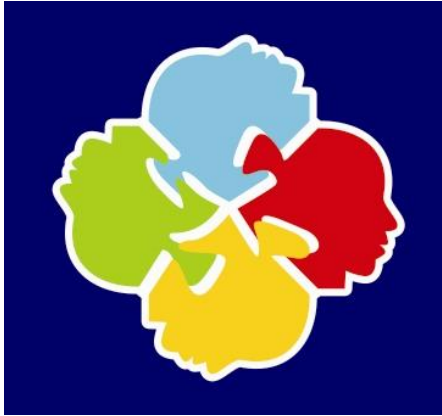


МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
ЖИТОМИРСЬКИЙ ДЕРЖАВНИЙ УНІВЕРСИТЕТ
імені ІВАНА ФРАНКА



*Кафедра слов'янської і германської філології
та перекладу*

**ІНОЗЕМНА МОВА ЗА ПРОФЕСІЙНИМ
СПРЯМУВАННЯМ**

**Навчально-методичний посібник
для здобувачів вищої освіти першого (бакалаврського)
рівня за спеціальністю 014.01 Середня освіта
(Українська мова і література)**

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Іноземна мова за професійним спрямуванням: навчально-методичний посібник для здобувачів вищої освіти першого (бакалаврського) рівня за спеціальністю 014.01 Середня освіта (Українська мова і література)/ укладачі: Нікішова Т. Є., Велика А. М., Прищепка О. В. Житомир, 2024. 105 с.

У посібнику представлений теоретичний матеріал та практичні завдання на фонетичні, лексичні та граматичні теми «Класифікація звуків», «Правила читання», «Займенник», «Іменник», «Прикметник», «Числівник», «Часи дієслова», «Зовнішність і характер», «Сім'я», «Хобі», «Професії», «Дім», «Мое університетське життя».

Для здобувачів вищої освіти першого (бакалаврського) рівня за спеціальністю 014.01 Середня освіта (Українська мова і література) ННІ філології та журналістики.

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ПЕРЕДМОВА

Метою навчальної дисципліни «Іноземна мова за професійним спрямуванням» та даного посібника є закласти основи володіння усним та писемним мовленням мови, що вивчається, формувати у студентів навички розмовної мови, вміння висловлюватися та вести бесіди, дискусії по темам, визначеним програмою, формувати навички аудіювання, аналізу оригінального тексту, письма. Навчальна програма передбачає формування комунікативних мовних компетенцій для адекватної поведінки в реальних ситуаціях академічного та професійного життя, які є загальними для студентів різних спеціальностей.

Основними завданнями вивчення освітньої компоненти є:

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

З цією метою студентам пропонуються:

- фонетичний матеріал
- граматичний матеріал
- тематична лексика;
- списки рекомендованих джерел;
- практичні завдання для виконання;
- творчі завдання.

Програма навчальної дисципліни складається з таких змістових модулів:

Модуль I: Introductory course. Personal identification

Модуль II. There is no place like home. Students' life and studies

Модулі включають у себе також вивчення граматичного та фонетичного матеріалу за темами «Класифікація звуків», «Правила читання», «Займенник», «Іменник», «Прикметник», «Числівник», «Часи дієслова»

Вивчення кожної теми курсу розпочинається з вивчення тематичної лексики, особливостями її функціонування в контексті та ознайомлення з новими граматичними конструкціями. Основою підготовки є набуття знань та умінь для проведення ефективної комунікації з відповідної теми, шляхом виконання тренувальних завдань з лексики та граматики, творчої роботи та проєктів. Наступним етапом є проведення тематичного контролю для визначення засвоєння знань та умінь та їх відповідності вимогам програми. Курс завершується проведенням іспиту.

Контроль засвоєння знань та формування навичок

Поточний контроль відбувається на кожному занятті шляхом перевірки викладачем виконання домашніх та запропонованих на занятті завдань.

Для проведення тематичного контролю студентам пропонується тест, що передбачає перевірку засвоєння ними теоретичного матеріалу та умінь застосовувати набуті знання в умовах певної комунікативної ситуації. Тестування відбувається на окремому занятті.

Формою підсумкового контролю є екзамен, що передбачає перевірку знань, засвоєних протягом семестру. Вимоги до екзамену:

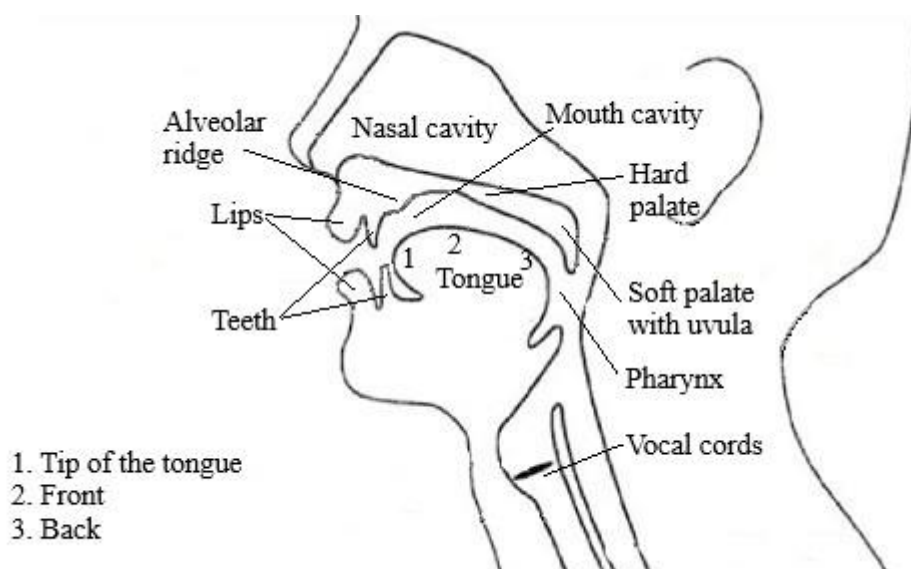
1. Володіння лексико-граматичним матеріалом з курсу «Іноземна мова за професійним спрямуванням».
2. Зараховано всі завдання, передбачені робочою програмою та інструктивно-методичними матеріалами.
3. Пройдено перевірку рівня засвоєння знань з тем, що виносились на самостійне опрацювання, на консультації у викладача.

1. ФОНЕТИЧНИЙ КУРС

1.1. Classification of Sounds.

Органи мовлення: класифікація, участь у творенні звуків. Фонетична будова англійської мови. Поняття фонем. Класифікація фонем. Алфавіт. Класифікація голосних фонем. Монофтонги та дифтонги. Класифікація приголосних фонем.

Ми використовуємо наші органи мовлення для того, щоб вимовляти звуки. Органи мовлення складаються з губ, зубів, ротової порожнини з альвеолярним гребенем, твердим піднебінням, м'яким піднебінням з язичком і язиком; носової порожнини, глотки і голосових зв'язок.



Фонема - це найменша мовна одиниця, яка існує в усному мовленні. Це звук мовлення, який допомагає відрізнити одне слово від іншого, схожого за звучанням, або одну граматичну форму від іншої в тому ж самому слові.

Map – sap

Sap-sip-sop

Man-men

Фонемі поділяються на голосні та приголосні. Голосний - це дзвінкий звук, який утворюється в ротовій порожнині без перешкод для повітряного

поток. Приголосний - це звук, який вимовляється з перешкодою для повітряного потоку.

В англійській мові 20 голосних фонем і 24 приголосні фонemi.

ENGLISH ALPHABET

Англійський алфавіт складається з 26 літер (6 голосних і 20 приголосних).

№	Capital letter	Small letter	Pronunciation	Name
1	A	a	/eɪ/, /æ/	a
2	B	b	/bi:/	bee
3	C	c	/si:/	cee
4	D	d	/di:/	dee
5	E	e	/i:/	e
6	F	f	/ef/	ef
7	G	g	/dʒi:/	gee
8	H	h	/(h)eɪtʃ/	(h)aitch
9	I	i	/aɪ/	i
10	J	j	/dʒeɪ/	jay
11	K	k	/keɪ/	kay
12	L	l	/el/	el
13	M	m	/em/	em
14	N	n	/en/	en
15	O	o	/oʊ/	o
16	P	p	/pi:/	pee
17	Q	q	/kju:/	cue
18	R	r	/ɑ:r/	ar
19	S	s	/es/	ess

№	Capital letter	Small letter	Pronunciation	Name
20	T	t	/ti:/	tee
21	U	u	/ju:/	u
22	V	v	/vi:/	vee
23	W	w	/'dʌbəl.ju:/	double-u
24	X	x	/eks/	ex
25	Y	y	/wai/	wy
26	Z	z	/zi/zed/	zee/zed

CLASSIFICATION OF ENGLISH VOWELS

Голосні діляться на короткі та довгі монофтонги (1 короткий чи подовжений звук), дифтонги + трифтонги (2 чи 3 звуки, що зливаючись утворюють 1):

Монофтонги			
<i>Короткі</i>		<i>Довгі</i>	
[ɪ] big, pocket	[æ] bad, land	[i:] teeth, speak	[u:] pool, juice
[ʌ] sun, love	[e] test, lesson	[ɑ:] class, part	[ɜ:] bird, term
[ɒ] pot, wrong	[ə] permit, doctor	[ɔ:] court, horse	
[ʊ] put, book			
Дифтонги			
[eɪ] main, play	[aɪ] side, type	[ɔɪ] point, toy	[əʊ]/ [ɛʊ] bone, low
[aʊ] cow, mouse	[ɪə] here, mere	[eə]/ [ɜə] share, where	[ʊə] sure, poor
Трифтонги			
[aɪə] fire, liar	[aʊə] shower, hour	[jʊə] during, mature	[eɪə] player, greyer

Приблизна відповідність вимови голосних звуків англійської мови до голосних звуків української мови:

[ɪ] — короткий звук, відповідний до українського звука «і». Близький до короткого «і» у слові «ідея». Може бути наголошеним і ненаголошеним.

[i:] — довгий звук, подібний до «і». Близький до протяжного «і» у слові «іва». Зазвичай цей звук наголошений.

[e] — звук, подібний до «е» у слові «це». Зазвичай він наголошений.

[æ] — відкрите «е», звук середній між «а» та «е», завжди вимовляється з широко розтуленим ротом. Завжди під наголосом.

[ʌ] — короткий звук, подібний до «а» у слові «валіза». Майже завжди наголошений.

[ɑ:] — довгий відкритий звук «а». Майже завжди наголошений.

[ɒ] — короткий звук, подібний до «о» у слові «гол» (у старій транскрипції [ɔ]). Зазвичай він наголошений.

[ɔ:] — довгий протяжний звук «о». Завжди під наголосом.

[ʊ] — короткий звук «у», подібний до «у» в слові «кубок». Зазвичай він наголошений.

[u:] — довгий протяжний звук «у». Як правило, стоїть під наголосом.

[z:] — подовжений голосний звук, подібний у вимові до сполучення «ьо» у слові «сльози» (у старій транскрипції [ə:]). Як правило, стоїть під наголосом.

[ə] — ненаголошений голосний звук, щось між «а», «е» та «о».

Відповідність голосних фонем літерам алфавіту

Sounds	Letters	Examples	Notes
[ɪ]	i, y	it, kiss, tip, pick, dinner, system, busy, pity, sunny	machine, ski, liter, pizza [i:]
[e]	e, ea	let, tell, press, send, end, bread, dead, weather,	meter [i:], sea, mean

Sounds	Letters	Examples	Notes
		leather	[i:]
[ɪ]	a	cat, apple, land, travel, mad; AmE: last, class, dance, castle, half	
[ʌ]	u, o, ou,	gun, cut, son, money, love, tough, enough, rough	
[ɒ]	o	not, rock, model, bottle, copy	
[ʊ]	oo, u, ou (k,d,l,m)	look, book, foot, good, put, push, pull, full, sugar, would, could, should	
[ɔ]	u, o, ou, a, e, i	about, brutal, taken, violent, memory, reason, family, doctor	
[i]	e, ee, ea, ie, ei	be, eve, see, meet, sleep, meal, read, leave, sea, team, field, believe, receive	been [i]; bread, deaf [e]; great, break [ei]; friend [e]
[ɔ]	ar, a	army, car, party, garden, park, father, calm, palm, drama; B rE: last, class, dance, castle, half	war, warm [o:]
[ɔ]	or, o, aw, au, ought, al, wa-	more, order, cord, port, long, gone, cost, coffee, law, saw, pause, because, bought, thought, caught, hall, always, water, war, want	work, word [ɛ:]/[W]
[ɪ]	uo, oo, ew, ue, ui, ou (- k,d,l,m)	rude, Lucy, June, do, move, room, tool, crew, chew, flew, jewel, blue, true, fruit, juice, group, through, route; AmE: duty, new, sue, student	guide, quite [ai]; build [i]
[jɪ]	u, ew eu, ue, ui	use, duty, music, cute, huge, tune, few, dew, mew, new, euphemism, feud, neutral, hue, cue, due, sue, suit	
[ɛ:]/[W]	er, ur, ir, or, ar, ear	serve, herb, burn, hurt, girl, sir, work, word, heard, earn, earnest, earth	heart, hearth [a:]
[aɪ]	i, ie, y, uy	ice, find, smile, tie, lie, die, my, style, apply, buy, guy	
[ɛɪ]	a, ai, ay, ei, ey, ea	late, make, race, able, stable, aim, wait, play, say, day, eight, weight, they, hey, break, great, steak	said, says [e]; height, eye [ai]

Sounds	Letters	Examples	Notes
[O]	oi, oy	oil, voice, noise, boy, toy	
[eV]	o, oa, ow	go, note, open, old, most, road, boat, low, own, bowl	do, move [u:], how, owl [au]
[aV]	ou, ow	out, about, house, mouse, now, brown, cow, owl, powder	group, soup [u:], know, own [eV]
[Iq]	ere, er, ea, ee	here, hero, theatre, deer	
[Fq]	are, air, ear	care, parent, air, hair, affairs, bear	
[Vq]	ure, oor	cure, sure, poor	
[aVq]	our, ower	our, flower, hour	
[alq]	ire, yre, io	fire, tyre, lion	

CLASSIFICATION OF ENGLISH CONSONANTS

Приголосні фонемі діляться на:

Сонорні (поєднують голос і шум з переважанням голосу). Example:

[r/l/m/n/j/w/ ŋ]

Дзвінки (голос+шум з переважанням шуму). Example: [b/z/d/g]

Глухі (лише шум). Example: [p/s/t/k]

За місцем та способом творення приголосні поділяються на:

Спосіб випливання	Зімкнені				Щелеві			Зімкнено-щелеві (африкати)	
	Проривні		Сонорні		Фрикативні		Сонорні		
	глухі	дзвінкі	носові	буквові	глухі	дзвінкі	середні	глухі	дзвінкі

Місце виникнення											
		губно-губні	p	b	m			w			
губно-зубні						f	v				
передньоязичні	зубні					s	z				
	апикальні	міжзубні					θ	ð			
		альвеоларні	t	d	n	l					
		палатально-альвеоларні					ʃ	ʒ		tʃ	dʒ
		заальвеоларні							r		
	середньоязичні палатальні								j		
задньоязичні велярні		k	g	ŋ							
фарингальні						h					

1.2. Reading Rules.

Типи складів. Правила читання

Правила читання голосних літер

Читання наголошених залежить від того, до якого типу складу вони відносяться.

1 тип складу - відкритий склад (закінчується на голосну): голосна читається як у алфавіті. Example: а у слові take [ei].

2 тип складу – закритий склад (закінчується на приголосну): голосна читається коротко. Example: і у слові sit [ɪ].

3 тип складу – голосна+r: голосна читається як довгий звук. Example: аr у слові park [ɑ:].

4 тип складу – голосна+re: голосна читається як дифтонг. Example: ere у слові here [ɪə].

Голосна	I	II	III	IV	Ненаголошений склад
	Відкритий склад	Закритий склад	Голосна + r	Голосна + re	
A a	[ei] make	[æ] cat	[ɑ:] car	[eə] share ¹	[ə] ago
O o	[ɜʊ] note	[ɒ] not	[ɔ:] short	[ɔ:] more	[ə] confer [ɜʊ] metro
E e	[i:] we	[e] bed	[z:] her	[ɪə] here ²	[ə] absent [ɪ] darkness
I i / Y y	[aɪ] time type	[ɪ] sit system	[z:] girl myrtle	[aɪə] fire tyre	[ɪ] music city
U u	[ju:] tube після r, l, j [u:] rule, plume,	[ʌ] cup	[z:] burn	[jʊə] cure ³	[ə] success [ju:] unite

	June				
Виключення	¹ <i>are</i> [a:] ² <i>there</i> [ðeə], <i>where</i> [wɛə], <i>were</i> [wɜ:] ³ після [j], [r], [dʒ], пригол + l - [uə]: <i>sure, jury, rural, plural</i>				якщо склад містить кінечну букву n або l , голосна зовсім не читається: <i>final</i> [ˈfaɪnəl], <i>garden</i> [ˈgɑ:dn], <i>lesson</i> [ˈlesn]

Прочитайте слова, звертаючи увагу на тип складу:

1+2

best, code, nod, tops, sent, bed. these, cod, **sold**, spoke, mock, theme, block, then, neck, cone, bold, enter, cell, centner, motor, **exact**, dose, **except**, nest, depth, less, self, fold, doctor, sit, lame, **mind**, back, miss, sack, gave, tip, tide, tap, late, mad, made, nine, fill, cake, thick, bat, tube, pin, pine, hate, act, ice, plot, face, hid, fate, stamp, spot, pile, land, mist, mole, gold, cap, nose, fix, merry, exist, sixty, appendix, expend, list, mice, tram, fury, next, exile, fever, sky, myth, clock, bush, dusty, porridge, bacon, dinner, butter, husband, Smith, thin, think, bite, fry, hungry, just, kind, chop, pepper, use, apple, discussion, off, mashed, **do**, **have**, strike, get, open, take, dry, go, dress, put, find, make, hurry, begin, press, iron, examination gather, knit, listen, hang, change, finish, help, tell, give, put, write, exotic, begin, make, enter, study, find, get, drink, stop, travel, examine, wild, offer, plan, carry, angry, exams, tape, lucky, ages, sorry, invite, club, hotel, typical, bank-note, punish, longing, longer, Englishman, thinking, during, whip, judging, mild, won, shall, bus, snack, blame, poke, tone, pupil, cut, shade, rule, pipe, land.

3+4

stamp, write, stir, bench, tulip, Arthur, button, mule, lace, typist, fare, here, muff, fine, mere, cube, purse, tires, fade, prepare, mass, system, give, take, begin, start, listen, form, serve, go, dine, put, pass, cure, sit, occur, forget, hurry, study, thirsty, travel, have, burn, give, taste, prefer, harm, bring, offer, add, dark, arrive, admire, impress, mark, ride, cross, park, make, visit, plan, drive, horn, sports, tyre, turning, fire, article, mustard, hard, certainly, farm.

Особливості читання літер O та A

Rule	Example
Letter O	
В кінцевому положенні не редукується, завжди читається [ʊ]	potato [pə`teɪtʊ]
Перед буквами m, n, v і th читається [ʌ]	come [kʌm], son [sʌn], love [lʌv], mother [`mʌðə]
Слова, що читаються не по правилу	move, novel, gone, shone, approve, proverb, woman, women, honour
Letter A	
Перед th і перед n, s, f + приголосна читається [ɑ:] but AmE [æ]	bath [bɑ:ʔ], dance [dɑ:ns], past [pɑ:st], after [`ɑ:ftə]
Перед l + приголосна, крім m, f, v , читається [ɔ:]	all [ɔ:l], salt [sɔ:lt]
В сполученні a + lk буква l — німа	talk [tɔ:k], chalk [tʃɔ:k]
Перед l + m, f, v читається [ɑ:] (буква l — німа)	calm [kɑ:m], half [hɑ:f], halves [hɑ:vz]
w + a [wɒ]	want [wɒnt], was [wɒz], watch [wɒtʃ]
qu + a [kwɒ]	quantity [kwɒntiti]
w + ar [wɔ:]	war [wɔ:]
qu + ar [kwɔ:]	quarrel [kwɔ:rəl]
w + or [wɜ:]	work [wɜ:k], word [wɜ:d]

Прочитайте слова:

answer, world, bald, photo, grasp, month, wall, want, passing, plant, palm, last, rather, come, talking, warm, another, staff, worth, none, ask, already, walk, company, above, worker, father, chalk, love, clasp, water, dove, vast, nothing, brother, worse, glass, some, tomato, glove, calf, worship, basket, ball, half, wash

Правила читання голосних диграфів

1 група (перша і друга буква диграфу передають 1 і 2 елементи дифтонга)	2 група (букви диграфу не читаються, все поєднання передається дифтонгом або монофтонгом)	3 група (одна з букв диграфу має алфавітне читання)	
		читається перша буква	читається друга буква
ei [eɪ] vein ¹ ey [eɪ] they	oo в кінці слова too oo + приголосна (крім	ai [eɪ] maid ay [eɪ] day	eu [jʊ] neutral ew ¹ [jʊ] few ²

oi [ɔɪ] oil oy [ɔɪ] boy	k [u:] soon ¹ oo+k [ʊ] book,cook au [aʊ] author aw [ɔ] saw ou [aʊ] out ² ow [aʊ] now	ie [aɪ] tie ¹ ye [aɪ] rye oa [eɪ] coat oe [eɪ] toe ow [eɪ] low, window ² ue [ju:] due ui [ju:] suit ³ ee [i:] meet ea [i:] tea ⁴	
¹ в деяких словах після букви c диграф ei читається [i:] <i>receive, ceiling</i>	¹ але у словах <i>good, wood, stood</i> диграф oo +приголосна читається коротко [ʊ] ² в деяких словах ou читається [ʌ] <i>country, cousin, young</i> або [tʃ] <i>youth, group, soup</i> .	¹ в деяких словах перед приголосною ie читається [j] <i>field, believe</i> ² в кінчному ненаголошеному складі ow не редукується ³ після [r], [l], [ŋ] ui,ue читаються [tʃ] <i>fruit, juice, blue</i> ⁴ перед d та th диграф ea читається [ɛ] <i>bread, death</i> .	¹ в даному диграфі буква w є дублетом букви u і читається [tʃ] ² після [r], [l], [ŋ] диграфи eu, ew читаються [tʃ] <i>blew, drew, Jew</i>
Більшість диграфів в ненаголошеному положенні читається [ɪ] або [ə]: <i>hockey</i> [ˈhɒki], <i>famous</i> [ˈfeɪməs]			

Прочитайте слова:

digraphs

meals, sweets, spoon, read, show, afraid, about, leave, canteen, play, please, sausage, see, clean, sweep, stay, know, say, speak, teach, pay, eat, proud, broad, crooked, crowded, **museum**, narrow, street, stream, view, straight, country, avenue, between, allow, lawn, found, pillow, aloud, green, town, toy, pound, ought, brought, yellow

Type 1,2,3,4+digraphs

speed, loaf, firm, loom, more, reach, rose, cure, fill, coal, aim, cube, weave, hare, faint, cure, steam, term, tool, freeze, mutton, crystal, tense, spare, shoot, trainer, sphere, coast, germ, raze, float, fur, beach, boot, fee, rein, veil, boot, prepare, ball,

book, mere, meat, good, store, bread, care, cold, text, exam, hurt, wore, share, store, least, here, author, wire.

a dining-room, a merry song, a big boat, a simple riddle, a little star, a black bag, an old goat, a good cook, a fat cock, a good accent, an old oak, a good tool, a talented dancer, a broken branch, a stone wall, a dull day, a wise man, a cheap car, a big ship, a fat sheep, a naughty girl, a lazy boy, a rare plant, a strict lady, a cold lake, a birthday present, Bertha's basket, spare time, pure water, a spare moment, a famous painter, a rare ring, the upper teeth, the thick wood, the first letter, the next room, the full moon, the vast territory.

Читання диграфів перед буквою R

Диграф + R	Звук	Приклади
ai + r ei + r } ee + r	[ɛə]	air, chair their
ea + r	[iə]	beer, deer
ea + r	{ [iə] [ɛə]	near, dear ¹ bear
oa + r	[ɔ:]	board
oo + r	[ʊə]	poor ²
ou + r	[aʊə]	our, flour
¹ в деяких словах ea + r читається [ɜ:] <i>learn, earth</i> ² але в словах <i>door, floor</i> диграф читається [ɔ:]		

Прочитайте слова та словосполучення:

Type 1,2,3,4 + digraphs + r

- a) weight, lain, coin, play, neighbour, neutral, grew, pie, pool, learn, took, toy, autumn, how, know, narrow, true, group, bread, peace, feel, dare, mere, where, sore, ore, nasty, salt, lure, sure, jerk, jaw, fruit, foe, paw, hair, dear, chair, poor, learn, car, moor, repair;
- b) a white bear; a poor fellow; a new dish; a low couch; a big mouth; a narrow path; a broken chair; an old gypsy; chilly weather: brown bread; good maize;

bitter beer; fresh air; red hair; bad flour; repeat each word; correct these mistakes; close the window; take the pill.

LINKING R

Якщо наступне слово починається з голосного звуку, то літера R в 3 та 4 типі складів, а також в ненаголошених складах буде читатися after all [ˈɑ:ftər ə l]

Прочитайте словосполучення:

for a moment

far away

near it

never again

father and mother

for instance

brother and sister

for example

Правила читання приголосних літер

Подвійні варіанти вимови деяких приголосних

Літера	Позиція	Вимова	Приклади
c	Перед e, i, y	[s]	cent, pencil, icy
	Перед a, o, u, усіма приголосними та наприкінці слів	[k]	cap, come, cup, black
g	Перед e, i, y	[dʒ]	page, gin, gypsy
	Перед a, o, u, усіма приголосними та наприкінці слів	[g]	gas, good, green, big
s	На початку слова, перед глухими приголосними та наприкінці слова після глухих	[s]	sit, student, lists
	Між голосними, наприкінці слів і після дзвінких приголосних	[z]	please, ties, pens

x	Перед приголосними та наприкінці слів	[ks]	text, six
	Перед наголошеним голосним	[gz]	example, exam

Читання сполучень приголосних літер

Сполучення	Позиція	Вимова	Приклади
sh	Будь-яка	[ʃ]	she
ch	Будь-яка	[tʃ]	chess
tch	Після коротких голосних	[tʃ]	match
ck	Після коротких голосних	[k]	black
th	На початку повнозначних слів і наприкінці слова	[θ]	thick, myth
	На початку займенників, службових слів і між голосними	[ð]	this, bathe
wh	На початку слова перед усіма голосними, крім o	[w]	what
	Перед літерою o	[h]	who
ng	Наприкінці слова	[ŋ]	long
nk	Будь-яка	[ŋ]	thank
kn	На початку слова	[n]	know, knife
wr	На початку слова перед голосними	[r]	write
mb	Наприкінці слова	[m]	climb, comb
mn	Наприкінці слова	[m]	autumn
gh	На початку слова	[g]	ghost
	У середині слова	[-]	high
	Наприкінці слова	[f]	laugh, enough
ph	Будь-яка	[f]	phone, elephant
pn	У словах грецького походження	[n]	pneumonia
ps	У словах грецького походження	[s]	psyche
sc	Перед e, i, y	[s]	science
rh	На початку слова	[r]	rhythm

Прочитайте жарти, звертаючи увагу на вимову:

1. English professor: What is the difference between an active verb and a passive verb?

Student: An active verb shows action and a passive verb shows passion.

2. Professor: Can you tell me anything about the great scientists of the 17th century? Student: They are all dead, sir.

3. Two men were talking in a train.

“Are you going to Milberry’s lecture today?” said one.

“Oh, yes, I am,” replied the other.

“Take my advice and don’t. I hear he is a very poor lecturer.”

“I am afraid, I must go,” said the other. “I’m Milberry.”

4. During a lecture a well-known lecturer on economics mentioned the fact that in some parts of the world the number of men was larger than that of women, and he added humorously:

“I can therefore recommend the ladies to emigrate to that part of the world.”

A young lady who was sitting in one of the last rows stood up full of anger. She was leaving the room rather noisily, when the lecturer remarked.

“I don't mean that it must be done in such a hurry as that.”

5. Little John, in a crowded bus, is sitting on his father's lap. An elderly lady enters the bus, and Johnny at once jumps down, politely takes off his hat, and says: “May I offer you my seat?”

6. A traveller, on arriving at a railway station, asked a local man: “Well, my friend, as this is my first visit to your town, could you tell me how many hotels you have here?”

Local man: We have two.

Traveller: Now, which of the two would you recommend?

Local man: Well, frankly speaking, it's like this, sir; whichever one you go to, you'll be sorry you didn't go to the other.

7. A woman hired a taxi. It began to race along, passing trams, cars, policemen, etc. The woman was frightened, and said to the taxi-driver:

“Please, be careful. This is the first time I ever rode in a taxi.”

“It’s all right.” answered the taxi-driver. “It is the first time I ever rode in a taxi, too.”

8. When Conan Doyle arrived in Boston, he was at once recognized by the cabman whose cab he had engaged. When he was about to pay his fare, the cabman said:

“If you please, sir, I should prefer a ticket to your lecture.”

Conan Doyle laughed. “Tell me,” he said, how you knew who I was and I'll give you tickets for your whole family.”

“Thank you, sir,” was the answer. “On the side of your travelling-bag is your name — Conan Doyle.”

9. The well-known singer Enrico Caruso was once driving not far from New York. It so happened that something went wrong with his car and he had to spend some time in the house of a farmer. Soon they became friendly and the farmer asked Caruso his name.

When the farmer heard the name, he rose to his feet. “My, I never thought I should see a man like you in my kitchen, sir.” he cried out. “Caruso. The great traveller. Robinson Caruso!”

10. "I say, Dad," said a schoolboy, returning home, "we gave a wonderful performance at school. A lot of parents came and although some of them had seen it before they all had a jolly good time."

"How do you know?" asked his father.

"Why, they laughed all through the play," the boy replied.

"And what was the play?" the father asked.

"Hamlet," said the boy.

11. Rather Late

It was a dark night. A man was riding a bicycle without a lamp. He came to a crossroad and did not know which way to turn. He noticed a pole with something white which looked like a sign. Climbing to the top of the pole he lit a match and read: "Wet Paint".

12. Peggy, aged five, said she had a stomachache.

"It's because you haven't had lunch yet," said her mother. "You would feel better if you had something in it."

That afternoon their neighbour called and remarked while speaking to the mother that he had a bad headache. "That's because it's empty," said Peggy. "You'd feel better if you had something in it."

13. Two Americans were travelling in Spain. Once they came into a little restaurant for lunch. They didn't know Spanish and the waiter didn't know English. In order to make him understand they wanted some milk and sandwiches they drew a cow. The waiter looked at it and ran out of the restaurant. Soon he was back and put down in front of the two men two tickets for a bullfight.

2. ГРАМАТИЧНИЙ КУРС

2.1. Personal pronouns (Особові займенники)

Особові займенники мають 2 форми: суб'єктну (коли займенник виконує функцію підмета) та об'єктну (коли займенник виконує функцію додатку)

Subjective case	Objective case
I	me
you	you
he/she/it	him/her/it
we	us
they	them
Ex.: She loves him. He loves her.	

1. Replace the underlined nouns by the personal pronouns in the Subjective or Objective Case.

1. The teacher always gives the students homework. 2. I am reading the book to my little sister. 3. The boys are riding their bikes. 4. My father is writing a letter to John. 5. I don't know the answer. 6. Sally is going to Anne. 7. Open the window, please. 8. Can you tell the people the way to the airport, please? 9. The books are for Peter. 10. Can you help my sister and me, please?

2.2. Possessive pronouns (Присвійні займенники)

Присвійні займенники мають 2 форми: залежну (коли займенник стоїть перед означуваним іменником) та абсолютну (коли займенник не приєднується до іменника).

Conjoint form	Absolute form
my your his/her/its our their	mine yours his/hers/its ours theirs
<i>before noun attribute</i> Where are all our books? Is it your pen?	<i>no noun after subj., pred., obj.</i> Mine are here. No! It's yours. If you don't have a pencil, I can give you mine. <i>attribute</i> a friend of mine
Свій → my, your, etc.	

2.3. Demonstrative pronouns (Вказівні займенники)

	Here	There
Singular	this	that
Plural	these	those
Example	Bring me that flower, please. This picture is better than that painted yesterday.	

This is used for one thing here.

That means something over there.

These and those mean two or more.

Those are far and these are near.

such the same	
≈ adj	≈ noun
I had such a nice day! I take the same bus every day.	Such was his answer. The same happened to me.

2.4. Reflexive pronouns (Зворотні займенники)

singular form	plural form
<i>myself</i>	<i>ourselves</i>
<i>yourself</i>	<i>yourselves</i>
<i>himself/ herself/ itself</i>	<i>themselves</i>

When we use them:

1) direct object = subject /-ся, себе/ with transitive verbs

I am teaching myself to play the piano.

Common verbs:

Amuse

introduce

kill

blame

hurt

dry

prepare

cut

teach

Changing of the meaning:

help yourself to

enjoy oneself

behave oneself (well)

find oneself

busy oneself

NOT with usual everyday actions (*shave, wash, dress*) unless emphasized:

She's old enough to dress herself.

2) indirect object = subject /собі/

Pour yourself a cup of tea.

3) alone/ without help /сам/ by + oneself

He lived by himself.

I cooked the dinner (by) myself.

4) Emphasis /сам, особисто/

I myself like to visit this place. The Queen herself opened the ceremony.

!!!Reflexive pronouns are not used when it is obvious that a person cannot do this action to anybody else, just to themselves

RECIPROCAL PRONOUNS

each other one another

Exercise 1. Complete the sentences with reflexive pronouns.

1. I am angry with _____.
2. He fell down and hurt _____.
3. Tell me more about _____.
4. She believes in _____.
5. We are sure of _____.
6. They did everything _____.
7. Did you translate the text _____.
8. I saw everything _____.
9. The knife was sharp, and she cut about _____?
_____.
10. They introduced _____.
11. You see you've cut _____ again. Be
more careful.
12. I think that poor dog hurt _____
_____?
13. He came into the room and introduced
_____.
14. We didn't know where to hide
_____.
15. She is very sure of _____
_____.
16. Children, you can't do that
_____.
17. They always speak only about
_____.
18. We should always believe in
_____.
19. Babies cannot look after _____.
20. I tried to control _____.
21. Can you do many things _____?
22. Does your friend Nick often talk to you
_____?
23. Did your mother buy anything for _____
last week?
24. Are you always sure of _____?
25. Can a little child take care of
_____?
26. Do you believe in _____?
27. Did the pupils answer all the questions
_____?
28. Did you make the dress
_____.

Exercise 2. There are mistakes in the use of reflexive pronouns in some of these sentences. Find the mistakes and correct them.

My sister taught himself to swim.

Anna repaired the chair herself.

The children are making themselves

something to eat.

I hurt me when I fell down the stairs.

We're enjoying ourselves very much.

We're meeting ourselves at 8.00 this evening.

Exercise 3. Insert reflexive pronouns **where necessary**.

1. All our friends enjoyed _____ at his birthday party.
2. Polly and Nancy, help _____ to sweets and juice.
3. They haven't decided yet where they'd meet _____
4. She got up, washed _____ and left the house without disturbing anyone.
5. Relax _____ when you dance.
6. Who went with her? - Nobody. She went by _____
7. He feels _____ not well today
8. We didn't know who that young guy was. He didn't introduce _____
9. It's windy, you may catch cold _____
10. «Children, take the towel and dry _____
11. I often speak to _____ when I'm in bad mood and alone
12. Concentrate _____ if you don't want to fail your exam.
13. Little Polly is only two but she can dress _____
14. I'm not angry with him. I'm angry with _____
15. They never think about other people. They only think about _____
16. Let's hide _____ under that tree. The rain is so heavy
17. Put a sheet of paper before _____ imagine a nice landscape and draw.
18. Don't take him to the party. He'll spoil everything _____.

Exercise 4. In these sentences, you have to write-selves or each other.

Look at _____! Your face is dirty

How long have Tom and Ann known _____?

At Christmas friends often give _____ presents.

I enjoyed _____ very much at the party.

Jack and Jill are very happy together. They love _____ very much.

She has no reason to blame _____

I think he fell and hurt _____

2.5. Indefinite and negative pronouns (Неозначені та заперечні займенники)

Some

Pronoun+ noun combination	Translation
Some + countable singular <i>Some book</i>	Якийсь Якась книжка
Some+ countable plural <i>Some pencils</i>	Кілька Кілька олівців
Some+ uncountable <i>Some water</i>	Трохи Трохи води

Some is used in

Positive sentences

+ *I have some apples in the basket.*

Questions with offer or request meanings

? *Can I have some tea?* – request

? *Would you like some cookies?* - offer

Any

Pronoun	Translation
Any + positive sentence <i>You can take any magazine</i>	Будь-який Можеш взяти будь-який журнал
Any+ negative sentence <i>There is no juice in the glass</i>	Ніякий/- В склянці немає ніякого соку/В склянці немає соку.
Any+ question <i>Are there any tasks for tomorrow?</i>	Якийсь Чи є якісь завдання на завтра?

Any is used in

Positive sentences

+ *I will buy any dress, I don't care.*

Negative sentences

- *I don't have any bread left.*

Questions

? *Do you have any paperclips?*

No

Is used only in negative sentences

- I have no plans for Saturday.

Pay attention: English language doesn't use double negations.

~~We don't have no money.~~

We don't have any money.

We have no money.

Don't ...any = no

2.6. Quantitative pronouns (Кількісні займенники)

Countable	Uncountable
<i>Багато</i>	
A lot	
many	much
<i>Мало</i>	
FEW	LITTLE
Використовується, якщо чогось мало в негативному сенсі (недостатньо). <i>I have few books, I need to go to the library</i> (У мене мало книжок, мені потрібно в бібліотеку).	Використовується, якщо чогось мало в негативному сенсі (недостатньо). <i>I have little milk, I need to go to the shop</i> (У мене мало молока, мені потрібно в магазин).
A FEW	A LITTLE
Використовується, якщо чогось мало в позитивному сенсі (мало, але достатньо, трохи, кілька). <i>I have a few books, I can give you some of them</i> (У мене є кілька книжок, я можу з тобою поділитись).	Використовується, якщо чогось мало в позитивному сенсі (мало, але достатньо, трохи, небагато). <i>I have a little milk, we can make an omelette</i> (У мене є трохи молока, можемо зробити омлет).

2.7. Plural form of nouns (Множина іменників)

Only **countable** nouns can be put into plural form

-s	<i>tables, bears</i>		
-es (after s, x, z sh, ch, tch; o)	<i>dresses, boxes, bushes, churches, ditches</i> <i>potatoes, heroes</i> (but <i>photos, pianos, discos, radios</i>)		
-y + -s = ies	<i>stories</i> (but after vowels <i>y+s=ys - toys, days</i>)		
-f/fe +s = -ves	<i>leaves, wives, shelves, lives, wolves</i> (but <i>cliffs, roofs, kerchiefs, chiefs</i>)		
irregular	<i>man - men</i>	<i>person - people</i>	<i>ox - oxen</i>
	<i>woman - women</i>	<i>goose - geese</i>	<i>foot - feet</i>
	<i>child - children</i>	<i>mouse -mice</i>	<i>tooth - teeth</i>
-on → -a	<i>phenomenon - phenomena, criterion - criteria</i>		
-us → -i	<i>cactus - cacti, focus - foci</i>		
-is → -es	<i>analysis - analyses, ellipsis - ellipses</i>		
do not change	<i>sheep, fish, deer</i>		
compound	<i>mothers-in-law, class-mates</i>		

Singularia tantum		Pluralia tantum	
<u>uncountable nouns</u>		<u>things in pairs or sets</u>	
<i>sugar</i>	<i>knowledge</i>	<i>clothes</i>	<i>spectacles</i>
<i>hair</i>	<i>news</i>	<i>pyjamas</i>	<i>scissors</i>
<i>happiness</i>	<i>progress</i>	<i>trousers</i>	<i>tongs</i>
<i>advice</i>	<i>money</i>	<i>pants</i>	
<i>information</i>		<i>shorts</i>	

PHONETICS		
voiceless consonants + s [S]	voiced cons./vowels + s [Z]	[s / z / ʃ / tʃ / ʒ / dʒ] + s [IZ]
<i>lamps, bats</i>	<i>names, bags, seas</i>	<i>places, bushes, pages</i>

Make plural form of the following pronouns:

college, writer, family, wife, parrot, house, bird, day, son-in-law, turkey, swine, box, dish, country, saleswoman, match, boy, tooth, lady, suffix, kettle, birth, bath, telephone, deed, built-in wardrobe, tree, butterfly, match, shoe, bus, glove, pie, fish, fox, ski, taxi, bush, toe, life, photo, piano, eye, handkerchief, chief, advice, woman, roof, potato, goose, knife, study, tomato, thief, leaf, foot, child, mouse, deer, man,

calf, hero, shelf, sheep, brush, baby, fire-place, hoof, radio, mother-in-law, storey,
passer-by, ox, knowledge, stepmother, parent-in-law

2.8. Possessive form of nouns (Присвійна форма іменників)

WHOSE THING (John's pen)			
Form	Last letter of the noun	Apostrophe+- S	Example
Singular	- S	'S	<i>father's, Lilly's, dog's</i>
Plural	- S	'S	<i>children's, men's, people's</i>
Singular	-S/X	'S	<i>James'/James's [ˈdʒeɪmsɪz], Max'/Max's</i>
Plural	- S	'	<i>pupils', cats', friends'</i>

Word combinations: *John & Mary's children* ≠ *John's & Mary's children*

Pronouns: *somebody's, anyone's*

USED WITH:

- **living beings:** *classmate's help, bird's nest;*
- time and distance: *yesterday's home task, a mile's distance;*
- countries, towns, cities: *Zhytomyr's streets;*
- planets: *Mars' surface;*
- collective nouns: *family's members.*

PHONETICS		
voiceless consonants (except [s],[ʃ],[tʃ]) [S]	voiced cons./vowels (except [z],[ʒ],[dʒ]) [Z]	[s],[ʃ],[tʃ],[z],[ʒ],[dʒ] [IZ]
<i>Kate's, Jake's, pet's</i>	<i>Tom's, teacher's</i>	<i>Alice's, Mitch's, Cruise's</i>

2.9. Adjectives (Прикметники)

DEGREES OF COMPARISON

	Positive	Comparative	Superlative
synthetic	■	■-ER	THE ■-EST
analytical	■	MORE ■	THE MOST ■

-y +-er/-est → -ier/-iest (*lazy-lazier-the laziest*)

short vowel-consonant +-er/-est → tt (*hotter, bigger, fatter*)

synthetic:

— *big*

— — (first syllable stressed) -y (*happy*) -er (*clever*) -le (*simple*) -ow (*narrow*)

— — *polite*

analytical:

— — (second syllable stressed) *famous*

— — — *difficult*

BUT:

good - better - the best

bad - worse - the worst

far - farther - the farthest

further - the furthest

Comparisons

... than ...

as ... as ...

not so ... as ...

ADJECTIVE ORDER

Opinion (*beautiful*) – size (*big*) – age (*old*) – shape (*square*) – colour (*black*) – origin (*Greek*) – material (*leather*) – purpose (*reading*) book

If 2 words of 1 group: *X and Y*

3 and >: *X, Y and Z*

2.10. Numerals (Числівники)

CARDINAL			
Simple	Derived		Composite
<i>1-12</i> <i>hundred</i> <i>thousand</i> <i>million</i>	1-9 + $\widehat{\text{teen}}$ <i>thirteen</i> <i>fifteen</i> <i>eighteen</i>	2-9 + $\widehat{\text{ty}}$ <i>twenty</i> <i>thirty</i> <i>forty</i> <i>fifty</i>	<i>twenty-three</i> <i>seventy-nine</i>
Reading: 527 - five hundred <u>and</u> twenty-seven (100, 1000, 1mln in plural — no -s)			

ORDINAL		
the ____ + th		
<i>first</i> <i>second</i> <i>third</i>	<i>fifth</i> <i>ninth</i> <i>twelfth</i>	-ty + th = ieth <i>seventieth</i>
Composite numerals: last word + th (<i>twenty-first</i>)		
№ of pages, houses, buses — cardinal (page six)		

DATE

January 5th — the fifth of January

1986 — nineteen eighty-six

FRACTIONS	
common	decimal
num - cardinal/denom - ordinal 1/8 — one seventh 2/7 — two <u>sevenths</u> 1 ½ — one and a half of a ton 5 ¼ — five and a quarter tons	23.56 — <u>two three</u> point <u>five six</u> 0 — nought (BrE)/ zero (AmE) 0.7 - nought point seven/ point seven

2.11. WORD ORDER (Порядок слів у реченні)

DIRECT (Subj, Pred)

(.....) Indir Dir (ind with prepos)
manner ← place ← time .

My friend gave me a book at school yesterday.

He worked hard in the garden last Sunday.

NB! If V is movement: place manner time

They go to uni by bus every day.

Adv of frequency: always (! sometimes)

but always (*She is always late for classes.*)

Time: ← exact not exact (*at 6 o'clock tomorrow*)

INDIRECT/INVERTED (Pred, Subj)

1. Questions

Have you ever seen a falling star?

2. Starts with *there, here, now, then*

There is a bird in the bush. Here comes Johnny.

3. Direct speech

"What a nice day!" said the girl.

4. Starts with place before intransitive

Deep in the woods stood an old cabin.

2.12. Present Simple. Types of questions

Present Simple

Графічне зображення

Характер дії: одноразова або повторювана дія у теперішньому часі

Формула часу: **S + V(s)**(підмет та дієслово формі інфінітива або з закінченням s у формі 3 ос. однини)

Допоміжні дієслова: у реченнях про ознаку чи місцезнаходження: AM / IS/ARE; у реченнях про дію: DO/DOES

Слова маркери: every, always, usually, often, seldom, sometimes

!!! Коли в реченні з'являється Does(заперечні та питальні речення), то основне дієслово повертається до форми інфінітива.

She writes letters every day. – She doesn't **write** letters.

На прикладі Present Simple розглянемо 4 типи запитань

Є 4 типи питань в англійській мові:

1. загальні General (або Yes/No questions) - потребують лише відповіді так/ні
2. альтернативні Alternative (or-questions) - надають вибір
 - а) альтернативні до будь-якого члена речення, крім підмета
 - б) альтернативні до підмета
3. спеціальні Special (WH-questions) - питання до конкретного слова
 - а) спеціальні до будь-якого члена, крім підмета
 - б) спеціальні до підмета
4. розділові Disjunctive (tag questions) - «чи не так?»

Загальне запитання:

Щоб задати таке запитання, ми виносимо допоміжне дієслово наперед. Якщо речення в Present Simple про ознаку чи місцезнаходження (*She is a good student/ She is at home*), доп. дієслово є також і основним, якщо про дію (*He goes to the shop once a week.*), то знаходимо допоміжне дієслово — do/does.

She is a good student. – Is she a good student?

She is at home. – Is she at home?

He goes to the shop once a week. – Does he go to the shop once a week? (Якщо з'являється does, то -s із закінчення в 3 особі однини зникає)

Альтернативне запитання:

а) альтернативні до будь-якого члена, крім підмета

Використовується конструкція загального запитання, але безпосередньо після слова, що вибираємо, додаємо цей вибір

*She is a good student. – Is she a good **or bad** student? Is she a good student **or teacher**?*

*He goes to the shop once a week. – Does he go to the shop **or to the gym** once a week? Does he go to the shop once **or twice** a week? Does he go **or run** to the shop once a week? Does he go to the shop once a week **or a month**?*

б) альтернативні до підмета

Використовується конструкція загального запитання, але вибір до **підмета** дається у самому кінці речення. Це відбувається через те, що різні підмети можуть потребувати різних допоміжних дієслів.

She is a good student. – Is she a good student or are you? Is she a good student or am I? Is she a good student or is Samantha?

She is at home. – Is she at home or are we?

He goes to the shop once a week. – Does he go to the shop once a week or do we?

Does he go to the shop once a week or does Robert?

с) Спеціальне запитання:

На початок запитання виноситься запитальне слово (What/where/when/ who/ why/how)потім допоміжне дієслово, потім підмет і все інше. Є 2 типи:

а) до будь-якого члена, крім підмета

He goes to the shop once a week. - Why does he go to the shop once a week?

с) до підмета. Особливість у тому, що у реченнях про дію не використовується допоміжне дієслово

He goes to the shop once a week.- Who goes to the shop once a week?(not Who does go?)


д) Розділове запитання:

До коми розповідне речення, після коми - повторюємо допоміжне дієслово та підмет у формі займенника. Якщо перша частина речення стверджувальна, то друга заперечна і навпаки.

The boy goes to the shop once a week.- The boy goes to the shop once a week, doesn't he?

She isn't a good student.- She isn't a good student, is she?

2.13. Past Simple

Графічне зображення 

Характер дії: одноразова або повторювана дія у минулому

Формула часу: **S + Ved/II** (підмет та дієслово з закінченням ED або дієслово з другої колонки таблиці неправильних дієслів)

Якщо слово закінчується на -y + -ed = -ied (*cry — cried*)

Якщо 1 склад з короткою голосною та приголосною + -ed = подвоєння (*stop — stopped*)

Допоміжні дієслова: у реченнях про ознаку чи місцезнаходження: **WAS / WERE** (WAS з I, he, she, it/ WERE з іншими); у реченнях про дію: **DID** для всіх

Слова маркери: yesterday, last week (month, year), ago

!!! Коли в реченні з'являється **DID** (заперечні та питальні речення), то основне дієслово повертається до форми інфінітива.

I **wrote** this letter. – I **didn't write** this letter.

Приклади 4 типів питань у минулому часі:

The old woman **was** very impatient in the queue to the doctor. (ознака)

1. **Was** the old woman impatient in the queue to the doctor?

2. a. **Was** the old woman patient **or** impatient in the queue to the doctor?

b. **Was** the old woman impatient in the queue to the doctor **or** was the old man?

3. a. Where **was** she impatient?

b. Who **was** impatient in the queue to the doctor? (was буде навіть якщо оригінальне речення у множині)

4. The old woman **was** very impatient in the queue to the doctor, **wasn't** she?

She **quarreled** with other patients. (дія)

1. Did she **quarrel** with other patients?

2. a. Did she **quarrel** or **speak** with other patients?

b. Did she **quarrel** with other patients **or** did he?

3. a. Why did she **quarrel** with other patients?

b. Who **quarreled** with other patients? (у питаннях до підмета відсутнє допоміжне дієслово, тому основне повертається в минулий час)

4. She **quarreled** with other patients, didn't she?

Фонетичні особливості		
читання закінчення ED залежить від останньої приголосної		
після глухих (крім [t]) читається [t]	після дзвінких (крім [d]) та голосних— [d]	після t / te / d / de [t],[d] — [id]
<i>asked, missed</i>	<i>lived, answered</i>	<i>wanted, decided</i>

2.14. Present Continuous

Графічне зображення 

Характер дії: процесуальна дія, що почалася раніше та закінчиться пізніше моменту мовлення, тобто відбувається у момент мовлення

Формула часу: **S + am/is/are + Ving** (підмет, допоміжне дієслово та дієслово з закінченням ing)

Якщо слово закінчується на -ie + -ing = -ying (*tie — tying*)

Якщо 1 склад з короткою голосною та приголосною + -ing = подвоєння (*sit — sitting*)

Допоміжні дієслова: am (for I)/ is (for he, she, it)/ are (for we, you, they)

Слова маркери: now, at the moment

I am playing the violin at the moment. – I am not playing the violin now.

Приклади 4 типів питань у Present Continuous:

Mary **is preparing** for her examination.

1. **Is Mary preparing** for her examination?

2. **a. Is Mary preparing** for her examination **or** her concert?

b. **Is Mary preparing** for her examination or are Tom and Jerry?

3. a. What **is Mary doing**?

b. Who **is preparing** for the examination? (is буде навіть якщо оригінальне речення у множині)

4. Mary **is preparing** for her examination, isn't she?

Present Continuous також може використовуватись для позначення дії у майбутньому часі:

A) для позначення дії, спланованої на найближче майбутнє:

I am flying to Los Angeles tomorrow. - Завтра я лечу до Лос Анджелесу.

B) спланованої дії або передбачення:

I **am going** to buy a new sofa. – Я **збираюся** купити новий диван.

It **is going** to rain soon. – Скоро **пiде** дощ.

2.15. Past Continuous

Графічне зображення 

Характер дії: **процесуальна** дія у минулому (почалась у минулому, продовжувалась якийсь час, закінчилась у минулому)

Формула часу: **S + was/were + Ving**

Допоміжні дієслова: WAS / WERE

Слова маркери: at (коли говоримо про точку всередині процесу), from... till... (межі процесу), the whole day/ lesson etc.

WAS/WERE допоміжні дієслова, але вони невід'ємна частина часової форми, тому не пропадають ні в яких реченнях.

Приклади 4 типів питань у минулому продовженому часі:

My friends **were standing** in a queue for an Iphone the whole day yesterday.

1. **Were** my friends **standing** in a queue for an Iphone the whole day yesterday?
2. a. **Were** my friends **standing** in a queue for an Iphone **or** an Ipod the whole day yesterday?
b. **Were** my friends **standing** in a queue for an Iphone the whole day yesterday **or** was my neighbour?
3. a. Where **were** they standing the whole day yesterday?
b. Who **was standing** in a queue for an Iphone the whole day yesterday?
4. My friends **were standing** in a queue for an Iphone the whole day yesterday, weren't they?

НЕПРОЦЕСУАЛЬНІ ДІЄСЛОВА (STATIVE VERBS)

Деякі дієслова в англійській мові не можуть використовуватись у часі Continuous. Це ті дієслова, котрі не можуть передавати процесуальну, продовжену дію, тише факт. Наприклад: like – *I like this picture*. NOT *I am liking*, тому що мені або подобається, або ні, воно не може бути в процесі «подобання» → Continuous не використовується

Такі дієслова можна поділити на декілька категорій:

- **почуття:** hate, like, love, prefer, want, wish
- **відчуття:** feel, hear, see, seem, smell, sound, taste
- **спілкування:** agree, deny, disagree, mean, promise, satisfy, surprise
- **мислення:** believe, imagine, know, mean, realize, recognize, remember, understand
- **без категорії:** be, belong, depend, involve, need, owe, own, possess, have

Навіть якщо речення, що включають ці дієслова у якості присудку, стосуються даного моменту, замість Present Continuous використовується Present Simple, замість Past Continuous буде Past Simple.

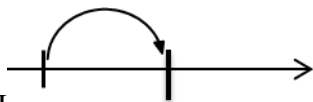
I need this pencil right now (not *I am needing this pencil right now*). They **wanted** to go out during **the whole** lesson. (not They were wanting...)

Зверніть увагу:

деякі дієслова можуть мати і процесуальне і непроцесуальне значення залежно від контексту:

Непроцесуальне	Процесуальне
Have	
володіння чимось <i>I have a book.</i>	частина сталого виразу <i>I am having breakfast/lunch/dinner now.</i> <i>She was having fun.</i>
Think	
точка зору, враження про щось, когось <i>I think, that he is a good friend.</i>	процес роздумів про щось <i>I am thinking about my future.</i>
Be	
постійна характеристика <i>She was rude.</i>	тимчасова характеристика, поведінка в даний момент <i>She was being rude.</i>
See	
бачити <i>I see a tree from my window.</i>	бачитися, зустрічатися <i>She is seeing Matt, I think she loves him.</i>
Smell	
пахнути/відчувати запах <i>That perfume smelled of flowers.</i>	нюхати <i>She was smelling a rose.</i>

2.16. Present Perfect



Графічне зображення

Характер дії: дія, що сталася у минулому, але має наслідок у теперішньому (тому і Present Perfect). Час на українську перекладається як Теперішній доконаний і трохи подібний до українського доконаного виду.

Формула часу: **S + have/has + Ved/III** (дієслово з 3 колонки неправильних дієслів або з закінченням -ed)

Допоміжні дієслова: HAVE/HAS (has з 3 особою однини — він, вона, воно; have з усіма іншими). Використовуються у всіх типах речень та питань і нікуди не зникають.

Слова маркери:

already (використ. між 2 частинами присудка)	ever (між 2 частинами присудка)
yet (в кінці речення)	never (між 2 частинами присудка)
since	just (між 2 частинами присудка)
for	so far (в кінці речення)
lately (в кінці речення)	this week (year, month)
recently(в кінці речення)	in the last...

Час Present Perfect використовується у таких випадках:

- а) дія у минулому з результатом у теперішньому (час дії зазвичай не вказаний):

I have lost my keys (I don't have them now).

- б) дія почалась у минулому і ще досі триває (з непроцесуальними дієсловами):

I have known him since 1994.

- в) дія в період часу, який іще не закінчився (сьогодні, цього тижня, цього місяця, тощо):

We've learned a new tense today.

Час Present Perfect дуже часто плутають з Past Simple (використовують один замість іншого). Основні відмінності дій:

Present Perfect	Past Simple
дія має результат <i>I have lost my key — Я загубив ключ</i> (наслідок: у мене його немає, я не можу відкрити двері)	дія не має результату <i>I lost my key — Я губив свій ключ</i> (Я його міг після цього і знайти і зараз він у мене, тобто наслідок тієї дії відсутній)
період дії не закінчився <i>She has written her exercises today — Вона сьогодні написала свої вправи</i>	період дії закінчився (вчора, минулого тижня, місяця, тощо) <i>She wrote her letters yesterday — Вона вчора писала свої листи</i>
час дії не вказаний <i>He has already watered the flowers - Він уже полив квіти</i> (коли - неважливо)	час дії вказаний <i>He bought his books on Thursday — Він купив свої книжки в четвер.</i>

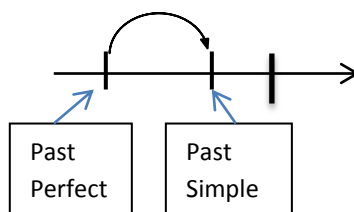
Приклади 4 типів питань у Present Perfect:

They **have** already **washed** their hands with soap seven times today.

1. **Have** they already **washed** their hands with soap seven times today?
2. a. **Have** they already **washed** their hands with soap **or toothpaste** seven times today?
b. **Have** they already **washed** their hands with soap seven times today **or has Jane**?
3. a. Why **have** they **washed**?
b. Who **has** **washed** their hands with soap?
4. They **have** already **washed** their hands with soap seven times today, haven't they?

2.17. Past Perfect

Графічне зображення



Характер дії: дія, що сталася у минулому та має наслідок у минулому. Тобто сталася у одній точці в минулому та має наслідок у іншій точці в минулому. Та дія, що сталася першою та має наслідок, виражається в Past Perfect, а та, що пізніше, у Past Simple

Формула часу: **S + had + Ved/III** (дієслово з 3 колонки неправильних дієслів або з закінченням -ed)

Допоміжні дієслова: HAD (для усіх осіб).

Слова маркери:

already (між 2	yet (в кінці	for
частинами присудка)	речення)	by

Момент, на який виконана дія, що виражається у Past Perfect, виражається зазвичай конкретним часом або іншою дією з допомогою прийменників BY та

WHEN:

*I had finished my work **by** 7 o'clock yesterday.*

***When** I came home my mom had already cooked the dinner.*

Приклади 4 типів питань у Past Perfect:

She **had written** the exercise by the beginning of the TV show.

1. **Had** she **written** the exercise by the beginning of the TV show?
2. a. **Had** she **written** the exercise **or the book** by the beginning of the TV show?
b. **Had** she **written** the exercise by the beginning of the TV show or **had her brother**?
3. a. What **had** she **written** by the beginning of the TV show?
b. Who **had written** the exercise by the beginning of the TV show?
4. She **had written** the exercise by the beginning of the TV show, **hadn't** she?

2.18. Future Simple

Графічне зображення —————|+++>

Характер дії: одноразова чи повторювана дія у майбутньому часі

Формула часу: **S + will + Vinf**

Допоміжні дієслова: WILL (для всіх осіб і всіх типів речень). У старих підручниках можна зустріти форму shall для першої особи, але на сьогоднішній день вона застаріла для позначення майбутнього часу. В сучасному світі використовують will для всіх осіб.

Скорочена форма у заперечних не willn't, а WON'T [wʊnt] — не плутайте з want [wɒnt]

Слова маркери: tomorrow, next week (month, year, Thursday, etc.)

I will clean my room on Wednesday. I will not/won't clean my room tomorrow.

Приклади 4 типів питань у простому майбутньому часі:

I will wash my hands with soap after coming home next time.

1. *Will I wash my hands with soap after coming home next time?*
2. a. *Will I wash my hands with soap or shampoo after coming home next time?*
b. *Will I wash my hands with soap after coming home next time or will my mother?*
3. a. *Why will I wash my hands with soap after coming home next time?*
b. *Who will wash hands with soap after coming home next time?*
4. *I will wash my hands with soap after coming home next time, won't I?*

!!! ВАЖЛИВО: В підрядних реченнях умови та часу замість Future Simple буде використовуватись Present Simple (хоча в українській мові обидва речення в майбутньому). Порівняємо:

Я допоможу (майб.) тобі, якщо ти мене попросиш (майб.).

I will help you (Fut S) if you ask me (Pr S).

2.19. Future Continuous

Графічне зображення 

Характер дії: **процесуальна** дія у майбутньому часі (дія-процес, що почнеться у майбутньому, буде продовжуватись деякий час та закінчиться у майбутньому)

Формула часу: $S + \text{will} + \text{be} + \text{Ving}$

Допоміжні дієслова: WILL (для **всіх** осіб)

Слова маркери: at (точка у майбутньому процесі), from... till... (межі процесу у майбутньому), the whole

Приклади 4 типів питань у майбутньому продовженому часі:

Jane **will be watching** TV at home at 6 tomorrow.

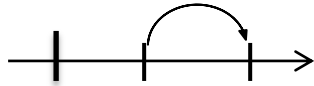
Jane **won't be watching** TV at home at 6 tomorrow.

1. **Will Jane be watching** TV at home at 6 tomorrow?
2. a. **Will Jane be watching** TV at home at 6 or 7 tomorrow?
b. **Will Jane be watching** TV at home at 6 tomorrow or **will** Sam?
3. a. What **will Jane be watching** TV 6 tomorrow?
b. Who **will be watching** TV at home at 6 tomorrow?
4. Jane **will be watching** TV at home at 6 tomorrow, **won't** she?

!!!ВАЖЛИВО: Не забувайте, що непроцесуальні дієслова не можна використовувати в Continuous, замість нього використовуємо Simple.

2.20. Future Perfect

Графічне зображення



Характер дії: дія, що станеться у майбутньому та закінчиться і матиме наслідок на певний момент у майбутньому.

Формула часу: **S + will have + Ved/III** (дієслово з 3 колонки неправильних дієслів або з закінченням -ed)

Допоміжні дієслова: will +have (для усіх осіб).

Слова маркери: already (між 2 частинами присудка)

by

*I will have finished my work **by** 7 o'clock tomorrow. – Я вже закінчу роботу завтра до 7 години.*

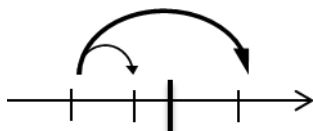
*My mom will already have cooked the dinner **by** the time I come home. (Якщо у нас 2 дії у майбутньому, то дія, що позначає певний момент у майбутньому – Present Simple, а дія, що буде dokonana до цього моменту – Perfect).*

Приклади 4 типів питань у Future Perfect:

She **will have written** the exercise by the beginning of the TV show.

1. **Will** she **have written** the exercise by the beginning of the TV show?
2. **a. Will** she **have written** the exercise **or the book** by the beginning of the TV show?
b. Will she **have written** the exercise by the beginning of the TV show or **will her brother**?
3. **a. What will** she **have written** by the beginning of the TV show?
b. Who will have written the exercise by the beginning of the TV show?
4. She **will have written** the exercise by the beginning of the TV show, won't she?

2.21. Future-in-the-Past



Графічне зображення

Характер дії: одноразова чи повторювана дія у майбутньому часі, що була запланована у минулому. Цей час означає дію, майбутню не відносно цього моменту (NOW), а відносно точки у минулому. Ця точка зазвичай вказана у реченні. Наприклад, речення : *Тиждень тому я вам сказала, що ми будемо вивчати Past Perfect*. На той момент (точка у минулому) це була майбутня дія, але щодо теперішнього часу вона вже не майбутня, а минула (час вже вивчений). Тому в англійській мові ми не можемо використати простий майбутній час, а використовуємо Майбутній-у- минулому:

*I week ago I ~~told~~ you, that we ~~will learn~~ Past Perfect. I week ago I **told** you, that we **would learn** Past Perfect.*

Ми використовуємо Future Simple -in-the-Past також тоді, коли ми не впевнені, чи дія відбулася до цього моменту, чи ні.

Формула часу: **S + would + Vinf**

Допоміжні дієслова: **WOULD** (для **всіх** осіб і всіх типів речень). У старих підручниках можна зустріти форму **should** для першої особи, але на сьогоднішній день вона застаріла для позначення майбутнього часу. В сучасному світі використовують **would** для всіх осіб.

Слова маркери: the next day (week, month, year, Thursday, etc.)

*I **said** that I **would clean** my room on Wednesday. I **said** that I **wouldn't clean** my room tomorrow.*

Цей час використовується зазвичай у непрякій мові. Тобто там, де в прямій мові використовується простий майбутній, в непрякій він замінюється на Future Simple-In-The-Past

The president **said**: “We **will close** Ukrainian borders” (майбутній, бо пряма цитата). – The president **said** that we **would close** Ukrainian borders (по факту не майбутній, дія вже відбулась).

!!!ВАЖЛИВО: В підрядних реченнях умови та часу замість Future Simple -In-The-Past буде використовуватись **Past Simple** (хоча в українській мові обидва речення в майбутньому). Порівняємо:

Він сказав, що він допоможе (майб.) тобі, якщо ти його попросиш (майб.).

*He said that he **would help** you (Fut S) if you **asked** him (Pr S).*

2.22. Sequence of Tenses(Узгодження часів)/Indirect speech (Непряма мова)

На відміну від укр. мови, де ми можемо поєднувати у складному реченні будь-які часи, в англ. мові вони мають узгоджуватись між собою. Наприклад, не можуть поєднуватись минулий і майбутній, а використовується Future -in-the-Past: *She **hoped** that she ~~will~~ **would** finish it on time.*

Найчастіше узгодження часів необхідне при передачі прямої мови у непряму.

Indirect Statement (Непряме ствердження)

При перетворенні прямої мови у непряму важливо звертати увагу на підмет у підрядному реченні — він залежить від особи того, хто говорить. Між основним і підрядним може з'являтися сполучник *that* (що), але він не є необхідним.

*She says "I 😊". – She says **that** she 😊. Вона сказала: «Я 😊» — Вона сказала, що вона 😊.*

Якщо слово *say* без додатка, то воно залишається *say*, якщо з додатком — перетворюється на *tell* без частки *to*.

says → *says* but *says to me* → *tells me*

Якщо слова автора стоять у теперішньому або майбутньому часі, то непряма мова залишається у тому ж часі, в якому стоїть.

Якщо слова автора у минулому часі, то потрібне узгодження часів, тобто час прямої мови перетворюється на інший час відповідно до таблиці:

Direct Speech → Indirect Speech	
Present Simple	Past Simple
Крім загальновідомих фактів: <i>The teacher told us that the Earth moves around the sun.</i>	
Present Continuous	Past Continuous
Present Perfect	Past Perfect
Present Perfect Continuous	Past Perfect Continuous
Past Simple	Past Perfect
Past Continuous	Past Perfect Continuous
Якщо час точно зазначено, Past Simple і Past Continuous залишаються:	

<i>“I saw her” he said. – He said that he saw her on Sunday.</i>	
Past Perfect	Past Perfect
Past Perfect Continuous	Past Perfect Continuous
All Future	відповідні Future-in-the-Past

Наприклад:

Він сказав мені: «У мене є машина». — He said to me “I have a car”

Він сказав мені, що у нього є машина. — He told me that he had a car. (Present → Past)

Деякі вказівні займенники та обставини місця також потребують змін у непрямій мові. Наприклад: *Вона сказала: «Я зроблю це завтра»*. На момент її мовлення це був саме завтрашній день, але на цей момент, коли ми переповідаємо її фразу, цей день уже міг статися місяць тому. Через це ми змінюємо «завтра» на наступний день. *Вона сказала, що зробить це наступного дня.*

Таблиця замінів:

Demonstrative Pronouns and Adverbial Modifiers	
Direct Speech	Indirect Speech
this	that
these	those
now	then
here	there
today	that day
yesterday	the day before
the day before	two days before
yesterday	the next day
tomorrow	two days later
the day after tomorrow	before
ago	the next
next	

Indirect question

Непряме запитання («Вони запитали, чи хочу я піти з ними на прогулянку») в англ. мові має структуру розповідного речення, тобто **прямий порядок слів** (підмет присудок додаток обставина), на відміну від звичайного запитання, що має непрямої /зворотній порядок слів (присудок підмет).

Слово *say* перетворюється на *ask*. Якщо є додаток з часткою *to*, то після *ask to* пропадає.

say to her → ask her

!!! Як і в непрямих ствердженнях, нам потрібно звертати увагу на зміну (узгодження) часу, особу та вказівні займенники і обставини часу.

1) General & Alternative Questions:

пряма мова стає підрядною частиною складного речення та приєднується до основної частини сполучниками *if / whether* (вони однакові за значенням та взаємозамінні) — «чи» .

He said to me "Do you like this book?" – Він сказав мені: «Тобі подобається ця книга?»

*He asked me **whether** I liked that book.* — Він запитав мене, чи подобається мені та книга.

He said to me "Do you like the book or the movie?" – Він сказав мені: «Тобі подобається книга чи фільм?»

*He asked me **if** I liked the book or the movie.* – Він запитав мене, чи мені подобається книга чи фільм. (не плутайте в англ. мові українські «чи»: сурядний сполучник вибору — *or*, підрядний сполучник — *if/whether*)

2) Special Questions:

запитальні слови з *WH* стають такими ж підрядними сполучниками

"Why didn't you do your homework?" I asked him. – Я запитала його: «Чому ти не зробив своє домашнє завдання?»

*I asked him **why** he hadn't done his h/w.* — Я запитала його, чому він не зробив своє д/з?

3) Disjunctive Questions:

непряма мова залежить від мети розділового запитання — воно може стати непрямим загальним запитанням або непрямим ствердженням. Наприклад:

I said to her "It's nice outside, isn't it?" (ситуація: Я не знаю, чи погода гарна, і цікавлюсь у когось, хто знає) → непряме загальне запитання: *I asked her if it was nice outside.*

I said to her "It's nice outside, isn't it?" (ситуація: я знаю, що погода гарна, і ділюсь своїми враженнями, наприклад, щоб завести розмову) → непряме ствердження: *I told her that it was nice outside.*

Indirect request/order (Непряме прохання/ наказ)

Дієслово у наказовому способі перетворюється на інфінітив з часткою **to**. Слово *say* перетворюється залежно від тону речення: *ask* — попросити, *tell* — сказати, *order*— наказати, *demand* — вимагати і т.д.

Imperative → to + infinitive

say → *ask, tell, order, demand*

"Stay here," he said to me.— Він сказав мені: «Залишайся тут»

He told me to stay there.— Він сказав мені залишатися там.

Якщо прохання/наказ заперечні, то перед інфінітивом ставиться частка **not**.

"Don't shout, please" she said to me.

She asked me not to shout.

3. КОМУНІКАТИВНО-ЛЕКСИЧНИЙ КУРС

3.1.ABOUT MYSELF

1) Vocabulary

to be good at...	to be eager to ...
to be fond of...	a role-model
to be interested in ...	to introduce
to be keen on ...	to be named after
to prefer...	

2) Make a list of facts that we tell about ourselves when we get acquainted with someone (name, age, interests, etc)

3) Read and translate the text. Pay attention to the key words.

About Myself

Let me introduce myself. My full name is Oleh Olehovych Shevchenko. I have been **named after** my father and I am very happy about it. I'm **21 years old**. I'm tall, slender, dark-haired boy with blue eyes.

I am a **student**. I think it is a special time in my life. I like being a student. Every day I learn something new and communicate with my friends. We meet almost every day. Sometimes we stay at the university after classes to prepare our homework for the next day or just to talk about our student life.

I **live** in Kiev. I have a brother and a sister. My Mum is forty-two, she is a Spanish teacher. My Dad is forty-five, he is a computer programmer. We have one more member of our **family**, cat Ryzhik. We love him very much.

I have many **friends**. We spend a lot of time together. We play football, volleyball, basketball. In summer we like to swim in river and lakes.

Besides school, I go in for sports. I play tennis. It's an exciting game, and I like it very much. Sometimes I take part in different tennis competitions.

Sometimes I **like** to stay home alone, especially when I need some relaxation. Then I listen to music, watch television or read books. **I am fond of** reading. I **prefer** historical novels. Some detective stories are very interesting too. Some people think that detective

stories can't be regarded as the real literature. I don't agree with this. Everything depends on the skill and gift of the writer.

I have many **interests and hobbies**, for example, reading, sports, travelling, music, so it was not so easy to choose an occupation. My parents wanted me to be a computer programmer, like my Dad. But I'm not very **good at** mathematics. I like computer games, I like to surf the Net, to communicate with people in different social networks and forums. I even have my own blog. But I don't want a computer programming to be my profession. You can ask me, why? Because I have another passion!

I'm fond of writing short stories, so I want to become a writer. I dream to publish my stories and to write a big novel. I hope my dreams will come true!

4) Make up a story about yourself using the vocabulary, your own ideas from ex 2, text.

3.2.APPEARANCE AND CHARACTER

APPEARANCE *What does she/he look like?*

General description: beautiful,pretty / handsome; good-looking; attractive; plain; ugly
constitution/build: tall, medium height, short, skinny, thin, slim, medium build, stout, overweight,
muscular, well-built, broad/narrow-shouldered

skin: dark, light, fair

Hair:

long, short, medium length, thin, thick, haircut, hairdo

straight, wavy, curly, bald

blond, fair, dark, red, grey

Face:

complexion, round, square, rectangular, oval, heart-shaped, pale, freckled, tanned, wrinkles, beard,
moustache

eyes: big, small, colour, almond-shaped, slanting

eyebrows: bushy, thin, arched

eyelashes: straight, curled, thick

nose: short, long, small, broad, snub, straight, hooked

chin: pointed, square, round, double

cheeks: pale, pink, plump, with dimples

lips: thin, full

teeth: even, uneven

Clothes: well-dressed, elegantly/smarty/casually dressed, fashionable, neat, scruffy

PERSONALITY AND CHARACTER

calm	confident	boastful
emotional	nervous	lazy
funny	adventurous	hard-working
serious	domestic	talkative
gentle	miserable	quiet
rough	jolly	silly
un/kind	in/decisive	stupid
generous	im/patient	clever/intelligent
greedy	selfish	vain
mean	dis/honest	arrogant
im/polite	extrovert	aggressive
rude	introvert	grumpy
good-tempered	curious	cheerful
bad-tempered	brave	boring
envious	cowardly	energetic
sociable/communicative	stubborn	romantic
shy	modest	

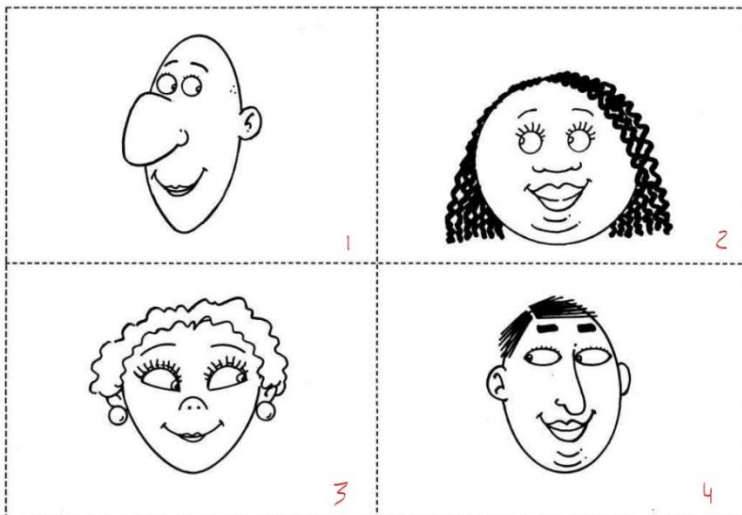
1) Match the description with the picture.

- | | | | | | |
|----------------|--------------------------|-----------------|--------------------------|-----------------|--------------------------|
| has a beard | <input type="checkbox"/> | has a moustache | <input type="checkbox"/> | has blonde hair | <input type="checkbox"/> |
| has curly hair | <input type="checkbox"/> | has dark hair | <input type="checkbox"/> | has freckles | <input type="checkbox"/> |
| has long hair | <input type="checkbox"/> | has short hair | <input type="checkbox"/> | is about 160cm | <input type="checkbox"/> |
| is about forty | <input type="checkbox"/> | is bald | <input type="checkbox"/> | is fat | <input type="checkbox"/> |
| is old | <input type="checkbox"/> | is short | <input type="checkbox"/> | is skinny | <input type="checkbox"/> |
| is slim | <input type="checkbox"/> | is tall | <input type="checkbox"/> | is well-built | <input type="checkbox"/> |
| is young | <input type="checkbox"/> | wears glasses | <input type="checkbox"/> | | |

The illustrations are categorized as follows:

- build:** 1 (fat), 2 (skinny), 3 (well-built), 4 (tall), 5 (old), 6 (old with cane), 7 (young).
- age:** 5 (old), 6 (old with cane), 7 (young).
- height:** 8 (tall), 9 (short), 10 (tall).
- hair/face:** 11 (beard), 12 (moustache), 13 (blonde hair), 14 (dark hair), 15 (curly hair), 16 (long hair), 17 (short hair), 18 (bald), 19 (beard), 20 (glasses).

2) Describe the faces



3) Describe the people



4) Make a full description of a person using topical vocabulary.

5) Fill in the blanks with the words from the box

confident/sociable/mean/honest/modest/shy/greedy/stubborn/rude/lazy/generous/decisive/arrogant/nasty/romantic/selfish/active / aggressive / calm / cheerful / dishonest / honest / quiet / talkative / unfriendly

1. Sam often interrupts people when they are talking. He's _____.
2. Adam doesn't like to talk about his achievements. He's so _____.
3. Ann thinks that she is better than everyone else. She's _____.
4. Ted only had one sandwich, but he shared it with his friend. He's _____.
5. She often says bad things about other people. She's _____.
6. Mr. Brown believes in his ability to do the job well. He's so _____.
7. Sam didn't talk to many people at the party. He's so _____.
8. My boyfriend often gives me roses. He's so _____.

9. My dog eats and eats until he makes himself sick! He's so _____.
10. Sally loves going out to parties and meeting new people. She's _____.
11. Jack never changes his opinion on anything, even if he's wrong. He's _____.
12. Someone who likes fighting or beating others up is _____.
13. If you like being on the move and doing exercises you are _____.
14. A _____ person is always smiling and in a good mood.
15. I am very hardworking but my brother is _____ - he never does his homework!
16. The new girl in our class is very _____ - she blushes easily and is afraid to talk in front of us.
17. People who don't tell the truth are _____.
18. Someone who talks a lot is _____.
19. Someone who does not say a lot is _____.
20. A _____ person is not shy; he/she is sure of themselves.

6) Describe a personality of a person

3.3. FAMILY RELATIONS.

Family members

mother (mom)	grandson	sister-in-law
father (dad)	granddaughter	brother-in-law
parent	grandchild	mother-in-law
children	great grandson	father-in-law
son/daughter	aunt/uncle	daughter/son-in-law
sister/brother	niece	stepsister/brother
sibling	nephew	stepmother/father
grandmother	cousin	stepson/daughter
grandfather	husband	half-sister/brother
grandparent	wife	fiancé
great grandmother	couple	fiancée
great-great grandmother	widow/widower	

1) Read the text

My Family

My name is Mark Shoptenko. I am sixteen years old. I want to tell you a few words about my family. My family is large. I have got a mother, a father, a sister, a brother. I think I **take after** my father. I'm tall, fair-haired, and calm-tempered.

First of all, some words about my parents. My mother is a teacher of History. She works in a college. She likes her profession. She is a good-looking woman with brown hair. She is forty-five but she looks much younger. She is tall and slim.

My father is a computer programmer. He is a broad-shouldered, tall man with fair hair and grey eyes. He is forty-seven. My father likes to sing and when we are at home and have some free time, I play the guitar and we sing together. My father knows all about new TV sets and likes to repair old ones. He is also **handy** with many things.

My parents have been married for twenty-six years. They are hard-working people. My mother keeps the house and takes care of all of us. She is very good at cooking and very practical. My father and I try to help her with the housework. I wash the dishes, go shopping and tidy up our flat.

My grandparents are **retired**. One of my grandmothers (my mother's mother) is a **widow**. She lives with us and helps **to run the house**. She is fond of knitting. My father's parents live in the village. They like to work in the garden.

My sister Helen is twenty-four. She is married and has a family of her own. She works as an accountant. Her husband – my brother-in-law – is a scientist. They have got **twins**: a daughter and a son. My nephew and niece go to a nursery school.

My brother Serhiy is eleven. He is a schoolboy. He wants to become a doctor but he is not sure yet. Three months ago he wanted to be a cosmonaut.

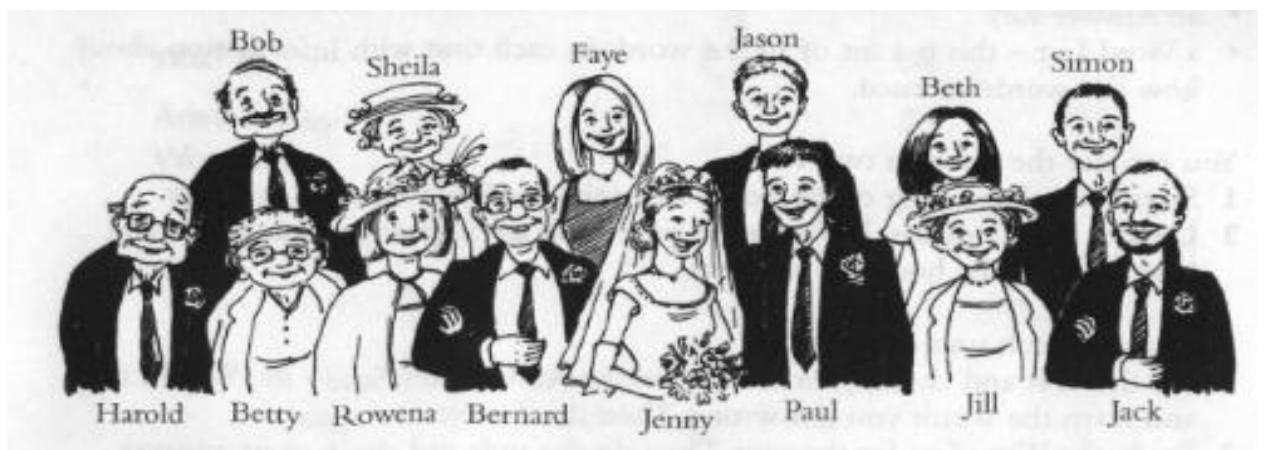
I want to become a student. I'd like to learn foreign languages. I have many friends. They are very good and we like to spend our time together. We do everything what is interesting for a teenager — talk, dance, listen to music.

We have got a lot of relatives. We are **attached** to one another and we **get on** very well. My aunts, uncles and cousins live in different parts of Ukraine. They often come to our place on holidays. We have a very good time together.

Our family is very united. We like to spend our time together. Sometimes we stay at home and watch TV or just talk, and on weekends we go out of town. But we are always happy to be together and we wish one another nothing but the best.

2) Complete what people are saying with the words from the box:

brother-in-law daughter-in-law father-in-law grandparents
great-grandfather great-grandmother mother-in-law sister-in-law son-in-law
step-brother step-daughter step-father step-mother step-sister step-son



BERNARD: There's me, next to my daughter, Jenny, and that's Paul, my (1) son-in-law. That's Paul's (2) _____ Jack. He and Paul's mother, Jill, got married last year. And there's Paul's (3) _____ Bob and Sheila. They're Jill's parents.

JILL: There's me, next to my son, Paul, and that's Jenny, my (4)_____.
That's my other son, Jason, and next to him are Simon, my (5)_____,
and Beth, my
(6)_____ - Jack's children from his first marriage.

JENNY: There's Jill and Jason, my (7)_____ and my
(8)_____. That's Rowena, my (9)_____. She and Dad
got married about three years ago. And there's my (10)_____ and
(11)_____, Betty and Harold - they're my grandmother's parents. That's
my sister, Faye, standing next to Jason.

PAUL: There's Bernard, my (12) _____, and Faye, my
(13)_____. And that's Beth and Simon, my
(14)_____ and (15)_____.

3.4. HOBBIES AND LEISURE TIME.

Hobbies & Tools

archery	playing the	drill
art	guitar/piano/vi	fishing rod
camping	olin	hammer
playing cards	pottery	knitting
climbing	reading	needles
collecting stamps	sewing/needle	nails
computer games	work	needle
cooking	singing	oven
cycling	solving	potter's wheel
dancing	crosswords	recipe
DIY	surfing the	reins
embroidery	internet	rope
fishing	swimming	saddle
fixing/repairing	travelling	saw
gardening	walking	scissors
horse-riding	woodwork	screwdriver
knitting	yoga	sleeping bag
learning foreign languages	equipment	spade
listening to music	album	stirrups
martial arts	arrow	stove
painting/drawing	ballet shoes	swimsuit
photography	bow	tent
playing board games	brush	thread
playing chess	bucket	trainers
	camera	trunks
	clay	wool

- 1) Combine the hobby and the equipment for it, if the equipment is not on the list, come up with it yourself:

1) art	a) album
2) camping	b) ballet shoes
3) playing cards	c) brush
4) climbing	d) bucket
5) collecting stamps	e) camera
6) computer games	f) clay
7) cooking	g) fishing rod
8) cycling	h) hammer
9) dancing	i) knitting needles

10) DIY	j) nails
11) embroidery	k) needle
12) fishing	l) recipe
13) fixing/repairing	m) scissors
14) gardening	n) sleeping bag
15) horse-riding	o) spade
16) knitting	p) stove
17) learning foreign languages	q) swimsuit
18) listening to music	r) tent
19) martial arts	s) thread
20) painting/drawing	t) trainers
21) photography	u) trunks
22) playing board games	v) wool
23) playing chess	
24) playing the guitar/piano/violin	
25) pottery	
26) reading	
27) sewing/needlework	
28) singing	
29) solving crosswords	
30) surfing the internet	
31) swimming	
32) travelling	
33) walking	
34) woodwork	
35) yoga	

2) Answer the questions

1. What is a hobby?
2. Why do people need hobbies?
3. What is your hobby?
4. How long have you had a hobby?
5. Why do people have hobbies?

6. Why did you start your hobby?
7. Can you make money from doing your hobby?
8. How many hours a week do you spend on your hobby?
9. Do you spend money on your hobby?
10. Which hobbies are the most expensive?
11. Which hobbies are the cheapest?
12. Which hobbies cost nothing at all?
13. Which hobbies are the most interesting?
14. Which hobbies are the most boring?
15. Which hobbies are the most relaxing?
16. Which hobbies are the most dangerous?
17. Which hobbies are the most difficult to learn?
18. What are indoor/outdoor hobbies?
19. Are there any hobbies you would like to try?
20. Did you have any hobbies when you were a child?
21. Which hobbies are the most popular in your country?
22. Do the activities involve teamwork or individual skill?
23. Which hobbies are the most popular with men /women?
24. Which hobbies are the most popular with children/ adults/ old people?
25. Do any of the activities involve collecting things?
26. Do you have a strong passion for them, a mild interest or no interest at all?
27. If there are any that you have little or no interest in, do you think people who enjoy them are strange? How much time do you spend on your hobby or leisure activity?
28. Is hobby different from sport?
29. Can there be a fashion for hobbies?
30. Can a hobby be useful?
31. Is collecting a waste of time and money?

3) Write an essay on the topic: *Hobbies are a necessary and important part of our lives.*

The essay should include 1) answers to some of the questions from paragraph 4 (not all of them, but those that interest you); 2) a story about your own hobby

3.5. PROFESSIONS AND OCCUPATIONS.

accountant	engineer	pilot
actor /actress	factory worker	plumber
architect	farmer	politician
baker	fireman / fire fighter	police officer
barber	hairdresser	postman
builder	housewife	priest
bus driver	janitor	programmer
businessman/woman	journalist	psychologist
butcher	judge	retired
carpenter	lawyer	scientist
chef / cook	librarian	secretary
cleaner/housemaid	manager	shop assistant/ salesperson
dentist	mechanic	soldier
designer	military officer	teacher
detective	musician	translator/interpreter
doctor	nurse	unemployed
economist	painter	waiter / waitress
electrician	photographer	writer

Manual jobs – професій, що потребують ручної, фізичної роботи

The armed forces – збройні сили

the emergency services - служби екстреної допомоги

What do you do?/ What's your job?/ What do you do for a living? What are you? –

Ким ти працюєш?

I'm (+ job) e.g. a banker / an engineer / a teacher / a builder

I work in (+ place or general area) e.g. a bank / marketing

I work for (+ name of company) e.g. Union Bank, ICI, Fiat

I'm in charge of/I am responsible for – я відповідаю за ... (робочі обов'язки)

to deal with – мати справу з (робочі завдання)

to run (a shop, a company) – керувати

employer- роботодавець

employee – робітник

to be employed – бути найнятим, отримати роботу

unemployed - безробітний

to pay - платити

to get paid – отримувати плату

to earn - заробляти

salary - зарплата

income- дохід

working hours – робочі години, графік роботи

nine-to-five job – робота за графіком «з дев'яти до п'яти»

flexi-time – гнучкий графік

shiftwork – робота змінами

work overtime – працювати понаднормово

1) A ... is a person who ...	
1. Librarian	a) carries people by car
2. Driver	b) gives us the books we need
3. Computer programmer	c) treats our teeth
4. Dentist	d) helps sick people in the hospital
5. Nurse	e) works with computer, write computer programmes
6. Lawyer	f) grows fruits and vegetables
7. Farmer	g) knows many laws and about social problems
8. Housewife	h) treats sick people
9. Doctor	i) helps people to buy food and clothes
10. Shop-assistant	j) doesn't work, takes care of the house and the baby

2) There are many different jobs. What jobs are typical for men, for women?

Which for both men and women?

(I think, the typical jobs for ... are ...)

Who wears a uniform?

Who works indoors/outdoors?

Who works the hardest?

3) Write what characteristics are necessary for different jobs (choose 5 jobs)

example - *I think, a guide should be sociable, talkative and clever.*

4) Write down at least one job from the opposite page that would probably be impossible for these people.

1 Someone who didn't go to university.

2 Someone with very bad eyesight (= cannot see very well).

3 Someone who is always seasick on a boat.

4 Someone who understands nothing about cars.

5 Someone who will not work in the evening or at weekends.

6 Someone who is afraid of dogs.

7 Someone who is afraid of heights and high places.

8 Someone who is terrible at numbers and figures.

9 Someone who can't stand the sight of blood.

10 Someone who is a pacifist, who is anti-war.

5) Starting with the words you are given, rewrite each of these sentences using vocabulary from the opposite page. The basic meaning must stay the same.

Example: I'm a banker.

I work in banking..

1 What do you do?

What's

2 I earn \$50,000 dollars.

My

3 I get £20,000 from my teaching job and another £10,000 from writing.

My total

4 I am a chemist.

I work for

5 In my job I have to look after and maintain all the computers in the building.

My job involves

6 I'm responsible for one of the smaller departments.

I'm in

6) This is part of a conversation with a teacher about her job. Can you supply the missing questions?

A: ?

B: I usually start at nine and finish at four.

A:?

B: Yes a bit. On certain courses I work until five o'clock, and then I get paid extra.

A:?

B: Twelve weeks. That's one of the good things about being a teacher.

A:?

B: No we don't, I'm afraid. That's one of the disadvantages of being a teacher. But I suppose money isn't everything.

7) Describe any profession/ job. Make a portrait of a job using a plan.

The job: ...

...is a typical job for ...(a woman/a man/both)

...is a person who ...(does what) (e.g. Doctor is a person who treats sick people at the hospital)

He/she is responsible for ...

... should be ...(character)

... wears a special uniform – ... / doesn't wear a uniform

This job is ...(interesting, easy...)

Write about their payment/income/ salary

Write about their working schedule

3.6. HOMES AND HOUSING. INSIDE THE HOUSE.

My house/flat

attic	hall	nursery	storey	walls
bathroom	living room	toilet	ground floor	door
bedroom	stairs	basement	first floor	window
kitchen	(up/downstairs)	cellar	floor	garage
dining room	study	balcony	ceiling	garden

Bedroom, living room








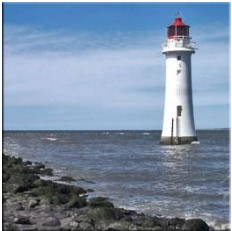
wallpaper	desk	rug	chest of drawers/	bedside table
bed	table	carpet	dresser	alarm clock
sofa	coffee table	wardrobe	curtains	pillow
chair	bookcase	mirror	plant	duvet
armchair	sideboard		radiator	blanket

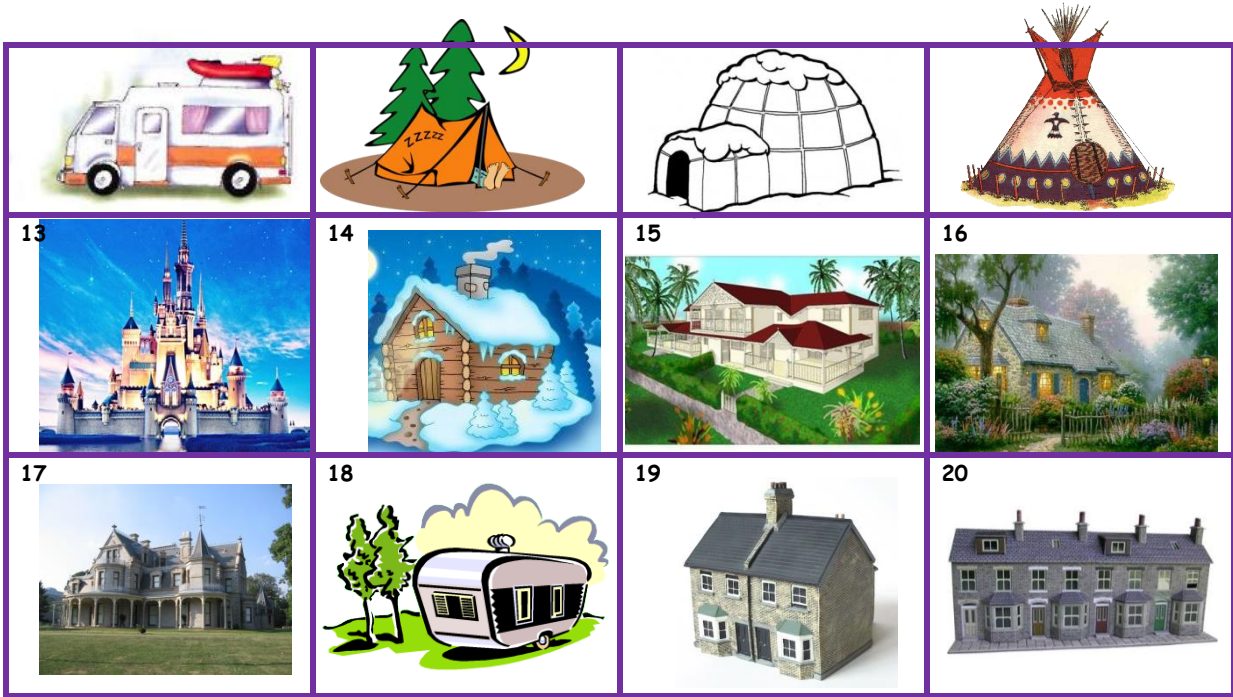
Kitchen, bathroom

cooker/stove	sink	fork	bathroom	towel
cupboard	shelf	spoon	cabinet	towel rail
kitchen	drawer	knife	shower	soap
cabinet	kettle	pan/pot	toilet	shampoo
dishwasher	glass	frying pan	washbasin	comb /
fridge	cup	waste bin	washing	hairbrush
(microwave)	plate	bath	machine	toothbrush
oven	bowl	bathmat	hairdryer	toothpaste

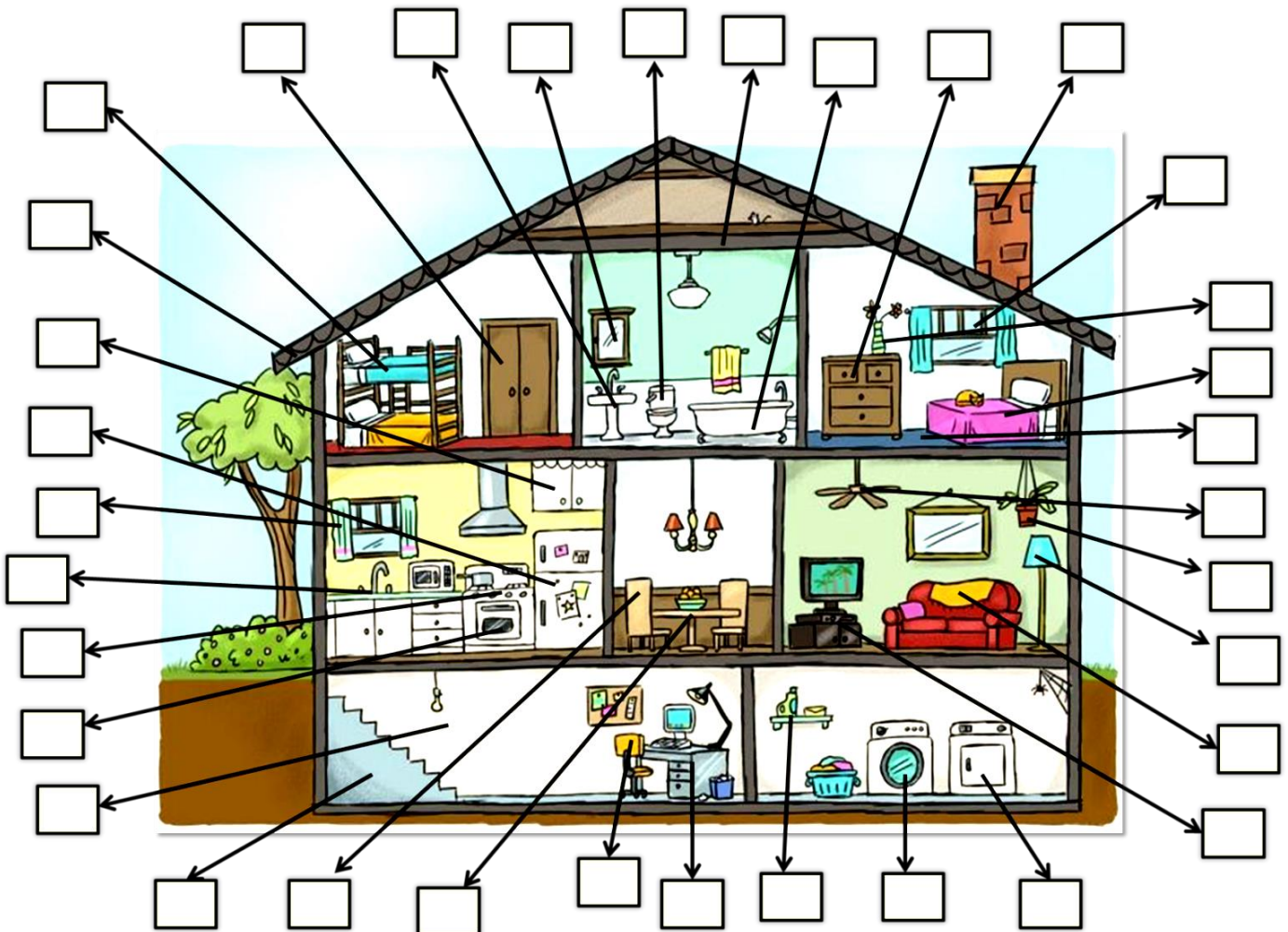
1) Match the words to the correct houses

a) a tent b) a camper van/a mobile home c) semi-detached houses d) a detached house e) a terraced house/a row house f) a caravan g) a house boat h) a flat / an apartment/ a block of flats i) a hut j) a stilt house k) an igloo l) a cottage m) a villa n) a mansion o) a castle p) a tepee/teepee/tipi q) a chalet r) a tree house s) a windmill t) a lighthouse

1 	2 	3 	4 
5 	6 	7 	8 
9	10	11	12



2) Match the numbers of the words given below to the parts of the house or the furniture in the picture. Then name the rooms



1. bath(tub)	18. office chair
2. bed	19. oven
3. bunk beds	20. plant
4. ceiling	21. roof
5. ceiling fan	22. shelf
6. chair	23. sink
7. chest of drawers	24. sofa
8. chimney	25. stairs
9. cooker	26. table
10.cupboard	27. toilet
11.curtains	28. TV set
12.desk	29. vase
13.dryer	30. wall
14.floor	31. wardrobe
15.fridge	32. washbasin
16.lamp	33. washing machine
17.mirror	34. window

3) Read the text

My Flat

We have a nice three-room flat in a new block of flats in Zhytomyr. Our flat is on the fifth floor of a nine-storey building. It is very comfortable and well planned. It has all modern conveniences, such as a telephone, central heating, running hot and cold water, electricity, gas, a lift.

Our flat consists of a living-room, a bedroom, a study, which serves as my room, a kitchen, a bathroom and a restroom/toilet. Our flat has two balconies.

Our kitchen is not very large but light. It's very well equipped. We have got a fridge, a microwave oven, a coffee maker and a toaster.

In the bathroom there is a washing-machine. We also have a vacuum-cleaner to do the rooms.

The living-room is the largest in the flat. In the middle of the room we have a square dinner-table with six chairs around it. To the left of the dinner-table there is a wall-unit which has several sections: a side table, a wardrobe and some shelves. At the opposite wall there is a piano and a chair. To the right there is a colour TV set and two big armchairs. A

sofa and a lamp are situated in the left corner. In the evenings we usually draw the curtains across the windows, and a red lamp gives a warm colour to the room.

My parents' bedroom is smaller than the living-room and not so light as there is only one window in it. In this room there is a double bed with bedside stands, a wardrobe and a dressing table with a mirror. On the dressing-table there is an alarm-clock and small lamp with a green lamp-shade. There is a carpet on the floor.

The study is the smallest room in our flat, but in spite of it, it's very cozy. There isn't much furniture in it, but it contains a lot of shelves full of my books and textbooks. It has a desk, an armchair and a bookcase. A small round table with a cassette-recorder and a CD-player is situated in the right-hand corner. There is a small sofa near the wall, too. This room used to be my father's study, but as I grew older, it has become mine. My friends like to come to my place to have a chat or to play chess in the evening, and they say my room is nice. I completely share their opinion.

Match the room with its description:





- a) Hi, I'm Jane and this is my bedroom. I really love it because it's got bright colours but unfortunately it's very small. My bed is next to the window. There's a very small bedside table at my bed. There are some shelves on the wall above my bed and also a notice board. There's a wardrobe near the door. There's a rug in the middle of my room.
- b) Hi, everyone! My name's Emily and here's my room. It isn't big or small, it's perfect for me. My bed is between the wardrobe and a bedside table. There's a rug under my bed. I've got my desk with my computer on it opposite my bed. I haven't got posters or pictures on the wall because we've just moved here.
- c) Hello, I'm Sam, let's check out my room. It's quite a big room and it's really bright. Unfortunately it's a bit messy, I hate cleaning it. I've got some posters on the wall. I have my desk in one of the corners of the room. I've got a huge bed between a bookcase and a bedside table. There's also a small rug in front of my bed.
- d) Hi, I'm Sean and this is my room. There isn't much furniture in my room, only a desk with a computer on it and a bed. I play the guitar, so I've got a poster with a guitar on it, a mirror and a notice board above my desk. I've just cleaned my room, so it looks quite tidy. However, my Mom thinks it's still messy with books and T-

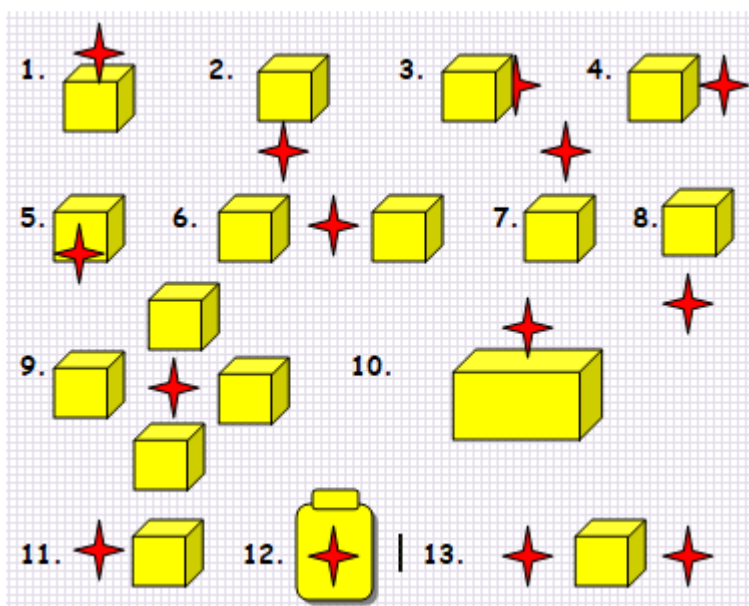
shirts on the floor and my bed.

- e) Hi! I'm Tina and this is my room. It's quite big and there are lots of things in it. My bed is next to the wall and there's a shelf above it. My desk is between my bed and a chest of drawers. I've got a poster on the wall. There's also an armchair in the room. As you can see, I'm not very keen on cleaning the room but I love it this way.
- f) Hello, I'm Carly, welcome to my room. It's not a very big room but it's a very bright one. There are some pictures on the wall. There's a big double bed in the room and there are two bedside tables with a lamp on each side of the bed. I've got a big window with lovely curtains.

Prepositions of place

1) Say where the star is, using prepositions of place in the table:

a) Under



- b) In
c) On
d) In front of
e) Behind
f) Among
g) Between
h) In the middle of
i) Above
j) Over
k) Below
l) Next to
m) At
n) On the left/right(of)
o) Near

2) Choose the correct preposition:

1. The book ___ the table.

a) on b) under c) at

2. Sam is ___ of Ann.

a) at b) in front c) behind

3. The cat is ___ the chair.
a) in b) over c) under
4. Tim is ___ his friends.
a) in b) on c) among
5. Liz is ___ the window.
a) at b) above c) over
6. The blackboard is ___ the wall.
a) at b) on c) under
7. Tom is ___ Ann and Liz.
a) at b) between c) over
8. The lamp is ___ of the table
a) in b) under c) in the middle

3) Fill in the correct preposition of place:

1. My mother's portrait is ___ the fireplace.
2. The bookstore is ___ the hospital.
3. Tim has put his CDs ___ the table.
4. The cat was sleeping ___ the sofa.
5. A big lamp is hanging ___ the table.
6. Bob is writing ___ the copy book..
7. Nick is ___ the best students of our school.
8. ___ the left you can see a monument.
9. Sam's phone is ___ of the table.
10. Rex is ___ the table. Don't touch him.
11. Ben is ___ me.

12. The vase is right ____ of the table.

13. Who is that boy sitting ____ Ann and Liz?

14. A lot of stars are ____ us.

4) Correct the mistakes:

1. Sam is in the table.

2. The flag is under the teacher's table.

3. In the left there is a window.

4. Red roses were on the yellow vase.

5. Tim's car is on the tree.

6. The bench was on the front of the house.

7. The drugstore is net to the shoe shop.

5) Describe your room using the prepositions of place

3.7.LIVING CONDITIONS. STUDENTS' ACCOMMODATION.

Modern conveniences

central heating	hot and cold running water
chute	lift
electricity	telephone
gas	Internet

- 1) Do you prefer living in a house or flat? Explain why.
- 2) Do you prefer living in the city or the country? Explain why.
- 3) Are you in favour of renting or buying a house? Explain why.
- 4) How much does an average house or flat cost where you live? Where do people get the money to buy one?
- 5) Who does the housework in your family? What do they do?
- 6) Give some reasons why people can become homeless.
- 7) How many kinds of houses can you name? (e.g. house, flat, apartment, ...)
- 8) How many times have you moved house? Did you enjoy it?
- 9) Explain and discuss
 - Home sweet home.
 - Home is where the heart is.
 - A man's home is his castle.
 - Until the cows come home.
 - Charity begins at home.
 - Bring home the bacon.
- 10) You are going to buy a house and you are choosing between an apartment and a private house. Make lists of advantages and disadvantages of each type of housing.
- 11) You are going to buy an apartment/house. Write an advertisement with the requirements for the chosen housing. For example, the number of rooms, balcony,

garden, conveniences (from the vocabulary and others), location, what should be nearby, etc. (use the phrases I would like, ...should be...)

3.8.MY UNIVERSITY LIFE

admission committee	scientific institution	entrant
applicant	faculty	to graduate
application	grant	a graduate
compulsory	higher education	to revise
optional	philology	to give (get) a mark/grade
curriculum	preliminary courses	to take exams in ...
subject	requirement	to pass exams
schedule/timetable	research	to fail (in)
break (перерва)	student's record book	first-year students
lecture	term	fellow students
seminar	vacation	senior students
day department	dormitory	groupmates
extramural department	to attend	top/bottom students
full-time student	to miss classes	to be expelled
part-time student	to catch up with...	to work by fits and starts
dean	to fall behind	pronunciation
staff	to major in ...	spelling
educational institution	to enter	fluency

1) Read the text. Make 7 questions to it (use questions of all 4 types). Find information in the text that relates directly to our university

MY UNIVERSITY

Every year thousands of young men and women enter Universities and Institutes of Higher Education. Kyiv Universities may be the aim of many **applicants** although there are many more **institutions** all over Ukraine where students get their higher education in various subjects. Besides **day departments** there are **extra-mural** (or **correspondence**) departments for **part-time** students who work during the day.

The applicants go in for entrance examinations in July and August before the new academic year begins. A written examination in the Ukrainian language is **compulsory** as well as oral examination in the subjects the students are going **to major in**.

If the applicants want to have a good command of the subject in which they will take examinations, they attend **preliminary courses**.

Most students receive **grants**. The amount depends on the results of the previous set of examinations.

The first two years of study are generally the most difficult. The students may have up to 30 hours a week of seminars, lectures and classes.

Sport is also compulsory during the first years of study. Students' life is a very full one, both academically and culturally.

Students have holidays twice a year, at the end of each set of examinations. In winter when examinations are over students may spend their vacation in the country where they skate and ski or they may go to warmer places where it is possible to sunbathe and swim even at this time of the year. Unfortunately there are some students who **fail exams**. They stay in town and cram for their failed exams.

Now more and more young people understand that education provides the younger generation not only with formal learning, but with social, moral ideas.

Once a year every faculty gives an interview for candidates seeking **admission**. The dean and some of the lecturers welcome them and answer all their questions thoroughly. Let's go to one of these meetings at the faculty of Philology in one of the Universities and listen to everything they say there.

Dean: Dear friends. Our university is one of the most important **educational and scientific** centres in the country. Its history goes back to 1919. This educational institution gave the world such outstanding public men, writers and scientists as as Borys Ten, Volodymyr Shynkaruk, Natalia Moseychuk, Oleksandr Chyrkov and others. The University occupies a great many buildings.

The teaching staff of the University consists of professors, lecturers and assistants. Many of them are well- known not only in this country, but also abroad. Now I am ready to answer your questions.

A. : Is there any difference in the **curriculum** for **fulltime** and **part-time** students?

Dean: Yes, there is. The part-time department holds classes only four times a month, and therefore their course runs for more years.

B. : We have heard that there is a language laboratory at the Institute of foreign philology. Will we be able to listen to recordings and work with tape recorders there ourselves?

Dean: Of course, you will. You will even have to do it. Otherwise your teachers will tell you that you don't work at your English properly. Besides it will help you to improve your pronunciation and speech habits. I'm sure that you will do your best, and there will be no need for your teachers to worry.

C. : Will we be able to borrow books from the University library being only part-time students?

Dean: Yes, you will have to join our library. It is well-stocked with books from the reading-list of recommended works for students. Times of opening are convenient for those who work as well as study. On Mondays and Thursdays our library is open till 9 o'clock in the evening.

E. : Are there any **student societies** at the **faculty**?

Dean: There certainly are. We have students' clubs, which are extremely popular with the students of our faculty, especially first-year students. Everybody knows that "All work and no play makes Jack a dull boy".

So we hope that you will take part in the activities of our discussion and theatrical groups or the choir. Our University Choir is famous all over the country. Of course there are many sports societies among which you can **find something to your liking**. In senior years if you are interested in research work you will be able to join linguistic societies.

S. : I've heard that there are some museums in the University. What kind of museums are they?

Dean: You are right, there are a few museums in our University: museum of the history of our university, museum of nature, museum of Ukrainian studies "Ukrainian house", archaeological museum and museum of antiquities. Among their exhibits there are old documents, photos, instruments, stuffed animals and antique artefacts.

K.: When can we hand in our applications?

Dean: The **Admission committee** will take them from June 20th till July 31st.

L.: What entrance exams will we have to take?

Dean: You must write an essay and go in for Ukrainian, English and History.

2) **What do we call** (answer using the **topical** vocabulary):

a) the students that study by correspondence —

- b) the students of the day department —
- c) the oral checkup of the students' knowledge —
- d) young boys and girls who hand in their applications to the university —
- e) all the professors, lecturers and assistants of an institute —
- f) a course of study in a university —
- g) the department where they take in applications to an institute —
- h) students who have just started studying at a university —
- i) the document where the examiners register a student's marks —

3) Complete the following sentences using the topical vocabulary.

1. He didn't work properly during the year and now he is 2. If you want to pass your exams well, you must3.Helen entered the University in 1985, so in 1990 she 4. If you help Kate with Grammar, she is sure to 5. If you don't know what lectures you have tomorrow 6. He gets only good and excellent marks. He is a ... student.. 7. If you want to have a good command of the language, you must 8. You are so quick when speaking that ... 9. In winter we will take exams 10. Pete failed his exam. No wonder, he worked11. He has missed a lot - he'll have to ... the group. 12. We've done a lot of work today. Now let's have a 13. I ... you a four. 14. - Why are you so sad? - I ... my History exam. 15. I have ... from the University. 16. You look happy today - I have j u s t ... my Literature exam. 18. Last year I entered the ... 19. How many ... is the University year divided into? 20. What lectures do you ... ? 21. I'm going to be a teacher. I study at

4) Translate into English.

1. В якому інституті ви навчаєтесь? - Я навчаюсь в Інституті іноземних мов. Я студент першого курсу. 2. Які предмети ви здавали на вступних іспитах? - Я здавав літературу, англійську мову та історію. Я отримав «відмінно» з усіх предметів. 3. Не забудь вдома залікову книжку. 4. Скільки у тебе іспитів? Які іспити ти уже здав (успішно)? 5. У нас 3 семінари з різних предметів в тиждень, та ще одне або два заняття з мови кожен день. Ну, а якщо пропустиш заняття, то відстанеш від групи.6. Я знаю, що мені в англійській мові бракує вільного

володіння. (*Мені бракує – I lack*) - Ти працюєш абияк. Ти не зумієш наздогнати групу і можеш провалитися на іспиті з мови. 7. Я вже подала заяву до приймальної комісії, а ти? - Ні ще. Я буду вступати на заочне відділення, я можу подати заяву дещо пізніше.

5) Make up a dialogue on one of the following topics.

1. Why you have chosen our university (institute). 2. A second-year student shows a first-year student around. 3. Your plans for the next academic year. 4. Your friend has just passed his/her exam. You congratulate him/her and discuss the exam and studying. 5. Your friend has just failed his/her exam. You try to cheer him/her up and discuss the exam and studying.

6) Answer the following questions.

1. Was it difficult to enter the University? What exams did you take to enter the University? What marks did you get? Were they oral or written exams? Which examination turned out to be the most difficult exam of all for you? Why? 2. What departments are there at your faculty? What department are you in? 3. Are you a part-time or a full-time student? 4. What year are you in? 4. Why do you want to take up the career of a teacher? 5. What is your purpose in learning English? Have you good knowledge of English? Do you find English spelling (grammar) difficult? Why? What should you do to acquire good knowledge of English? 6. What subjects do you study? What is your favourite subject? Do you ever miss lectures? Why? 7. Who is the top student in your group? Are there any students who fall behind in your group? What are they weak in? Who helps them to catch up with the group? 8. How many exams will you have at the end of the term? Have you begun to revise for them yet? 9. Are there any student societies/clubs at the faculty? What are they? What society have you already joined? Why have you joined it? What society is popular with your students? 10. Which sports societies do you find to your liking?

7) When do you say or hear.

P a t t e r n : *He works by fits and starts.* We say “*He works by fits and starts*” if he doesn’t work regularly.

1. She is a part-time student. 2. He has a good command of Spanish. 3. She lacks fluency. 4. Their course runs for five years. 5. She has done well in her exams. 6. He’s a graduate. 7. She never misses classes. 8. He gets behind the group in Phonetics.

8) Learn the proverbs and use them in situations of your own.

Proverbs

Soon learnt, soon forgotten.- Вивчене наспіх швидко забувається.

Live and learn.— Вік живи — вік учись.

Little knowledge is a dangerous thing.— Недонавчений гірше ненавченого.

To know everything is to know nothing.— Знати все значить нічого не знати.

It is never too late to learn. -- Вчитися ніколи не пізно.

You never know what you can do till you try. — Ніколи не знаєш, що ти можеш, поки не спробуєш.

9) **Read the text. Complete the tasks after the text.**

STUDENT LIFE

Mary has just graduated from the University. She studied foreign languages for four years and now she looks back on those happy days with nostalgia. In the first year of her studies Mary lived in a dormitory. She had a room to herself with a sink. The showers were at the end of the corridor. It was very easy to **make friends** because everyone was new and no one knew anyone else. The first few days were fun but scary as she met new people and **found her way around the town** and University. It **didn't take long to** settle in though, and by the end of the first term Mary was **getting along** fine. She had twelve hours of classes a week - six in Ukrainian and six in Czech. Czech was a new language for her, so more time was **devoted** to grammar than to literature. However, Ukrainian she had already learnt for four years in school, so much time was spent reading Ukrainian literature and analysing it. Mary enjoyed her studies but sometimes she became discouraged when her marks in Czech were **poor**. She found it difficult to learn as she was always confusing it with Ukrainian!

Outside her studies, Mary was an active member of the ball-room dancing club and the windsurfing club. She found many friends in these societies, some of whom she chose to **rent a flat** with in her second year. Two boys and two girls along with Mary lived in an old house. There were some flats in it. They had mice in their flat and a leaky roof when it rained heavily, but they enjoyed their year together. Often they would invite friends over to dinner and during exams they helped each other to revise.

Mary spent the third year of her study abroad. As part of her course Mary had to spend some months in Prague, the Czech Republic and some months in Lviv, Ukraine. These trips were very exciting for her, even though she had occasional moments of **homesickness**. She learnt a lot and made some interesting friends. At the end of the year she was reluctant to go home. But the final year of University beckoned. It was the most stressful year of her course because the whole year she was preparing for her final exams. These contributed in a large way

to the grade she received in her **degree**. Nonetheless, she still found time to enjoy herself and when the exams were over everyone held a big party.

Mary's University education ended with her **graduation ceremony** . A month after the exams she returned to her University to shake hands with the Vice-chancellor and be declared a graduate. It was also a good opportunity to meet up with friends and find out what they would be doing in the future.

1. Confirm or deny the statements (True/False):

- a) Mary studied foreign languages for five years.
- b) In the first year of her studies Mary rented a flat.
- c) It was hard to make friends with her neighbours.
- d) Ukrainian was a new language for Mary.
- e) Mary spent three years abroad.
- f) The trips to the Czech Republic and Ukraine were very exciting for

Mary.

2. Compare Mary's and your studies, lessons.

10) Speak on one of the topics.

1. Your university (institute) 2. Your first day at the university (institute). 3. Your preparation for the future exams. 4. Your entrance exams. 5. Your English classes. 6. Students' societies. 7. Students' social life and activities. 8. Your new friends at the University.

3.9. MY DAILY PROGRAMME

to wake up	to do the shopping	to sweep the floor
to get up	to drive	to tidy up
to brush one's teeth	to listen to music	to vacuum
to shave	to go out	to wash up/wash the dishes
to get dressed	to bake	to do the housework
to put on	to clean the room	to feed the cat/baby
to make the beds	to dust	to walk the dog
to have/to cook breakfast/lunch/dinner	to do the gardening	to look after children
to put on make-up	to water flowers	to spend time
to have/take a shower/bath	to recharge the phone	to go to bed
to catch (a bus)	to do the washing/laundry	it takes me _ minutes/ hours
to get somewhere	to iron	to
to arrive	to lay the table	
	to mend	

Daily Activities at Home

What are some of the daily activities that you do at home?

I **wake up** at 7am every morning. I **press the snooze button** five times every morning before I **turn off the alarm** and **get up**. I **have a cup of coffee** and **make breakfast**. I usually **read the newspaper** while I **have breakfast**. My children like to **have a shower** after they have breakfast but I like to have a shower before I **get dressed**. My wife **brushes her long hair**, and I have short hair so I **comb my hair**. How do you **do your hair** in the morning?

It is important to **brush your teeth**, and some women like to **put make-up on**. After I have finished work, I **go home** to **cook dinner**. In my house I usually **make dinner**. The family eat dinner together at 7:30pm.

After dinner I make sure that my children **do their homework**, and then I **chill out on the sofa** and **watch television**. On television I usually **watch the News**. My wife usually comes to tell me to **take the rubbish out**, or **wash the dishes**. Our children **feed the dog and the cat** before they **go to bed** and I tell them to **go to the bathroom** too. If I am sick I have to **take my medication**, but then I **get into my pyjamas** and **set the alarm** so I wake up in the morning. The last things I do is **lock the door**, **turn off the lights**, and **go to bed**. It doesn't take me long to **fall asleep**.

Daily Activities at Work

What are some daily activities that you do at work?

I **go to work** at 8.45am every morning. I usually **drive to work**. I always **check my emails** when I get to work, but I don't always **reply** to them immediately.

I **take a taxi** or a **train** if I have a **lunch meeting**. I never **take the bus** because it is too slow. When I am at my desk I usually **work on the computer**, even during **morning tea**. At 1pm most days I **have lunch**. At 3pm we have **afternoon tea**, and that is when we usually talk and eat cake.

When you are in the office you probably have a lot of papers. It is important for you to **file your papers**, and so that you can find them again you need to **organise your files**. When I work I have to **make telephone calls**. If an important issue happens I ask my secretary to **organise a meeting**.

Once a month I **report to my boss**, but maybe you have to report to your boss more often. I usually **write a document** that my boss can read.

Other Daily Activities

What are some other daily activities that you do?

I **exercise** at least three times a week.

I usually **go to the gym** before work, but sometimes I go after work.

I **meditate** every morning so that I feel less stressed during the day.

Weekly Activities

What are some weekly activities that you do?

I **go grocery shopping** once a week at the local supermarket.

My family **does the housework** together every Saturday morning.

I usually **do the washing** on Sunday morning and when the machine is finished I **hang the clothes out** to dry.

On Sunday morning we **go to church**, and if there is lots of noise coming from **next door**, sometimes we **fight with the neighbour**.

On Saturday night my parents **stay at home** and I **go out with friends**.

Even my friends that live at home **call their parents** each week.

Every evening, I **water the garden**.

I usually pay someone to **wash the car**, but my partner says I should do it, so sometimes

I **argue with my partner** about that.

If we are angry at the neighbour, we **seek vengeance** by annoying his dogs.

I work in an important office, so I have to **shine my shoes** each day.

Sometimes we **hire a movie**, because we don't like to **illegally download music and films**. I make sure that I **synchronise my iPod** so I always have new music on it.

To get our shopping, we **go to the mall** in the car.

Last week I forgot to **recharge my travel card**, and I had to **argue with a bus driver**. I couldn't call the office because I forgot to **recharge my cellphone!**

THE DAILY PROGRAMME

On week-days the alarm-clock wakes me up and my working day begins. It is seven o'clock. If it is spring or summer I jump out of bed, run to the window and open it wide to let the fresh morning air in. The bright sun and the singing of birds set me into a cheerful working mood. In winter I am not so quick to leave my bed, and I bury my head under the pillows pretending not to hear the alarm clock. But all the same, it is time to get up and I start getting ready for my work.

I do my bed and go to the bathroom where I turn on the hot and cold taps. While the water is running into the bath, I clean (brush) my teeth. Then I turn off the taps and have my bath. Sometimes I have a shower. If I am not short of time, I tidy up the room. I am through with it in 10 minutes.

While I am having breakfast, I switch on the radio and listen to the news.

Breakfast, as doctors say, must be the most substantial meal of the day. But I have neither time nor inclination to cook it, so I just have a cup of coffee and some sandwiches. I live in the suburbs, and every week-day I commute to town.

I leave the house at ten minutes to eight, and as I live quite near the station I like to walk there in any weather. My train to town leaves at 8.10. I arrive in town at a quarter to nine. On my way to the office I often meet my fellow-workers and colleagues and we go on together talking shop.

My working day starts at 9 sharp, I work till half past twelve and then I go out for dinner to a self-service canteen which is just round the corner. It does not take me long to have my midday meal. I return to my office at half past one and work steadily

till six. During my working hours I haven't a spare moment to think of my University classes. I am a student at the Evening Department of the University.

We have classes four times a week, and on other days I often spend my evenings in the reading-room of our library preparing my homework. It is not easy to work and study at the same time, but I feel great satisfaction when I think of the future.

Дієслова to do, to make поєднуються з різними словами у функції прямого доповнення і не взаємозамінюються:

*to make a mistake
to make a dress
to make progress
to make tea (coffee, etc.)*

*to do the cooking
to do the shopping
to do the washing
to do the ironing
to do a room
to do a translation
to do an exercise*

Insert to do or to make.

I. Will you please ... the beds while I ... the cooking? 2. You can ... progress only if you ... all the exercises. 3. Don't ... this mistake again. 4. You must ... your work first, then you may take out your bike for a run in the country. 5. Don't ... anything until he comes back. 6. You can ... a very nice summer dress out of this material. 7. Let her ... the cake herself, she must learn how ... it. 8. Don't put off till tomorrow what you can ... today. 9. I always ... the beds and ... the room myself. 10. Don't ask Mary ... coffee, she doesn't know how ... it.

1) What time, a) in words, b) in figures, is.

a) 9.30, 7.10, 5.00, 10.20, 4.05, 5.45, 11.15, 2.34, 3.52, 8.02?

b) a quarter past three, half past five, a quarter to six, twenty-five to nine, twenty to eleven, ten to four, five to nine, twenty-three minutes to six, twenty-five to two?

2) Answer the following questions according to the pattern.

Pa t t e r n: The small hand is between twelve and one. The big hand is at three.
What's the time?

If the small hand is between twelve and one and the big hand is at three it is a quarter past twelve.

1. The small hand is between twelve and one. The big hand is at six. What's the time?
2. The small hand is between two and three. The big hand is at five. What's the time?
3. The small hand is between four and five. The big hand is at nine. What's the time?
4. The small hand is between nine and ten. The big hand is at six. What's the time?
5. The small hand is between eight and nine. The big hand is at eleven. What's the time?

6. The small hand is between eleven and twelve. The big hand is at nine. What's the time?
7. The small hand is between three and four. The big hand is at seven. What's the time?
8. The small hand is between four and five. The big hand is at ten. What's the time?

3) Answer the following questions.

1. Can you tell the time in English? What time is it by your watch?
2. Is your watch fast or slow?
3. Have you got a watch?
4. Where is it?
5. What does your watch look like? Describe it, please.
6. When is it *past* the hour and when is it *to* the hour?
7. What do you do if there's something wrong with your watch?
8. What must you do if your watch is fast or slow?
9. Do you wind your watch up regularly? When do you usually wind it up?
10. What do we usually set our watches by?
11. The right time is seven o'clock; my clock says a quarter to seven. What can you say about it?
12. The right time is seven o'clock; Peter's watch says ten minutes past seven. What can you say about it?
13. Do you know the name of the big clocks in England? What are they?
15. Where is Big Ben?
16. What time does Ukraine go by?
17. When do Englishmen put their clocks on one hour? Why do they do it?
18. When does time flash past?
19. When do the days seem endless?

4) Explain the meaning of the following. Use the sentences in situations or short dialogues.

1. I can do it in no time. 2. She is always short of time. 3. We've only got 20 minutes to our train. 4. Your time is up. 5. Classes always begin **on time**. 6. We are just **in time** for the show.

5) Translate into English.

1. Заходьте, будь ласка. Не звертайте уваги на безлад. Я як раз прибираю в кімнаті. 2. Хто готує у вашій родині? - Звичайно, мама.- Де ти зазвичай обідаєш? - Я зазвичай обідаю вдома, але іноді в їдальні при заводі. 3. Я зазвичай ходжу в кіно в суботу або неділю, так як в інші дні тижня я дуже зайнятий. 4. Скільки вам потрібно часу, щоб приготувати вранці сніданок? - Я не готую сніданок вранці, так як у мене завжди мало часу; я випиваю чашку чаю або кави і з'їдаю бутерброд. Я віддаю перевагу (to prefer) обіду вдень в нашій їдальні. 5. Як правило, вранці мені немає коли підмити підлогу, витирати пил і мити посуд. Я тільки прибираю ліжко і відкриваю вікно, щоб провітрити кімнату. 6. Хто допомагає вашій мамі по господарству? - Ми всі допомагаємо їй як можемо, але, звичайно, мама сама ходить в магазин і готує, так як ми вдень працюємо. 7: - Коли ви виходите вранці з дому? - Рівно за чверть вісім. Я живу зовсім поруч з заводом. Тому я в будь-яку погоду ходжу на роботу пішки. 8. У нас мало часу. Потяг прибуває на Київський вокзал через пів години. - Не хвилюйтеся. У нас ще достатньо часу. 9. Де ваша бібліотека? - Недалеко звідси, якраз за рогом. Я ходжу туди два рази на місяць. 10.-Не став мені питань. Я не можу писати і розмовляти одночасно (at the same time). У мене немає жодної вільної хвилини. 11. Ваші студенти роблять багато помилок в мові? 15. Не говори про роботу (на професійні теми) в театрі, Катя. Ми можемо поговорити про це завтра в інституті. 16. Ви завжди слухаєте останні новини вранці? - На жаль, ні. Я живу в передмісті і виходжу з дому дуже рано. 17. Чому ви не поспішаєте? Пора йти на вокзал. Останній поїзд у місто вирушає рівно об 11 годині. 18. Ти не допоможеш мені зробити переклад, коли закінчиш справи? - Звичайно.

6) Translate into English.

— Що ти зазвичай робиш у неділю?

— У неділю я зазвичай встаю трохи пізніше, ніж у будні. Я вмикаю радіо і слухаю ранкову музичну програму. Поки я слухаю, я прибираю ліжко, миюся і снідаю. Як правило, я не роблю ранкову гімнастику в неділю, тому що я їжджу за місто раннім поїздом (to catch an early train to the country). Я люблю проводити неділю на свіжому повітрі.

— Твоя дружина їздить з тобою?

— Зазвичай так. Але коли у неї термінова робота або вона хоче побачити своїх друзів, вона залишається вдома. Вона друкарка. Як правило, вона не працює в неділю, але якщо хто-небудь з друзів просить її терміново надрукувати що-небудь (to type something urgent), вона не може відмовити. А що ти зазвичай робиш по неділях?

— Я віддаю перевагу в неділю вранці поспати, так як в будні дні мені доводиться вставати дуже рано. Потім я допомагаю дружині прибирати квартиру, і ми з нею йдемо погуляти. Іноді ми ходимо в музей, а іноді в кіно. Якщо йде дощ, то ми залишаємося вдома. Дружина займається господарством, а я читаю.

— Ну, я бачу, ви не любите свіже повітря!

— Ні, ми любимо, але нам не треба виїжджати за місто, так як ми живемо в новому районі і у нас перед вікнами ліс.

7) Give an account of your mother's day. Use the following questions as a plan.

1. Does your mother get up earlier than you? Why? 2. Does she do the room alone? 3. When does she leave the house? 4. Where does she work? 5. How long does she stay at her office? 6. When does she come home after work? 7. How long does it take her to cook dinner? 8. When does she do it as a rule? 9. Who helps her about the house? 10. What does she usually do in the evening? 11. When does she go to bed?

8) Give an account of:

1. A schoolboy's week-day. 2. A housewife's day. 3. Your father's day. 4. Your day off. 5. Your working day.

9) Make up short dialogues about your daily programme.

10) Study the picture and answer the following questions.

Mother's Day Off

1. What day of the week is it? 2. Where is the mother? 3. What is she doing? 4. What is there in the sink in front of her? 5. She is cooking dinner at the same time, isn't she? 6. Do you think that she does the washing on her day off too? 7. Why do you think so? 8. How many children are there in the



family? 9. Has the mother got time to look after them? 10. What are the children doing? 11. Does the kitchen look tidy? 12. Is the father at home? 13. Where is he sitting? 14. What is he doing? 15. Do you think he generally helps his wife about the house? 16. Most husbands help their wives, don't they?

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