish	d. are finishing

176. We ... for our flat last month.

a. paid	c. pay
b. had paid	d. have paid

177. She ... supper when we entered the kitchen.

a. was cooking	c. will be cooking
b. has cooked	d. cooked

178. I saw him ... the products.

a. buy	c. would buy
b. to buy	d. bought

179. He ... early in the morning every day.

a. gets up	c. had got up
b. get up	d. was getting up

180. If you ... about this promise I'll phone you.

a. forget	c. are forgetting
b. forgot	d. will forget

181. If Peter had passed this exam his parents ... happy.

a. would have been	c. will be
b. will have been	d. are

182. Betty ... her homework at this moment.

a. is doing	c. do
b. does	d. has done

183. When he was small he ... to his granny very often.

a. went	c. was going
b. had gone	d. has gone

184. They knew we ... abroad next weekend.

a. should go	c. have gone
b. shall go	d. went

185. If I ... you I wouldn't go to Poland.

a. were	c. will be
b. was	d. would be

186. Our local newspapers ... in two hours.

a. will be delivered	c. deliver
b. had been delivered	d. have delivered

187. Nick was sure he ... an excellent mark.

a. would get	c. is getting
b. has got	d. gets

188. Tomorrow from 10:00 till 11:00 we ... hockey.

a. will be playing	c. play
b. will play	d. will have played

189. They ... by this volunteer last summer.

a. were taught	c. are taught
b. will be taught	d. taught

190. She ... a bottle of water.

a. has just drunk	c. had just drunk
b. just drank	d. is just drinking

191. He forgot where he ... this fridge.

a. had bought	c. bought
b. has bought	d. buys

192. When I ... to London I'll write a message.

a. come	c. would come
b. will come	d. came

193. If he ... these papers we'll be happy.

a. signs	c. is signing
b. signed	d. will sign

194. He didn't tell anybody where he

a. had gone	c. will go
b. has gone	d. goes

195. Tom ... bread into pieces at that moment.

a. was cutting	c. cuts
b. cut	d. would cut

196. If my friend comes I ... him this book.

a. will give	c. give
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b. gave	d. would give
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197. His sister ... tea at this minute.

a. is making	c. will be making
b. makes	d. will make

198. Henry went to the shop ... some sweets.

a. to buy	c. buy
b. to have bought	d. will buy

199. Tom said he ... French.

a. knew	c. knows
b. know	d. will know

200. The tourists ... many places of interest last week.

a. visited	c. have visited
b. visit	d. will visit

201. Robert ... this report by 14:00 yesterday.

a. had written	c. will write
b. had been written	d. wrote

202. They ... this article next week.

a. will publish	c. have published
b. published	d. publishes

203. His dog ... very often.

a. barks	c. was barking
b. is barking	d. bark

204. The woman promised ... this pie.

a. to bake	c. to be baking
b. to have baked	d. bake

205. The pupils ... this poem last Wednesday.

a. recited	c. were reciting
b. will recite	d. would recite

206. This dictionary ...for 10 dollars tomorrow.

a. will be sold	c. was sold
b. will sell	d. is sold

207. She ... English fluently.

a. speaks	c. is spoken
b. speak	d. is speaking

208. The old man was sure his son ... a dentist.

a. would become	c. has become
b. will become	d. becomes

209. We knew he ... this thought later.

a. would understand	c. understands
b. will understand	d. understood

210. This house ... two decades ago.

a. was reconstructed	c. will be reconstructed
b. is reconstructed	d. reconstructed

211. He ... to the shop

1. goes	a. every day
2. went	b. yesterday
3. has gone	c. already
4. will go	d. tomorrow
	e. by 5 o'clock

212. If you ... they

1. write this letter	a. will be glad
2. wrote this letter	b. would be glad
3. had written this letter yesterday	c. would have been glad yesterday
4. had written this letter yesterday	d. would be glad today
	e. are glad today

213. They ... they

1. said	a. would write this dictation
2. say	b. will write this dictation
3. said	c. had written this dictation earlier
4. say	d. write such dictations every day
	e. shall write this dictation

214. If the weather ... we

1. is fine	a. shall go to seaside
2. were fine	b. should go to the seaside
3. had been fine	c. should have gone to the seaside yesterday
4. weren't fine	d. shouldn't to the seaside
	e. are glad

215. They ... if you

1. will help you	a. ask them
2. would help you	b. asked them
3. would have helped you	c. had asked them
4. will help you on Monday	d. ask them on Sunday
	e. should ask them

216. He will sell

1. neither this car	a. nor that car
2. neither these sweets	b. nor those candies
3. either this flat	c. or that flat
4. either these tomatoes	d. or those potatoes
	e. nor that book

217. She will chose

1. either green	a. or blue dress
2. either this bag	b. or that rucksack
3. neither these pills	c. nor those medicines
4. neither this doll	d. nor that ball
	e. nor these gloves

218. They will collect

1. either coins	a. or banknotes
2. either pictures	b. or photos
3. neither American books	c. nor English books
4. neither disks	d. nor records
	e. or cars

219. He will go

1. either to the shop	a. or the supermarket
2. either to the library	b. or to the reading room
3. neither to the gym	c. nor the fitness centre
4. neither to the institute	d. nor to the university
	e. nor to Lviv

220. I shall take ...

1. either shoes	a. or boots
2. either roses	b. or tulips
3. neither clocks	c. nor watches
4. neither caps	d. nor hats
	e. nor a car

221. He will live ...

1. either in Kyiv	a. or in Zhytomyr
2. neither in France	b. nor in Germany
3. neither in the town	c. nor in the city
4. either in the Australia	d. or in New Zealand
	e. on the island

222. She will bear ...

1. either one baby	a. or two babies
2. neither in June	b. nor in July
3. either this year	c. or next year
4. neither in the USA	d. nor in Ukraine
	e. last year

223. Ann will come ...

1. either in the afternoon	a. or in evening
2. either on Wednesday	b. or on Thursday

3. neither with her sister	c. nor with her brother
4. neither with a cake	d. nor with a pie
	e. nor yesterday

224. She will teach

1. either English	a. or French
2. neither language	b. nor literature
3. neither grammar	c. nor lexicology
4. either Physics	d. or Mathematics
	e. or this poem

225. They will celebrate

1. either his birthday	a. or her birthday
2. neither Mother's day	b. nor Father's day
3. either Catholic Easter	c. or Orthodox Easter
4. neither the 25 th of December	d. nor the 7 th of January
	e. nor Independence Day

226. Mike has lost

1. either this certificate	a. or that diploma
2. either this suitcase	b. or that bag
3. neither this cat	c. nor that dog
4. neither his passport	d. nor his identity card
	e. or that telephone

227. Elizabeth has got to know

1. either about this hotel	a. or about that motel
2. either about American traditions	b. or about English ones
3. neither about Shevchenko	c. nor about Franko
4. neither about Byron	d. nor about Shakespeare

	e. or about the Thames
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228. Kate is fond ...

1. neither of Geography	a. nor of Astronomy
2. neither of skiing	b. nor of skating
3. either of portraits	c. or of landscapes
4. either of rock	d. or of heavy metal
	e. nor of singing

229. John likes ...

1. neither autumn	a. nor winter
2. neither trains	b. nor buses
3. either apples	c. or peaches
4. either horror films	d. or detectives
	e. nor fish

230. We have forgotten ...

1. neither about this celebration	a. nor about that anniversary
2. neither about this story	b. nor about that novel
3. either about this question	c. or about that item
4. either their report	d. or their dictation
	e. nor about their dog

231. They will cook ...

1. neither breakfast	a. nor dinner
2. neither potatoes	b. nor soup
3. either on Monday	c. or on Tuesday
4. either at home	d. or at the café
	e. nor French books

232. He will buy

1. either this cat	a. or that dog
2. either this coat	b. or that jacket
3. neither these pens	c. nor those pencils
4. neither this bike	d. nor that motor bike
	e. or that sausage

233. Linda has got information

1. either about Spanish events	a. or about German ones
2. either about baseball	b. or about soccer
3. neither about Mark Twain	c. nor about Jack London
4. neither about flora	d. nor about fauna
	e. or about painting

234. Mary has studied

1. either this poem	a. or that song
2. either Spanish	b. or Chinese
3. neither reading	c. nor writing
4. neither Ukrainian rules	d. nor Russian rules
	e. or spelling

235. She is going to get

1. either card 2	a. or card 3
2. either king's	b. or queen's invitation
3. neither a bad	c. nor a satisfactory mark
4. neither this job	d. nor that one
	e. nor that animal

236. Jack has founded

1. either this party	a. or that society
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2. neither this jazz band	b. nor that pop group
3. neither this city	c. nor that town
4. either this scheme	d. or that model
	e. nor that technician

237. Irene could foresee

1. either this battle	a. or that fight
2. neither this accident	b. nor that catastrophe
3. neither this arrival	c. nor that departure
4. either these events	d. or those ones
	e. or that greeting

238. We have recently heard

1. either this melody	a. or that song
2. either his voice	b. or her voice
3. neither this tale	c. nor that story
4. either these poems	d. or those verses
	e. or that explosion

239. She has already chosen

1. either this blouse	a. or that skirt
2. either this textbook	b. or that notebook
3. neither these trousers	c. nor those pants
4. neither this wine	d. nor that cognac
	e. nor that vacuum cleaner

240. We have recently broken

1. either this radio set	a. or that TV-set
2. either this chair	b. or that table
3. neither this car	c. nor that automobile

4. neither these instruments	d. nor those tools
	e. nor those fences

241. Put the words in the alphabetical order.

1.	a. travel
2.	b. travelling
3.	c. trick
4.	d. twist

242. Write the list of means of transport accordingly to their appearance.

1.	a. car
2.	b. bus
3.	c. plane
4.	d. rocket

243. Show the corresponding chronology of some educational periods.

1.	a. primary school
2.	b. secondary school
3.	c. college
4.	d. university

244. Write the words in the alphabetical order.

1.	a. lose
2.	b. mean
3.	c. meet
4.	d. pretend

245. Write the list of holidays according to the date of their celebration.

1.	a. St. Valentine's Day
2.	b. Easter
3.	c. Independence Day (in USA)
4.	d. Thanksgiving Day

246. Write the words in the alphabetical order.

1.	a. choose
2.	b. click
3.	c. coat
4.	d. crack

247. Write the list of relatives according to the closeness of their relations.

1.	a. mother
2.	b. aunt
3.	c. cousin
4.	d. second cousin

248. Define the intensity of human's feelings.

1.	a. neutral
2.	b. somebody doesn't like
3.	c. somebody doesn't love
4.	d. somebody hates

249. Write the list of events of the American history in the chronological order.

1.	a. the War for Independence
2.	b. the Civil war
3.	c. the Great depression
4.	d. the Second World War

250. Write the list of the events of the English history in the chronological order:

1.	a. the Norman conquest
2.	b. the Great Fire in London
3.	c. the Victorian period
4.	d. the monarchy of Elizabeth II

251. Write the words in the alphabetical order.

1.	a. dive
2.	b. dove
3.	c. drink
4.	d. dwelling

252. Write the main events of the Ukrainian history in the chronological order.

1.	a. the appearance of Christianity
2.	b. the foundation of book printing
3.	c. the Famine
4.	d. the Chornobyl tragedy

253. Write the list of the British books according to the chronology.

1.	a. "Othello"
2.	b. "Oliver Twist"
3.	c. "The Painted Veil"
4.	d. "Harry Potter"

254. Write the words in the alphabetical order.

1.	a. neutral
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2.	b. new
3.	c. noise
4.	d. nylon

255. Write the list of countries according to their size (the biggest one is the first).

1.	a. the USA
2.	b. Australia
3.	c. the United Kingdom
4.	d. New Zealand

256. Write the words according to the amount of something (the smallest is the first).

1.	a. absence
2.	b. the least
3.	c. less
4.	d. little

257. Write the words according to the distance they mean (the first one is the nearest).

1.	a. far
2.	b. farther
3.	c. the farthest
4.	d. extremely remote

258. Write the list of words meaning different periods of the human life beginning with the earliest.

1.	a. infancy
2.	b. childhood
3.	c. adolescence

4.	d. youth
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259. Write the words in the alphabetical order.

1.	a. apple
2.	b. around
3.	c. aunt
4.	d. awkward

260. Write the list of ways of travelling accordingly to the price (the cheapest is the first).

1.	a. on foot
2.	b. by bicycle
3.	c. by car
4.	d. by plane

261. Write the list of means of transport accordingly to the speed (the lowest is the first).

1.	a. hitch-hiking
2.	b. by bus
3.	c. by car
4.	d. by plane

262. Write the list of the shops according to their size (the biggest one is the first).

1.	a. the trading centre
2.	b. the supermarket
3.	c. the corner shop
4.	d. the kiosk

263. Write the list of the most dangerous (harmful) habits (the most dangerous is the first one).

1.	a. drugs
2.	b. alcohol
3.	c. smoking
4.	d. absence of the diet

264. Write the words in the alphabetical order.

1.	a. eat
2.	b. enough
3.	c. even
4.	d. evening

265. Write the list of the Ukrainian cities according to their size and population (the biggest is the first one).

1.	a. Kyiv
2.	b. Lviv
3.	c. Zhytomyr
4.	d. Korostyshiv

266. Write the list of the most popular English people (the first one is the most famous).

1.	a. Queen Elizabeth II
2.	b. Princess Diana
3.	c. Prince Charles
4.	d. King George IV

267. Write the stages of the political career beginning with the lowest.

1.	a. member of the House of Commons
2.	b. member of the House of Lords

3.	c. the prime-minister
4.	d. the king

268. Write the list of the air means of transport according to the speed (the slowest is the first one).

1.	a. air balloon
2.	b. helicopter
3.	c. plane
4.	d. rocket

269. Write the words in the alphabetical order.

1.	a. pay
2.	b. proclaim
3.	c. prove
4.	d. put

270. Write the list of the water means of transport according to the speed (the slowest is the first one).

1.	a. a raft
2.	b. a boat
3.	c. a yacht
4.	d. a liner

271. He didn't know about our problem, ... ? / did he?
 272. She will go to Egypt this summer, ... ? / won't she?
 273. They aren't your friends, ... ? / are they?
 274. John was fond of Literature, ... ? / wasn't he?
 275. Ann remembers this poem, ... ? / doesn't she?
 276. Nick can play tennis, ... ? / can't he?

277. Mary won't be able to protect you, ... ? / will she?
278. You must return in time for the beginning of the film, ... ? / mustn't you?
279. Pete has just translated this story, ... ? / hasn't he?
280. They will dance in 5 minutes, ... ? / won't they?
281. He isn't a famous linguist, ... ? / is he?
282. She hadn't met them by 4 o'clock, ... ? / had she?
283. Mr. Smith likes to travel very much, ... ? / doesn't he?
284. You have never travelled there, ... ? / have you?
285. Martin should be more attentive, ... ? / shouldn't he?
286. They didn't attend this lecture yesterday, ... ? / did they?
287. She congratulates our actors regularly, ... ? / doesn't she?
288. He will correct his mistakes, ... ? / won't he?
289. Kitty has overcome the obstacles, ... / hasn't she?
290. Nelly participates in the performance very often, ... ? / doesn't she?
291. You have never watched this film, ... ? / have you?
292. They must assist their dean, ... ? / mustn't they?
293. She isn't my first teacher, ... ? / is she?
294. You aren't afraid of wild animals, ... ? / are you?
295. My parents are working at this minute, ... ? / aren't they?
296. He had written this exercise by 5 o'clock, ... ? / hadn't he?
297. Her sister decided not to travel, ... ? / did she?
298. They like to recite poems, ... ? / don't they?
299. He must clean the room, ... ? / mustn't he?
300. These pupils won't miss the classes, ... ? / will they?

I Виберіть правильне слово чи словосполучення.

1. He is angry... me.
A at; B with; C on; D to
2. They walked fifty miles ... foot.
A by; B with; C on; D for

3. Geneva is one of... cities in the world.
A the modernest; B the most modern; C the most modern of; D more modern
4. Does... mind if I smoke?
A somebody; B someone; C anything; D anybody
5. He feels proud... his wealth.
A with; B from; C of; D to
6. Harry's room is ... of all the rooms but he can afford it.
A more expensive; B so expensive;
C expensivest; D the most expensive
7. We slept in the park because we didn't have ... money for a hotel.
A some; B no; C any; D something
8. His daughter is good... mathematics.
A in; B with; C from; D at
9. John prevented her ... coming here.
A from; B to; C at; D on
10. The black widow is ... spider because its bite can kill a man in a few minutes.
A most dangerous; B the most dangerous;
C the more dangerous; D more dangerous than
11. With this special tourist bus ticket you can go ... you like.
A any; B somewhere; C nowhere; D anywhere
12. I'll look... your children if you are busy tomorrow.
A for; B after; C at; D like
13. This is... park I have ever seen.
A the most beautiful; B more beautiful;
C beautiful; D most beautiful
14. The prisoners refused to eat....
A something; B anything; C nothing; D some
15. What's wrong... Henry? He looks tired
A with; B about; C of; D in

16. The weather today is... than it was yesterday.
A worst; B the worst; C worse; D the worse
17. There aren't ... good films this week
A anything; B no; C some; D any
18. He is not like to return home ... Monday.
A from; B on; C in; D at
19. I was satisfied... his work.
A in; B from; C with; D about
20. This is... book I have ever read.
A better; B the better; C best; D the best
21. I can see ... on the snow, but I don't know what it is.
A .anywhere; B something; C anything; D nothing

II. Знайдіть помилку.

22. Each state in the country have a different language.
A B C D
23. Many nurses in hospitals are womans but some are men.
A B C D
24. She was sure that the children will be playing in the yard the whole
A B C D
morning.
25. I was going to the bookstore when I see my brother go home.
A B C D
26. The people in my country likes to travel.
A B C D
27. Many sheeps are raised for their wool.
A B C D

28. He understood that the tourists will not return by sunset.

A B C D

29. She said that she has lost the sense of the phrase and stopped reading.

A B C D

30. Bad news travel fast.

A B C D

31. We have two childs : a boy and a girl, who go to school.

A B C D

32. She said that after graduating from the institute she will work as a teacher of English.

A B C D

33. The student asked if he has to give the definition of this term in English.

A B C D

34. A number of students in the class speaks English very well.

A B C D

35. These shoes are too small: my foots hurt.

A B C D

36. She said that she will help me with the exercise.

A B C D

37. The student said that the material he needed is not available in that book.

A B C D

38. Each of us know how to write a letter.

A B C D

39. The childs are late today.

A B C

40. He said that Nina will go to the cinema with him.

A B C D

41. I was sure that the lecture is going on.

A B C D

42. The news about Mr. Blake are surprising.

A B C D

43. George fell off his bicycle and broke three tooths.

A B C D

44. We were told that the new film will be on in many cinemas.

A B C D

45. She said that she has already visited the art exhibition opened in the museum.

A B C D

46. The USA are located in Northern America.

A B C D

47. These mans are working at this problem now.

A B C D

48. We were sure that all the newspapers will publish this information.

A B C D

49. He knew that you are translating a very difficult text without a dictionary.

A B C D

III Виберіть правильний переклад речення.

50. Do you have to go home now?

- A. Ви можете піти зараз додому?
- B. Ви йдете зараз додому?
- C. Коли ви йдете додому?
- D. Вам треба зараз піти додому?

51. I don't want the pupils to describe this picture.

- A. Студенти не хочуть описувати цю картину.
- B. Я не хочу описувати цю картину.
- C. Не обов'язково, щоб студенти описували цю картину.

- D. Я не хочу, щоб студенти описували цю картину.
52. She is known to live in London.
- A. Як нам відомо, вона живе в Лондоні.
- B. Відомо, що вона живе в Лондоні.
- C. Відомо, що вона жила в Лондоні.
- D. Вона знала, що житиме в Лондоні.
53. Thomson's discovery of the electron was followed by new discoveries.
- A. За відкриттям електрона Томсоном йшли нові відкриття.
- B. Томсон відкрив електрон, а потім зробив нові відкриття.
- C. Після нових відкриттів відбулось відкриття Томсоном електрона.
- D. Томсон вивчив електрон і зробив нові відкриття
54. The engineer must be sent for immediately.
- A. Інженера необхідно послати туди негайно.
- B. За інженером треба було послати негайно.
- C. Інженер повинен послати це негайно.
- D. За інженером необхідно послати негайно.
55. The prices are expected to fall soon.
- A. Очікують, що ціни незабаром впадуть.
- B. Як і очікували, незабаром почалось падіння цін.
- C. Ми чекаємо на зниження цін незабаром.
- D. Очікували на швидке падіння цін.
56. I don't want him to be interrupted.
- A. Я не хочу його переривати.
- B. Він не хоче, щоб його переривали.
- C. Я не хочу, щоб його переривали.
- D. Саме я не хочу, щоб його переривали.
57. You shouldn 't have parked here.
- A. Вам не слід розташовувати парк тут.
- B. Вам не треба було розташовувати парк тут.

- C. Не ставте тут машину.
- D. Вам не слід було б ставити тут машину.

58. What about going to a different cafe for a change?

- A. Як стосовно того, щоб сходити в інше кафе для різноманітності?'
- B. Ти не проти сходити в інше кафе?
- C. Ти не проти сходити в те кафе за здачею?
- D. Можливо, в іншому кафе буде більше різноманітності?

59. He watched Ann give me a book.

- A. Він спостерігає за тим , як Енн дає мені книжку.
- B. Він бачив, що Енн дала мені книжку.
- C. Він дивився, як Енн давала мені книжку вчора.
- D. Він побачив, що Енн подарували книжку.

60. He was ordered to rewrite the article.

- A. Наказали, щоб він переписав статті.
- B. Він одержав наказ переписати статтю.
- C. Йому дають наказ переписати статтю.
- D. Він наказав переписати статтю.

61. This article is much spoken about.

- A. В статті йдеться про багато речей.
- B. В статті є багато цікавого.
- C. Про цю статтю багато говорили.
- D. Про цю статтю багато говорять.

IV Виберіть правильну форму дієслова.

62. Had Bob not interfered in his sister's family problems, there ... peace between them.

A were; B was; C would have been; D would be

63. He would give you the money if he ... it.

A had; B have; C has; D had had

64. If I live near a wood, I... a lot of mushrooms.

A. gathered; B shall gather; C should gather; D should have gathered

65. If I were a scientist, I... a time machine.

A invent; B shall invent; C should invent; D had invented

66. If he... us a lift, we wouldn't have had to take a taxi.

A did give; B would give; C had given; D gave

67. If my brother returns early, we... TV together.

A watched; B shall watch; C should watch; D had watched

68. If I were a poet, I... beautiful poetry.

A write; B shall write; C had written; D should write

69. If she didn't gossip about her friends, she ... more popular.

A will be; B was; C would be; D would have been

70. Had they arrived at the sale early, they ...a better selection.

A found; B would have found; C will found; D have found

71. If you are busy I... you alone.

A left; B should leave; C shall leave; D to leave

72. If I were in the south I... every day.

A bathe; B shall bathe; C bathed; D should bathe

73. He would understand it if you ... it to him more slowly.

A said; B say; C had said; D will say

74. Had he known your address we ...you a letter.

A wrote; B would have written; C would write; D will write

75. If my friend comes to me, I... very glad.

A was; B had been; C should be; D shall be

76. If I were at the camp , I ... a very good time.

A have; B should have; C shall have; D had had

77. If people ... how important it is to conserve energy, they would do something about it.

A realize; B realized; C had realized; D will realize

78. Had I gone overseas instead of him I ... something.

A might have learned; B may learn; C learned; D might learn

79. If we receive a telegram from him, we

A not to worry; B don't worry; C shall not worry; D should not worry

80. If I were a spaceman I ... to other planets.

A shall fly; B should fly; C had flown; D should have flown

V Виберіть правильне закінчення речення.

81. She never drinks strong coffee, ... ?

A doesn't she; B is she; C does she; D isn't she

82. I haven't been here

A since September; B in September; C last September

83. I was skiing... .

A lately; B all day long yesterday; C as a rule

84. Your hair is very long. It needs

A be cut; B cutting; C to cut

85. There was nobody at home, ... ?

A were they; B was there; C weren't they; D wasn't there

86. The article was difficult. He was translating it

A recently; B two days; C all day yesterday

87. We'll have finished our work....

A by 5 o'clock tomorrow; B at 5 o'clock yesterday; C by yesterday

88. The house looks shabby. It wants....

A be repaired; B to repair; C repairing

89. Mr. Evans is speaking over telephone, ... ?

A is he; B isn't he; C doesn't he; D does he

90. He has been ill....

A on Monday; B last Monday; C since Monday

91. The experiment was completed... .

A recently; B two days ago; C next day

92. This room is so dirty. It needs

A scrubbing; B be scrubbed; C scrubbed

93. They sent a letter the day before yesterday, ... ?

A do they; B did they; C don't they; D didn't they

94. He hasn't received any letters from her

A yesterday; B this week; C last week

95. The book was interesting. He was reading it... .

A recently; B all day yesterday; C three days

96. This film is very boring. It's not worth

A seeing; B seen; C see

97. There will be a nice film on TV tonight,... ?

A will it; B will there; C won't there; D won't it

98. He has been living in Kyiv

A last year; B since last year; C a year ago

99. He was playing chess....

A all day long yesterday; B recently; C since then ...

100. Her plan is interesting. It requires... .

A. discuss; B. discussing; C. discussed

Variant № 2

I Виберіть правильне слово чи словосполучення.

1. They walked fifty miles ... foot.
A by; B with; C on; D for
2. Does... mind if I smoke?
A somebody; B someone; C anything; D anybody
3. He feels proud... his wealth.
A with; B from; C of; D to
4. Geneva is one of... cities in the world.
A the modernest; B the most modern; C the most modern of; D more modern
5. Harry's room is ... of all the rooms but he can afford it.
A more expensive; B so expensive;
C expensivest; D the most expensive
6. His daughter is good... mathematics.
A in; B with; C from; D at
7. We slept in the park because we didn't have ... money for a hotel.
A some; B no; C any; D something
8. John prevented her ... coming here.
A from; B to; C at; D on
9. With this special tourist bus ticket you can go ... you like.
A any; B somewhere; C nowhere; D anywhere
10. I'll look... your children if you are busy tomorrow.
A for; B after; C at; D like
11. This is... park I have ever seen.
A the most beautiful; B more beautiful;
C beautiful; D most beautiful
12. The black widow is ... spider because its bite can kill a man in a few minutes.

A most dangerous; B the most dangerous;
C the more dangerous; D more dangerous than

13. The prisoners refused to eat....
A something; B anything; C nothing; D some
14. What's wrong... Henry? He looks tired
A with; B about; C of; D in
15. There aren't ... good films this week
A anything; B no; C some; D any
16. The weather today is... than it was yesterday.
A worst; B the worst; C worse; D the worse
17. I was satisfied... his work.
A in; B from; C with; D about
18. This is... book I have ever read.
A better; B the better; C best; D the best
19. He is not like to return home ... Monday.
A from; B on; C in; D at
20. I can see ... on the snow, but I don't know what it is.
A .anywhere; B something; C anything; D nothing
21. He is angry... me.
A at; B with; C on; D to

II. Знайдіть помилку.

22. Many nurses in hospitals are womans but some are men.
A B C D
23. Each state in the country have a different language.
A B C D
24. I was going to the bookstore when I see my brother go home.

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morning.

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30. We have two childs : a boy and a girl, who go to school.

A B C D

31. Bad news travel fast.

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32. The student asked if he has to give the definition of this term in English.

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35. A number of students in the class speaks English very well.

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37. She said that she will help me with the exercise.

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38. The childs are late today.

A B C

39. Each of us know how to write a letter.

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41. He said that Nina will go to the cinema with him.

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44. She said that she has already visited the art exhibition opened in the museum.

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45. We were told that the new film will be on in many cinemas.

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46. These mans are working at this problem now.

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47. The USA are located in Northern America.

A B C D

48. He knew that you are translating a very difficult text without a dictionary.

A B C D

49. We were sure that all the newspapers will publish this information.

A B C D

III Виберіть правильний переклад речення.

50. Do you have to go home now?
- A. Ви можете піти зараз додому?
- B. Ви йдете зараз додому?
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- D. Я не хочу, щоб студенти описували цю картину.
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- A. Як нам відомо, вона живе в Лондоні.
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- C. Інженер повинен послати це негайно.
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- A. Очікують, що ціни незабаром впадуть.

- B. Як і очікували, незабаром почалось падіння цін.
- C. Ми чекаємо на зниження цін незабаром.
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- B. Він не хоче, щоб його переривали.
- C. Я не хочу, щоб його переривали.
- D. Саме я не хочу, щоб його переривали.
57. You shouldn 't have parked here.
- A. Вам не слід розташовувати парк тут.
- B. Вам не треба було розташовувати парк тут.
- C. Не ставте тут машину.
- D. Вам не слід було б ставити тут машину.
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- A. Як стосовно того, щоб сходити в інше кафе для різноманітності?'
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- D. Можливо, в іншому кафе буде більше різноманітності?
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- B. Він бачив, що Енн дала мені книжку.
- C. Він дивився, як Енн давала мені книжку вчора.
- D. Він побачив, що Енн подарували книжку.
60. He was ordered to rewrite the article.
- A. Наказали, щоб він переписав статті.
- B. Він одержав наказ переписати статтю.
- C. Йому дають наказ переписати статтю.

- D. Він наказав переписати статтю.
61. This article is much spoken about.
- A. В статті йдеться про багато речей.
- B. В статті є багато цікавого.
- C. Про цю статтю багато говорили.
- D. Про цю статтю багато говорять.

IV Виберіть правильну форму дієслова.

62. He would give you the money if he ... it.
A had; B have; C has; D had had
63. Had Bob not interfered in his sister's family problems, there ... peace between them.
A were; B was; C would have been; D would be
64. If I were a scientist, I... a time machine.
A invent; B shall invent; C should invent; D had invented
65. If I live near a wood, I... a lot of mushrooms.
A. gathered; B shall gather; C should gather; D should have gathered
66. If my brother returns early, we... TV together.
A watched; B shall watch; C should watch; D had watched
67. If he... us a lift, we wouldn't have had to take a taxi.
A did give; B would give; C had given; D gave
68. If she didn't gossip about her friends, she ... more popular.
A will be; B was; C would be; D would have been
69. If I were a poet, I... beautiful poetry.
A write; B shall write; C had written; D should write
70. If you are busy I... you alone.
A left; B should leave; C shall leave; D to leave
71. Had they arrived at the sale early, they ...a better selection.

A found; B would have found; C will found; D have found

72. He would understand it if you ... it to him .more,slowly.

A said; B say; C had said; D will say

73. If I were in the south I... every day.

A bathe; B shall bathe; C bathed; D should bathe

74. If my friend comes to me, I... very glad.

A was; B had been; C should be; D shall be

75. Had he known your address we ...you a letter.

A wrote; B would have written; C would write; D will write

76. If people ... how important it is to conserve energy, they would do something about it.

A realize; B realized; C had realized; D will realize

77. If I were at the camp , I ... a very good time.

A have; B should have; C shall have; D had had

78. If we receive a telegram from him, we

A not to worry; B don't worry; C shall not worry; D should not worry

79. Had I gone overseas instead of him I ... something.

A might have learned; B may learn; C learned; D might learn

80. If I were a spaceman I ... to other planets.

A shall fly; B should fly; C had flown; D should have flown

V Виберіть правильне закінчення речення.

81. I haven't been here

A since September; B in September; C last September

82. She never drinks strong coffee, ... ?

A doesn't she; B is she; C does she; D isn't she

83. Your hair is very long. It needs

A be cut; B cutting; C to cut

84. I was skiing... .

A lately; B all day long yesterday; C as a rule

85. The article was difficult. He was translating it

A recently; B two days; C all day yesterday

86. There was nobody at home, ... ?

A were they; B was there; C weren't they; D wasn't there

87. The house looks shabby. It wants....

A be repaired; B to repair; C repairing

88. We'll have finished our work....

A by 5 o'clock tomorrow; B at 5 o'clock yesterday; C by yesterday

89. He has been ill....

A on Monday; B last Monday; C since Monday

90. Mr. Evans is speaking over telephone, ... ?

A is he; B isn't he; C doesn't he; D does he

91. This room is so dirty. It needs

A scrubbing; B be scrubbed; C scrubbed

92. The experiment was completed... .

A recently; B two days ago; C next day

93. He hasn't received any letters from her

A yesterday; B this week; C last week

94. They sent a letter the day before yesterday, ... ?

A do they; B did they; C don't they; D didn't they

95. This film is very boring. It's not worth

A seeing; B seen; C see

96. The book was interesting. He was reading it... .

A recently; B all day yesterday; C three days

97. He has been living in Kyiv

A last year; B since last year; C a year ago

98. There will be a nice film on TV tonight,... ?

A will it; B will there; C won't there; D won't it

99. Her plan is interesting. It requires... .

A. discuss; B. discussing; C. discussed

100. He was playing chess....

A all day long yesterday; B recently; C since then ...

Variant № 3

I Виберіть правильне слово чи словосполучення.

1. He feels proud... his wealth.

A with; B from; C of; D to

2. They walked fifty miles ... foot.

A by; B with; C on; D for

3. Does... mind if I smoke?

A somebody; B someone; C anything; D anybody

4. His daughter is good... mathematics.

A in; B with; C from; D at

5. Geneva is one of... cities in the world.

A the modernest; B the most modern; C the most modern of; D more modern

6. Harry's room is ... of all the rooms but he can afford it.

A more expensive; B so expensive;

C expensivest; D the most expensive

7. With this special tourist bus ticket you can go ... you like.

A any; B somewhere; C nowhere; D anywhere

8. We slept in the park because we didn't have ... money for a hotel.

A some; B no; C any; D something

9. John prevented her ... coming here.
A from; B to; C at; D on
10. The black widow is ... spider because its bite can kill a man in a few minutes.
A most dangerous; B the most dangerous;
C the more dangerous; D more dangerous than
11. I'll look... your children if you are busy tomorrow.
A for; B after; C at; D like
12. This is... park I have ever seen.
A the most beautiful; B more beautiful;
C beautiful; D most beautiful
13. There aren't ... good films this week
A anything; B no; C some; D any
14. The prisoners refused to eat....
A something; B anything; C nothing; D some
15. What's wrong... Henry? He looks tired
A with; B about; C of; D in
16. This is... book I have ever read.
A better; B the better; C best; D the best,
17. The weather today is... than it was yesterday.
A worst; B the worst; C worse; D the worse
18. I was satisfied... his work.
A in; B from; C with; D about
19. He is angry... me.
A at; B with; C on; D to
20. He is not like to return home ... Monday.
A from; B on; C in; D at
21. I can see ... on the snow, but I don't know what it is.
A .anywhere; B something; C anything; D nothing

II. Знайдіть помилку.

22. I was going to the bookstore when I see my brother go home.

A B C D

23. Many nurses in hospitals are womans but some are men.

A B C D

24. Each state in the country have a different language.

A B C D

25. The people in my country likes to travel.

A B C D

26. She was sure that the children will be playing in the yard the whole

A B C D

morning.

27. Many sheeps are raised for their wool.

A B C D

28. We have two childs : a boy and a girl, who go to school.

A B C D

29. She said that she has lost the sense of the phrase and stopped reading.

A B C D

30. He understood that the tourists will not return by sunset.

A B C D

31. She said that after graduating from the institute she will work as a teacher of English.

A B C D

32. Bad news travel fast.

A B C D

33. The student asked if he has to give the definition of this term in English.

A B C D

34. The student said that the material he needed is not available in that book.

A B C D

35. These shoes are too small: my foots hurt.

A B C D

36. A number of students in the class speaks English very well.

A B C D

37. Each of us know how to write a letter.

A B C D

38. She said that she will help me with the exercise.

A B C D

39. The childs are late today.

A B C

40. George fell off his bicycle and broke three tooths.

A B C D

41. I was sure that the lecture is going on.

A B C D

42. He said that Nina will go to the cinema with him.

A B C D

43. We were told that the new film will be on in many cinemas.

A B C D

44. The news about Mr. Blake are surprising.

A B C D

45. She said that she has already visited the art exhibition opened in the museum.

A B C D

46. He knew that you are translating a very difficult text without a dictionary.

A B C D

47. These mans are working at this problem now.

A B C D

48. The USA are located in Northern America.

A B C D

49. We were sure that all the newspapers will publish this information.

A B C D

III Виберіть правильний переклад речення.

50. Thomson's discovery of the electron was followed by new discoveries.

- A. За відкриттям електрона Томсоном йшли нові відкриття.
- B. Томсон відкрив електрон, а потім зробив нові відкриття.
- C. Після нових відкриттів відбулось відкриття Томсоном електрона.
- D. Томсон вивчив електрон і зробив нові відкриття

51. Do you have to go home now?

- A. Ви можете піти зараз додому?
- B. Ви йдете зараз додому?
- C. Коли ви йдете додому?
- D. Вам треба зараз піти додому?

52. I don't want the pupils to describe this picture.

- A. Студенти не хочуть описувати цю картину.
- B. Я не хочу описувати цю картину.
- C. Не обов'язково, щоб студенти описували цю картину.
- D. Я не хочу, щоб студенти описували цю картину.

53. She is known to live in London.

- A. Як нам відомо, вона живе в Лондоні.
- B. Відомо, що вона живе в Лондоні.
- C. Відомо, що вона жила в Лондоні.

- D. Вона знала, що житиме в Лондоні.
54. You shouldn't have parked here.
- A. Вам не слід розташовувати парк тут.
- B. Вам не треба було розташовувати парк тут.
- C. Не ставте тут машину.
- D. Вам не слід було б ставити тут машину.
55. The engineer must be sent for immediately.
- A. Інженера необхідно послати туди негайно.
- B. За інженером треба було послати негайно.
- C. Інженер повинен послати це негайно.
- D. За інженером необхідно послати негайно.
56. The prices are expected to fall soon.
- A. Очікують, що ціни незабаром впадуть.
- B. Як і очікували, незабаром почалось падіння цін.
- C. Ми чекаємо на зниження цін незабаром.
- D. Очікували на швидке падіння цін.
57. I don't want him to be interrupted.
- A. Я не хочу його переривати.
- B. Він не хоче, щоб його переривали.
- C. Я не хочу, щоб його переривали.
- D. Саме я не хочу, щоб його переривали. .
58. What about going to a different cafe for a change?
- A. Як стосовно того, щоб сходити в інше кафе для різноманітності?'
- B. Ти не проти сходити в інше кафе?
- C. Ти не проти сходити в те кафе за задачею?
- D. Можливо, в іншому кафе буде більше різноманітності?
59. This article is much spoken about.

- A. В статті йдеться про багато речей.
 - B. В статті є багато цікавого.
 - C. Про цю статтю багато говорили.
 - D. Про цю статтю багато говорять.
60. He watched Ann give me a book.
- A. Він спостерігає за тим , як Енн дає мені книжку.
 - B. Він бачив, що Енн дала мені книжку.
 - C. Він дивився, як Енн давала мені книжку вчора.
 - D. Він побачив, що Енн подарували книжку.
61. He was ordered to rewrite the article.
- A. Наказали, щоб він переписав статті.
 - B. Він одержав наказ переписати статтю.
 - C. Йому дають наказ переписати статтю.
 - D. Він наказав переписати статтю.

IV Виберіть правильну форму дієслова.

62. If I live near a wood, I... a lot of mushrooms.
- A. gathered; B shall gather; C should gather; D should have gathered
63. He would give you the money if he ... it.
- A had; B have; C has; D had had
64. Had Bob not interfered in his sister's family problems, there ... peace between them.
- A were; B was; C would have been; D would be
65. If I were a scientist, I... a time machine.
- A invent; B shall invent; C should invent; D had invented
66. If I were a poet, I... beautiful poetry.
- A write; B shall write; C had written; D should write
67. If my brother returns early, we... TV together.

A watched; B shall watch; C should watch; D had watched

68. If he... us a lift, we wouldn't have had to take a taxi.

A did give; B would give; C had given; D gave

69. If she didn't gossip about her friends, she ... more popular.

A will be; B was; C would be; D would have been

70. He would understand it if you ... it to him more slowly.

A said; B say; C had said; D will say

71. If you are busy I... you alone.

A left; B should leave; C shall leave; D to leave

72. Had they arrived at the sale early, they ...a better selection.

A found; B would have found; C will found; D have found

73. If people ... how important it is to conserve energy, they would do something about it.

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A bathe; B shall bathe; C bathed; D should bathe

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A wrote; B would have written; C would write; D will write

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A have; B should have; C shall have; D had had

79. If we receive a telegram from him, we

A not to worry; B don't worry; C shall not worry; D should not worry

80. Had I gone overseas instead of him I ... something.

A might have learned; B may learn; C learned; D might learn

V Виберіть правильне закінчення речення.

81. I was skiing... .

A lately; B all day long yesterday; C as a rule

82. I haven't been here

A since September; B in September; C last September

83. She never drinks strong coffee, ... ?

A doesn't she; B is she; C does she; D isn't she

84. Your hair is very long. It needs

A be cut; B cutting; C to cut

85. We'll have finished our work....

A by 5 o'clock tomorrow; B at 5 o'clock yesterday; C by yesterday

86. The article was difficult. He was translating it

A recently; B two days; C all day yesterday

87. There was nobody at home, ... ?

A were they; B was there; C weren't they; D wasn't there

88. The house looks shabby. It wants....

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91. Mr. Evans is speaking over telephone, ... ?

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A yesterday; B this week; C last week

95. They sent a letter the day before yesterday, ... ?

A do they; B did they; C don't they; D didn't they

96. This film is very boring. It's not worth

A seeing; B seen; C see

97. He was playing chess....

A all day long yesterday; B recently; C since then ...

98. The students translated one text... .

A yesterday; B since then; C every day

99. He has been living in Kyiv

A last year; B since last year; C a year ago

100. There will be a nice film on TV tonight,... ?

A will it; B will there; C won't there; D won't it

Variant № 4

I Виберіть правильне слово чи словосполучення.

1. Geneva is one of... cities in the world.

A the modernest; B the most modern; C the most modern of; D more modern

2. He feels proud... his wealth.

A with; B from; C of; D to

3. They walked fifty miles ... foot.

A by; B with; C on; D for

4. Does... mind if I smoke?

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5. His daughter is good... mathematics.

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6. The black widow is ... spider because its bite can kill a man in a few minutes.
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7. Harry's room is ... of all the rooms but he can afford it.
A more expensive; B so expensive;
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8. With this special tourist bus ticket you can go ... you like.
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9. We slept in the park because we didn't have ... money for a hotel.
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10. John prevented her ... coming here.
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11. What's wrong... Henry? He looks tired
A with; B about; C of; D in
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13. This is... park I have ever seen.
A the most beautiful; B more beautiful;
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14. There aren't ... good films this week
A anything; B no; C some; D any
15. The prisoners refused to eat....
A something; B anything; C nothing; D some
16. He is not like to return home ... Monday.
A from; B on; C in; D at
17. This is... book I have ever read.
A better; B the better; C best; D the best,
18. The weather today is... than it was yesterday.
A worst; B the worst; C worse; D the worse

19. I was satisfied... his work.
A in; B from; C with; D about
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IV Виберіть правильну форму дієслова.

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- A. gathered; B shall gather; C should gather; D should have gathered
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A were; B was; C would have been; D would be

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68. If my brother returns early, we... TV together.

A watched; B shall watch; C should watch; D had watched

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A realize; B realized; C had realized; D will realize

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A might have learned; B may learn; C learned; D might learn

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A wrote; B would have written; C wouldwrite; D will write

79. If I were at the camp , I ... a very good time.

A have; B should have; C shall have; D had had

80. If we receive a telegram from him, we

A not to worry; B don't worry; C shall not worry; D should not worry

V Виберіть правильне закінчення речення.

81. We'll have finished our work....

A by 5 o'clock tomorrow; B at 5 o'clock yesterday; C by yesterday

82. I was skiing... .

A lately; B all day long yesterday; C as a rule

83. I haven't been here

A since September; B in September; C last September

84. She never drinks strong coffee, ... ?

A doesn't she; B is she; C does she; D isn't she

85. Your hair is very long. It needs

A be cut; B cutting; C to cut

86. He has been ill....

A on Monday; B last Monday; C since Monday

87. The article was difficult. He was translating it

A recently; B two days; C all day yesterday

88. There was nobody at home, ... ?

A were they; B was there; C weren't they; D wasn't there

89. The house looks shabby. It wants....

A be repaired; B to repair; C repairing

90. The experiment was completed... .

A recently; B two days ago; C next day

91. They sent a letter the day before yesterday, ... ?

A do they; B did they; C don't they; D didn't they

92. Mr. Evans is speaking over telephone, ... ?

A is he; B isn't he; C doesn't he; D does he

93. This room is so dirty. It needs

A scrubbing; B be scrubbed; C scrubbed

94. The book was interesting. He was reading it... .

A recently; B all day yesterday; C three days

95. He hasn't received any letters from her

A yesterday; B this week; C last week

96. There will be a nice film on TV tonight,... ?

A will it; B will there; C won't there; D won't it

97. This film is very boring. It's not worth

A seeing; B seen; C see

98. He was playing chess....

A all day long yesterday; B recently; C since then ...

99. The students translated one text... .

A yesterday; B since then; C every day

100. He has been living in Kyiv

A last year; B since last year; C a year ago

Підсумкова контрольна робота
з практичного курсу англійської мови
для студентів IV курсу
ННІ філології та журналістики

Variant 1

I. Choose the correct structure:

1. They ... their dinner when I came.

- a. had
- b. were having

- c. will have
- d. had had

2. She said that the letter ... next morning

- a. would post
- b. will be posted

- c. would be posted
- d. had posted

3. Kate will go to the zoo on Sunday if she ...

- a. feels better
- b. felt better

- c. has felt better
- d. will feel better

4. Jane said that she ... her last summer holidays in Poland.

- a. would spend
- b. is spending

- c. had spent
- d. spent

5. Her mother was ill and she ... all the cooking.

- a. must do
- b. can do

- c. could do
- d. had to do

II. Correct mistakes in the following sentences:

1. If my sister will visit me I shall be happy.

A B C D

2. Have you receive any documents yesterday?

A B C D

3. This medicine must be taking every four hours.

A B C D

4. Our teacher said we shall write this dictation on Monday.

A B C D

5. When my uncle entered the room we watched this film.

A B C D

III. Translate into English:

1. Ми не розуміємо ні італійської, ні французької мови.

2. Вона тільки що замовила цей портрет.

3. В той момент вони описували цей краєвид.

4. Я знав, що ти підготуєш доповідь про сучасне мистецтво.

5. Він вже пішов до галереї, щоб побачити ту картину.

IV. Describe your favourite painting.

Variant 2

I. Choose the correct structure:

1. We shall be able to have a rest when the classes ... over.

- a. will be
- b. are

- c. were
- d. have been

2. I know his story because I

- a. saw him
- b. had seen him

- c. have seen him
- d. should see him

3. He ... his favourite dishes for his dinner yesterday.

- a. was given
- b. will give

- c. gave
- d. had to give

4. They ... his anniversary when I entered the hall.

- a. celebrated
- b. will celebrate

- c. were celebrating
- d. have celebrated

5. Everything ... by our parents a month ago.

- a. is done
- b. will be done

- c. has been done
- d. was done

II. Correct mistakes in the following sentences:

1. Is your mother read a newspaper at this moment?

- A B C D

2. When summer come they will go to the Black sea.

- A B C D

3. I know that his parents are fond in singing.

- A B C D

4. We got home before it began to rain cats and dogs.

- A B C D

5. She has already finish this complicated work.

- A B C D

III. Translate into English:

1. Вона купить або картину Констебля, або Тернера.

2. Ми вже отримали наші дипломи.

3. У п'ятницю з 14⁰⁰ до 15⁰⁰ вони писали цей твір.

4. Я був впевнений, що ти запізнишся.

5. Він вже пішов до бібліотеки, щоб взяти цю книгу.

IV. Describe your favourite painting.

Variant 3

I. Choose the correct structure:

1. Last spring Mary ... a beautiful doll by her parents.

- | | |
|--------------|--------------|
| a. was given | c. had given |
| b. will give | d. gave |

2. I know what the film is about because I

- | | |
|------------------------|-------------------------|
| a. shall read the book | c. read the book |
| b. have read the book | d. should read the book |

3. Michael said that these documents ... next morning

- | | |
|------------------|-----------------|
| a. would send | c. had sent |
| b. would be sent | d. will be sent |

4. Jane's relatives were happy because she ... the University.

- | | |
|----------------------|----------------|
| a. will enter | c. entered |
| b. will have entered | d. had entered |

5. They will make this report if they

- | | |
|-------------------|-------------|
| a. have time | c. had time |
| b. will have time | d. has time |

II. Correct mistakes in the following sentences:

1. If they will help their parents it will be wonderful.

A B C D

2. I know that you visited this gallery today.

A B C D

3. Jane likes books wrote by Mark Twain very much.

A B C D

4. Mike spent many money on these dictionaries last year.

A B C D

5. The Severn is a longest river in Great Britain.

A B C D

III. Translate into English:

1. Він не пам'ятає ні цієї пісні, ні тієї.

2. Я ще не бачив цієї реклами по телебаченню.

3. У суботу з 11⁰⁰ до 12⁰⁰ ми готували обід.

4. Ми знали, що вона намалює цю картину пізніше.

5. Вони вже купили цю газету, що прочитати його статтю.

IV. Describe your favourite painting.

Variant 5

I. Choose the correct structure:

1. They ... their dinner when I came.

- | | |
|----------------|--------------|
| a. had | c. will have |
| b. were having | d. had had |

2. She said that the letter ... next morning

- | | |
|-------------------|--------------------|
| a. would post | c. would be posted |
| b. will be posted | d. had posted |

3. Kate will go to the zoo on Sunday if she

- | | |
|-----------------|---------------------|
| a. feels better | c. has felt better |
| b. felt better | d. will feel better |

4. Jane said that she ... her last summer holidays in Poland.

- | | |
|----------------|--------------|
| a. would spend | c. had spent |
| b. is spending | d. spent |

5. Her mother was ill and she ... all the cooking.

- | | |
|------------|--------------|
| a. must do | c. could do |
| b. can do | d. had to do |

II. Correct mistakes in the following sentences:

1. If my sister will visit me I shall be happy.

A B C D

2. Have you receive any documents yesterday?

A B C D

3. This medicine must be taking every four hours.

A B C D

4. Our teacher said we shall write this dictation on Monday.

A B C D

5. When my uncle entered the room we watched this film.

A B C D

III. Translate into English:

1. Ми не розуміємо ні італійської, ні французької мови.

2. Вона тільки що замовила цей портрет.

3. В той момент вони описували цей краєвид.

4. Я знав, що ти підготуєш доповідь про сучасне мистецтво.

5. Він вже пішов до галереї, щоб побачити ту картину.

IV. Describe your favourite painting.

Variant 6

I. Choose the correct structure:

1. We shall be able to have a rest when the classes ... over.

- | | |
|------------|--------------|
| a. will be | c. were |
| b. are | d. have been |

2. I know his story because I

- | | |
|-----------------|-------------------|
| a. saw him | c. have seen him |
| b. had seen him | d. should see him |

3. He ... his favourite dishes for his dinner yesterday.

- | | |
|--------------|----------------|
| a. was given | c. gave |
| b. will give | d. had to give |

4. They ... his anniversary when I entered the hall.

- | | |
|-------------------|---------------------|
| a. celebrated | c. were celebrating |
| b. will celebrate | d. have celebrated |

5. Everything ... by our parents a month ago.

- | | |
|-----------------|------------------|
| a. is done | c. has been done |
| b. will be done | d. was done |

II. Correct mistakes in the following sentences:

1. Is your mother read a newspaper at this moment?

- A B C D

2. When summer come they will go to the Black sea.

- A B C D

3. I know that his parents are fond in singing.

- A B C D

4. We got home before it began to rain cats and dogs.

- A B C D

5. She has already finish this complicated work.

- A B C D

III. Translate into English:

1. Вона купить або картину Констебля, або Тернера.

2. Ми вже отримали наші дипломи.

3. У п'ятницю з 14⁰⁰ до 15⁰⁰ вони писали цей твір.

4. Я був впевнений, що ти запізнишся.

5. Він вже пішов до бібліотеки, щоб взяти цю книгу.

IV. Describe your favourite painting.

I. Choose the correct structure:

1. If I were you I ... to cope with this work.
 - a. will help
 - b. will have helped
 - c. helped
 - d. would help
2. The student ... to go out because of his bad behaviour.
 - a. was asked
 - b. was asking
 - c. had to ask
 - d. asked
3. Next month all the letters
 - a. were sent
 - b. have been sent
 - c. will be sent
 - d. are sent
4. I know this poem well enough because I
 - a. shall learn it
 - b. have learnt it
 - c. should learn it
 - d. learnt it
5. My friends ... their work when we returned.
 - a. have been finishing
 - b. finished
 - c. have finished
 - d. had finished

II. Correct mistakes in the following sentences:

1. She said that she will work hard at school.
A B C D
2. This country is wash by the Atlantic and the Pacific oceans.
A B C D
3. When she grows up she shall become an actress.
A B C D
4. A lot of interesting exhibitions usually takes place here.
A B C D
5. Bob has many English books in home.
A B C D

III. Translate into English:

1. Мені не подобається ні ця картина, ні та.
2. Вчора з 19⁰⁰ до 21⁰⁰ вони дивились цей фільм.
3. Вона вже допомогла своїм батькам.
4. Вони знали, що ти не станеш художником.
5. У неділю я пішов до магазину, щоб купити цей словник.

IV. Describe your favourite painting.

Variant 8

I. Choose the correct structure:

1. Last spring Mary ... a beautiful doll by her parents.

- a. was given
- b. will give

- c. had given
- d. gave

2. I know what the film is about because I

- a. shall read the book
- b. have read the book

- c. read the book
- d. should read the book

3. Michael said that these documents ... next morning

- a. would send
- b. would be sent

- c. had sent
- d. will be sent

4. Jane's relatives were happy because she ... the University.

- a. will enter
- b. will have entered

- c. entered
- d. had entered

5. They will make this report if they

- a. have time
- b. will have time

- c. had time
- d. has time

II. Correct mistakes in the following sentences:

1. If they will help their parents it will be wonderful.

A B C D

2. I know that you visited this gallery today.

A B C D

3. Jane likes books wrote by Mark Twain very much.

A B C D

4. Mike spent many money on these dictionaries last year.

A B C D

5. The Severn is a longest river in Great Britain.

A B C D

III. Translate into English:

1. Він не пам'ятає ні цієї пісні, ні тієї.

2. Я ще не бачив цієї реклами по телебаченню.

3. У суботу з 11⁰⁰ до 12⁰⁰ ми готували обід.

4. Ми знали, що вона намалює цю картину пізніше.

5. Вони вже купили цю газету, що прочитати його статтю.

IV. Describe your favourite painting.

Variant 9

I. Choose the correct structure:

1. They ... their dinner when I came.

- a. had
- b. were having

- c. will have
- d. had had

2. She said that the letter ... next morning

- a. would post
- b. will be posted

- c. would be posted
- d. had posted

3. Kate will go to the zoo on Sunday if she

- a. feels better
- b. felt better

- c. has felt better
- d. will feel better

4. Jane said that she ... her last summer holidays in Poland.

- a. would spend
- b. is spending

- c. had spent
- d. spent

5. Her mother was ill and she ... all the cooking.

- a. must do
- b. can do

- c. could do
- d. had to do

II. Correct mistakes in the following sentences:

1. If my sister will visit me I shall be happy.

A B C D

2. Have you receive any documents yesterday?

A B C D

3. This medicine must be taking every four hours.

A B C D

4. Our teacher said we shall write this dictation on Monday.

A B C D

5. When my uncle entered the room we watched this film.

A B C D

III. Translate into English:

1. Ми не розуміємо ні італійської, ні французької мови.

2. Вона тільки що замовила цей портрет.

3. В той момент вони описували цей краєвид.

4. Я знав, що ти підготуєш доповідь про сучасне мистецтво.

5. Він вже пішов до галереї, щоб побачити ту картину.

5. У неділю я пішов до магазину, щоб купити цей словник.

IV. Describe your favourite painting.

Variant 12

I. Choose the correct structure:

1. Last spring Mary ... a beautiful doll by her parents.

- | | |
|--------------|--------------|
| a. was given | c. had given |
| b. will give | d. gave |

2. I know what the film is about because I

- | | |
|------------------------|-------------------------|
| a. shall read the book | c. read the book |
| b. have read the book | d. should read the book |

3. Michael said that these documents ... next morning

- | | |
|------------------|-----------------|
| a. would send | c. had sent |
| b. would be sent | d. will be sent |

4. Jane's relatives were happy because she ... the University.

- | | |
|----------------------|----------------|
| a. will enter | c. entered |
| b. will have entered | d. had entered |

5. They will make this report if they

- | | |
|-------------------|-------------|
| a. have time | c. had time |
| b. will have time | d. has time |

II. Correct mistakes in the following sentences:

1. If they will help their parents it will be wonderful.

A B C D

2. I know that you visited this gallery today.

A B C D

3. Jane likes books wrote by Mark Twain very much.

A B C D

4. Mike spent many money on these dictionaries last year.

A B C D

5. The Severn is a longest river in Great Britain.

A B C D

III. Translate into English:

1. Він не пам'ятає ні цієї пісні, ні тієї.

2. Я ще не бачив цієї реклами по телебаченню.

3. У суботу з 11⁰⁰ до 12⁰⁰ ми готували обід.

4. Ми знали, що вона намалює цю картину пізніше.
5. Вони вже купили цю газету, що прочитати його статтю.

IV. Describe your favourite painting.

Variant 13

I. Choose the correct structure:

1. They ... their dinner when I came.

a. had	c. will have
b. were having	d. had had
2. She said that the letter ... next morning

a. would post	c. would be posted
b. will be posted	d. had posted
3. Kate will go to the zoo on Sunday if she

a. feels better	c. has felt better
b. felt better	d. will feel better
4. Jane said that she ... her last summer holidays in Poland.

a. would spend	c. had spent
b. is spending	d. spent
5. Her mother was ill and she ... all the cooking.

a. must do	c. could do
b. can do	d. had to do

II. Correct mistakes in the following sentences:

1. If my sister will visit me I shall be happy.

A B C D
2. Have you receive any documents yesterday?

A B C D
3. This medicine must be taking every four hours.

A B C D
4. Our teacher said we shall write this dictation on Monday.

A B C D
5. When my uncle entered the room we watched this film.

A B C D

III. Translate into English:

1. Ми не розуміємо ні італійської, ні французької мови.

2. Вона тільки що замовила цей портрет.
3. В той момент вони описували цей краєвид.
4. Я знав, що ти підготуєш доповідь про сучасне мистецтво.
5. Він вже пішов до галереї, щоб побачити ту картину.

IV. Describe your favourite painting.

Variant 14

I. Choose the correct structure:

1. We shall be able to have a rest when the classes ... over.

a. will be	c. were
b. are	d. have been
2. I know his story because I

a. saw him	c. have seen him
b. had seen him	d. should see him
3. He ... his favourite dishes for his dinner yesterday.

a. was given	c. gave
b. will give	d. had to give
4. They ... his anniversary when I entered the hall.

a. celebrated	c. were celebrating
b. will celebrate	d. have celebrated
5. Everything ... by our parents a month ago.

a. is done	c. has been done
b. will be done	d. was done

II. Correct mistakes in the following sentences:

1. Is your mother read a newspaper at this moment?
 A B C D
2. When summer come they will go to the Black sea.
 A B C D
3. I know that his parents are fond in singing.
 A B C D
4. We got home before it began to rain cats and dogs.
 A B C D
5. She has already finish this complicated work.
 A B C D

III. Translate into English:

1. Вона купить або картину Констебля, або Тернера.

III. Translate into English:

1. Він не пам'ятає ні цієї пісні, ні тієї.
2. Я ще не бачив цієї реклами по телебаченню.
3. У суботу з 11⁰⁰ до 12⁰⁰ ми готували обід.
4. Ми знали, що вона намалює цю картину пізніше.
5. Вони вже купили цю газету, що прочитати його статтю.

IV. Describe your favourite painting.

Variant 17

I. Choose the correct structure:

1. They ... their dinner when I came.
a. had
b. were having
c. will have
d. had had
2. She said that the letter ... next morning
a. would post
b. will be posted
c. would be posted
d. had posted
3. Kate will go to the zoo on Sunday if she ...
a. feels better
b. felt better
c. has felt better
d. will feel better
4. Jane said that she ... her last summer holidays in Poland.
a. would spend
b. is spending
c. had spent
d. spent
5. Her mother was ill and she ... all the cooking.
a. must do
b. can do
c. could do
d. had to do

II. Correct mistakes in the following sentences:

1. If my sister will visit me I shall be happy.
A B C D
2. Have you receive any documents yesterday?
A B C D
3. This medicine must be taking every four hours.
A B C D
4. Our teacher said we shall write this dictation on Monday.
A B C D
5. When my uncle entered the room we watched this film.
A B C D

1. Ми не розуміємо ні італійської, ні французької мови.
2. Вона тільки що замовила цей портрет.
3. В той момент вони описували цей краєвид.
4. Я знав, що ти підготуєш доповідь про сучасне мистецтво.
5. Він вже пішов до галереї, щоб побачити ту картину.

Variant 18

1. We shall be able to have a rest when the classes ... over.
 - a. will be
 - b. are
 - c. were
 - d. have been
2. I know his story because I
 - a. saw him
 - b. had seen him
 - c. have seen him
 - d. should see him
3. He ... his favourite dishes for his dinner yesterday.
 - a. was given
 - b. will give
 - c. gave
 - d. had to give
4. They ... his anniversary when I entered the hall.
 - a. celebrated
 - b. will celebrate
 - c. were celebrating
 - d. have celebrated
5. Everything ... by our parents a month ago.
 - a. is done
 - b. will be done
 - c. has been done
 - d. was done

A B C D

A B C D

A B C D

A B C D

A B C D

1. Вона купить або картину Констебля, або Тернера.
2. Ми вже отримали наші дипломи.
3. У п'ятницю з 14⁰⁰ до 15⁰⁰ вони писали цей твір.
4. Я був впевнений, що ти запізнаєшся.
5. Він вже пішов до бібліотеки, щоб взяти цю книгу.

Variant 19

1. If I were you I ... to cope with this work.
 - a. will help
 - b. will have helped
 - c. helped
 - d. would help
2. The student ... to go out because of his bad behaviour.
 - a. was asked
 - b. was asking
 - c. had to ask
 - d. asked
3. Next month all the letters
 - a. were sent
 - b. have been sent
 - c. will be sent
 - d. are sent
4. I know this poem well enough because I
 - a. shall learn it
 - b. have learnt it
 - c. should learn it
 - d. learnt it
5. My friends ... their work when we returned.
 - a. have been finishing
 - b. finished
 - c. have finished
 - d. had finished

1. She said that she will work hard at school.
A B C D
2. This country is wash by the Atlantic and the Pacific oceans.
A B C D
3. When she grows up she shall become an actress.
A B C D
4. A lot of interesting exhibitions usually takes place here.
A B C D
5. Bob has many English books in home.

III. Translate into English:

1. Мені не подобається ні ця картина, ні та.
2. Вчора з 19⁰⁰ до 21⁰⁰ вони дивились цей фільм.
3. Вона вже допомогла своїм батькам.
4. Вони знали, що ти не станеш художником.
5. У неділю я пішов до магазину, щоб купити цей словник.

IV. Describe your favourite painting.

Variant 20

I. Choose the correct structure:

1. Last spring Mary ... a beautiful doll by her parents.

a. was given	c. had given
b. will give	d. gave
2. I know what the film is about because I

a. shall read the book	c. read the book
b. have read the book	d. should read the book
3. Michael said that these documents ... next morning

a. would send	c. had sent
b. would be sent	d. will be sent
4. Jane's relatives were happy because she ... the University.

a. will enter	c. entered
b. will have entered	d. had entered
5. They will make this report if they

a. have time	c. had time
b. will have time	d. has time

II. Correct mistakes in the following sentences:

1. If they will help their parents it will be wonderful.

A B	C D
-----	-----
2. I know that you visited this gallery today.

A B	C D
-----	-----
3. Jane likes books wrote by Mark Twain very much.

A	B C D
---	-------
4. Mike spent many money on these dictionaries last year.

A B	C D
-----	-----

5. The Severn is a longest river in Great Britain.

A B C D

III. Translate into English:

1. Він не пам'ятає ні цієї пісні, ні тієї.
2. Я ще не бачив цієї реклами по телебаченню.
3. У суботу з 11⁰⁰ до 12⁰⁰ ми готували обід.
4. Ми знали, що вона намалює цю картину пізніше.
5. Вони вже купили цю газету, що прочитати його статтю.

IV. Describe your favourite painting.

Variant 21

I. Choose the correct structure:

1. They ... their dinner when I came.
 - a. had
 - b. were having
 - c. will have
 - d. had had
2. She said that the letter ... next morning
 - a. would post
 - b. will be posted
 - c. would be posted
 - d. had posted
3. Kate will go to the zoo on Sunday if she ...
 - a. feels better
 - b. felt better
 - c. has felt better
 - d. will feel better
4. Jane said that she ... her last summer holidays in Poland.
 - a. would spend
 - b. is spending
 - c. had spent
 - d. spent
5. Her mother was ill and she ... all the cooking.
 - a. must do
 - b. can do
 - c. could do
 - d. had to do

II. Correct mistakes in the following sentences:

1. If my sister will visit me I shall be happy.
- A B C D
2. Have you receive any documents yesterday?
- A B C D
3. This medicine must be taking every four hours.
- A B C D
4. Our teacher said we shall write this dictation on
- A B C D

5. When my uncle entered the room we watched this film.

A B C D

III. Translate into English:

1. Ми не розуміємо ні італійської, ні французької мови.
2. Вона тільки що замовила цей портрет.
3. В той момент вони описували цей краєвид.
4. Я знав, що ти підготуєш доповідь про сучасне мистецтво.
5. Він вже пішов до галереї, щоб побачити ту картину.

IV. Describe your favourite painting.

Variant 22

I. Choose the correct structure:

1. We shall be able to have a rest when the classes ... over.

- | | |
|------------|--------------|
| a. will be | c. were |
| b. are | d. have been |

2. I know his story because I

- | | |
|-----------------|-------------------|
| a. saw him | c. have seen him |
| b. had seen him | d. should see him |

3. He ... his favourite dishes for his dinner yesterday.

- | | |
|--------------|----------------|
| a. was given | c. gave |
| b. will give | d. had to give |

4. They ... his anniversary when I entered the hall.

- | | |
|-------------------|---------------------|
| a. celebrated | c. were celebrating |
| b. will celebrate | d. have celebrated |

5. Everything ... by our parents a month ago.

- | | |
|-----------------|------------------|
| a. is done | c. has been done |
| b. will be done | d. was done |

II. Correct mistakes in the following sentences:

1. Is your mother read a newspaper at this moment?

A B C D

2. When summer come they will go to the Black sea.

A B C D

3. I know that his parents are fond in singing.

A B C D

4. We got home before it began to rain cats and dogs.

A B C D

5. She has already finish this complicated work.

A B C D

III. Translate into English:

1. Вона купить або картину Констебля, або Тернера.

2. Ми вже отримали наші дипломи.

3. У п'ятницю з 14⁰⁰ до 15⁰⁰ вони писали цей твір.

4. Я був впевнений, що ти запізнишся.

5. Він вже пішов до бібліотеки, щоб взяти цю книгу.

IV. Describe your favourite painting.

Variant 23

I. Choose the correct structure:

1. If I were you I ... to cope with this work.

- | | |
|---------------------|---------------|
| a. will help | c. helped |
| b. will have helped | d. would help |

2. The student ... to go out because of his bad behaviour.

- | | |
|---------------|---------------|
| a. was asked | c. had to ask |
| b. was asking | d. asked |

3. Next month all the letters

- | | |
|-------------------|-----------------|
| a. were sent | c. will be sent |
| b. have been sent | d. are sent |

4. I know this poem well enough because I

- | | |
|-------------------|--------------------|
| a. shall learn it | c. should learn it |
| b. have learnt it | d. learnt it |

5. My friends ... their work when we returned.

- | | |
|------------------------|------------------|
| a. have been finishing | c. have finished |
| b. finished | d. had finished |

II. Correct mistakes in the following sentences:

1. She said that she will work hard at school.

A B C D

2. This country is wash by the Atlantic and the Pacific oceans.

A B C D

3. When she grows up she shall become an actress.

A B C D

4. A lot of interesting exhibitions usually takes place here.

A B C D

5. Bob has many English books in home.

A B C D

III. Translate into English:

1. Мені не подобається ні ця картина, ні та.
2. Вчора з 19⁰⁰ до 21⁰⁰ вони дивились цей фільм.
3. Вона вже допомогла своїм батькам.
4. Вони знали, що ти не станеш художником.
5. У неділю я пішов до магазину, щоб купити цей словник.

IV. Describe your favourite painting.

Variant 24

I. Choose the correct structure:

1. Last spring Mary ... a beautiful doll by her parents.

- | | |
|--------------|--------------|
| a. was given | c. had given |
| b. will give | d. gave |

2. I know what the film is about because I

- | | |
|------------------------|-------------------------|
| a. shall read the book | c. read the book |
| b. have read the book | d. should read the book |

3. Michael said that these documents ... next morning

- | | |
|------------------|-----------------|
| a. would send | c. had sent |
| b. would be sent | d. will be sent |

4. Jane's relatives were happy because she ... the University.

- | | |
|----------------------|----------------|
| a. will enter | c. entered |
| b. will have entered | d. had entered |

5. They will make this report if they

- | | |
|-------------------|-------------|
| a. have time | c. had time |
| b. will have time | d. has time |

II. Correct mistakes in the following sentences:

1. If they will help their parents it will be wonderful.

A B C D

2. I know that you visited this gallery today.

A B C D

3. Jane likes books wrote by Mark Twain very much.

A B C D

4. Mike spent many money on these dictionaries last year.

A B C D

5. The Severn is a longest river in Great Britain.

A B C D

III. Translate into English:

1. Він не пам'ятає ні цієї пісні, ні тієї.
2. Я ще не бачив цієї реклами по телебаченню.
3. У суботу з 11⁰⁰ до 12⁰⁰ ми готували обід.
4. Ми знали, що вона намалює цю картину пізніше.
5. Вони вже купили цю газету, що прочитати його статтю.

IV. Describe your favourite painting.

Variant 25

I. Choose the correct structure:

1. They ... their dinner when I came.

- | | |
|----------------|--------------|
| a. had | c. will have |
| b. were having | d. had had |

2. She said that the letter ... next morning

- | | |
|-------------------|--------------------|
| a. would post | c. would be posted |
| b. will be posted | d. had posted |

3. Kate will go to the zoo on Sunday if she

- | | |
|-----------------|---------------------|
| a. feels better | c. has felt better |
| b. felt better | d. will feel better |

4. Jane said that she ... her last summer holidays in Poland.

- | | |
|----------------|--------------|
| a. would spend | c. had spent |
| b. is spending | d. spent |

5. Her mother was ill and she ... all the cooking.

- | | |
|------------|--------------|
| a. must do | c. could do |
| b. can do | d. had to do |

II. Correct mistakes in the following sentences:

1. If my sister will visit me I shall be happy.

A B C D

2. Have you receive any documents yesterday?

A B C D

3. This medicine must be taking every four hours.

A B C D

4. Our teacher said we shall write this dictation on Monday.

A B C D

5. When my uncle entered the room we watched this film.

A B C D

III. Translate into English:

1. Ми не розуміємо ні італійської, ні французької мови.
2. Вона тільки що замовила цей портрет.
3. В той момент вони описували цей краєвид.
4. Я знав, що ти підготуєш доповідь про сучасне мистецтво.
5. Він вже пішов до галереї, щоб побачити ту картину.

IV. Describe your favourite painting.

Variant 26

I. Choose the correct structure:

1. We shall be able to have a rest when the classes ... over.

- | | |
|------------|--------------|
| a. will be | c. were |
| b. are | d. have been |

2. I know his story because I

- | | |
|-----------------|-------------------|
| a. saw him | c. have seen him |
| b. had seen him | d. should see him |

3. He ... his favourite dishes for his dinner yesterday.

- | | |
|--------------|----------------|
| a. was given | c. gave |
| b. will give | d. had to give |

4. They ... his anniversary when I entered the hall.

- | | |
|-------------------|---------------------|
| a. celebrated | c. were celebrating |
| b. will celebrate | d. have celebrated |

5. Everything ... by our parents a month ago.

- | | |
|-----------------|------------------|
| a. is done | c. has been done |
| b. will be done | d. was done |

II. Correct mistakes in the following sentences:

1. Is your mother read a newspaper at this moment?

A B C D

2. When summer come they will go to the Black sea.

A B C D

3. I know that his parents are fond in singing.

A B C D

4. We got home before it began to rain cats and dogs.

A B C D

5. She has already finish this complicated work.

A B C D

III. Translate into English:

1. Вона купить або картину Констебля, або Тернера.
2. Ми вже отримали наші дипломи.
3. У п'ятницю з 14⁰⁰ до 15⁰⁰ вони писали цей твір.
4. Я був впевнений, що ти запізнишся.
5. Він вже пішов до бібліотеки, щоб взяти цю книгу.

IV. Describe your favourite painting.

Variant 27

I. Choose the correct structure:

1. If I were you I ... to cope with this work.

- | | |
|---------------------|---------------|
| a. will help | c. helped |
| b. will have helped | d. would help |

2. The student ... to go out because of his bad behaviour.

- | | |
|---------------|---------------|
| a. was asked | c. had to ask |
| b. was asking | d. asked |

3. Next month all the letters

- | | |
|-------------------|-----------------|
| a. were sent | c. will be sent |
| b. have been sent | d. are sent |

4. I know this poem well enough because I

- | | |
|-------------------|--------------------|
| a. shall learn it | c. should learn it |
| b. have learnt it | d. learnt it |

5. My friends ... their work when we returned.

- | | |
|------------------------|------------------|
| a. have been finishing | c. have finished |
| b. finished | d. had finished |

II. Correct mistakes in the following sentences:

1. She said that she will work hard at school.

A B C D

2. This country is wash by the Atlantic and the Pacific oceans.

A B C D

3. When she grows up she shall become an actress.

A B C D

4. A lot of interesting exhibitions usually takes place here.

A B C D

5. Bob has many English books in home.

A B C D

III. Translate into English:

1. Мені не подобається ні ця картина, ні та.
2. Вчора з 19⁰⁰ до 21⁰⁰ вони дивились цей фільм.
3. Вона вже допомогла своїм батькам.
4. Вони знали, що ти не станеш художником.
5. У неділю я пішов до магазину, щоб купити цей словник.

IV. Describe your favourite painting.

Variant 28

I. Choose the correct structure:

1. Last spring Mary ... a beautiful doll by her parents.

- | | |
|--------------|--------------|
| a. was given | c. had given |
| b. will give | d. gave |

2. I know what the film is about because I

- | | |
|------------------------|-------------------------|
| a. shall read the book | c. read the book |
| b. have read the book | d. should read the book |

3. Michael said that these documents ... next morning

- | | |
|------------------|-----------------|
| a. would send | c. had sent |
| b. would be sent | d. will be sent |

4. Jane's relatives were happy because she ... the University.

- | | |
|----------------------|----------------|
| a. will enter | c. entered |
| b. will have entered | d. had entered |

5. They will make this report if they

- | | |
|-------------------|-------------|
| a. have time | c. had time |
| b. will have time | d. has time |

II. Correct mistakes in the following sentences:

1. If they will help their parents it will be wonderful.

A B C D

2. I know that you visited this gallery today.

A B C D

3. Jane likes books wrote by Mark Twain very much.

A B C D

4. Mike spent many money on these dictionaries last year.

A B C D

5. The Severn is a longest river in Great Britain.

A B C D

III. Translate into English:

1. Він не пам'ятає ні цієї пісні, ні тієї.
2. Я ще не бачив цієї реклами по телебаченню.
3. У суботу з 11⁰⁰ до 12⁰⁰ ми готували обід.
4. Ми знали, що вона намалює цю картину пізніше.
5. Вони вже купили цю газету, що прочитати його статтю.

IV. Describe your favourite painting.

Variant 29

I. Choose the correct structure:

1. They ... their dinner when I came.
a. had
b. were having
c. will have
d. had had
2. She said that the letter ... next morning
a. would post
b. will be posted
c. would be posted
d. had posted
3. Kate will go to the zoo on Sunday if she ...
a. feels better
b. felt better
c. has felt better
d. will feel better
4. Jane said that she ... her last summer holidays in Poland.
a. would spend
b. is spending
c. had spent
d. spent
5. Her mother was ill and she ... all the cooking.
a. must do
b. can do
c. could do
d. had to do

II. Correct mistakes in the following sentences:

1. If my sister will visit me I shall be happy.
A B C D
2. Have you receive any documents yesterday?

A B C D

3. This medicine must be taking every four hours.

A B C D

4. Our teacher said we shall write this dictation on Monday.

A B C D

5. When my uncle entered the room we watched this film.

A B C D

III. Translate into English:

1. Ми не розуміємо ні італійської, ні французької мови.
2. Вона тільки що замовила цей портрет.
3. В той момент вони описували цей краєвид.
4. Я знав, що ти підготуєш доповідь про сучасне мистецтво.
5. Він вже пішов до галереї, щоб побачити ту картину.

IV. Describe your favourite painting.

Variant 30

I. Choose the correct structure:

1. We shall be able to have a rest when the classes ... over.

- | | |
|------------|--------------|
| a. will be | c. were |
| b. are | d. have been |

2. I know his story because I

- | | |
|-----------------|-------------------|
| a. saw him | c. have seen him |
| b. had seen him | d. should see him |

3. He ... his favourite dishes for his dinner yesterday.

- | | |
|--------------|----------------|
| a. was given | c. gave |
| b. will give | d. had to give |

4. They ... his anniversary when I entered the hall.

- | | |
|-------------------|---------------------|
| a. celebrated | c. were celebrating |
| b. will celebrate | d. have celebrated |

5. Everything ... by our parents a month ago.

- | | |
|-----------------|------------------|
| a. is done | c. has been done |
| b. will be done | d. was done |

II. Correct mistakes in the following sentences:

1. Is your mother read a newspaper at this moment?

A B C D

2. When summer come they will go to the Black sea.

A B C D

3. I know that his parents are fond in singing.

A B C D

4. We got home before it began to rain cats and dogs.

A B C D

5. She has already finish this complicated work.

A B C D

III. Translate into English:

1. Вона купить або картину Констебля, або Тернера.
2. Ми вже отримали наші дипломи.
3. У п'ятницю з 14⁰⁰ до 15⁰⁰ вони писали цей твір.
4. Я був впевнений, що ти запізнишся.
5. Він вже пішов до бібліотеки, щоб взяти цю книгу.

IV. Describe your favourite painting.