

**Міністерство освіти і науки України**

**Новоушицький коледж  
Подільського державного аграрно-технічного університету**

***ЗАВДАННЯ З МЕТОДИЧНИМИ РЕКОМЕНДАЦІЯМИ  
ПО САМОСТІЙНІЙ РОБОТІ СТУДЕНТІВ З ДИСЦИПЛІНИ  
«ІНОЗЕМНА МОВА».  
(для студентів 1 курсу)***



***СПЕЦІАЛЬНІСТЬ:***

*201 «Агрономія»,  
205 «Лісове господарство»,  
192 «Будівництво та цивільна  
інженерія»,  
142 «Енергетичне машинобудування»,  
208 «Агроінженерія».  
275 «Транспортні технології».*

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УКЛАДАЧ : Піддубна Л.В. – викладач іноземної мови Новоушицького коледжу Подільського державного аграрно – технічного університету,

РЕЦЕНЗЕНТ: Банар Л.В. – викладач іноземної Новоушицького коледжу Подільського державного аграрно – технічного університету.

Завдання з методичними рекомендаціями по самостійній роботі студентів з дисципліни «Іноземна мова» розроблено відповідно до вимог існуючої програми для студентів немовних спеціальностей вищих навчальних закладів I-II рівнів акредитації з урахуванням доступності мовного матеріалу та рівня підготовленості студентів.

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## The aim and the task of the discipline

### Мета та завдання дисципліни

Дисципліна «Англійська мова» в комплексі з іншими спеціальними предметами має велике значення і посідає одне з основних місць в освітньо-професійній підготовці спеціалістів, є невід'ємною частиною загальної проблеми підготовки висококваліфікованих фахівців для нашої держави. Вивчення дисципліни базується на принципах міжпредметних зв'язків, взаємопов'язаних видів мовної діяльності, теорії поетапного контекстного навчання. **Метою навчання** є досягнення студентами навичок практичного володіння англійською мовою в усіх видах мовленнєвої діяльності, що забезпечують формування умінь, необхідних для роботи з англійською мовою фаховою літературою у професійній діяльності. Поставлена мета передбачає вирішення конкретних завдань.

#### Завдання курсу:

- **методичні:** розвивати творче мислення при виконанні практичних завдань у спеціальних навчальних ситуаціях, які вимагають професійної компетенції фахівців;
- **пізнавальні:** сформувати у студентів початкову теоретичну базу, загальні уявлення про специфіку спілкування іноземною мовою, які забезпечать необхідну комунікативну спроможність у сферах ситуативного і професійного спілкування;
- **практичні:** сформувати основи вмінь спілкування в соціально-побутових та професійно-орієнтованих ситуаціях; розвивати вміння сприймати на слух аудіо записи та відповідно реагувати на прослухану інформацію; сформувати навички читання інструкцій та текстів на англійській мові.

## **Chapter I. Personal identification**

### **Theme 1.1: The place, where I live.**

#### **My native town.**

#### **I. Прочитайте та перекладіть текст.**

I live in Nowa Ushytsa. It is not very large town but it is nice and beautiful. It is situated in the central part of Nowa Ushytsa district and in the south – eastern part of Khmelnytsky region. Its population is over 6000 people. My town borders on Antonivka, Ivashkivtsi, Kucha, Struga, Zamihiv, Brailivka and Ivanivka.

Nowa Ushytsa is in some way a cultural centre of the district. There are three schools, a musical school, an art school here. In the centre of the town you can also see the museum, the college, two churches that amaze their beauty.

In my town as in many other towns there are hospital, children garden, a lot of chemist's shops, mini-markets, banks and many other establishments which are necessary for our lives.

My native town is situated in a very picturesque place. And its landscape is exceptionally beautiful. If you have some free time you can visit our park.. There you can escape from the noise of the town's streets and enjoy the freshness of the air. This park is very popular with children and youth because they can have a good rest there. If you go in for sport you can visit our stadium, in the territory of which there is a children's sport school.

Walking around the town you'll also see many cafés, where you can relax, have a snack, meet with your friends.

As you see my town is a nice place to live in. I really love it and I'll never change my place of living.

#### **II. Дайте відповідь на запитання.**

1. What is this text about?
2. What is the population of Nowa Ushytsa?
3. Which establishments are there in the town?
4. Where is Nowa Ushytsa situated?

**III. Випишіть з тексту всі іменники. Вкажіть в якому числі вони вжиті.**

**IV. Складіть діалоги на тему« Who are you ?,The place, where I live». Використовуйте наступні слова та словосполучення:**

1. to be born [bo:n] – народитися
2. I live [liv] – Я живу
3. I like [laik] / love [– Я люблю , мені подобається
4. very much – дуже (*любити*)
5. famous [ˈfeiməs] – знаменитий, відомий
6. to be famous for – славитися чим-небудь
7. to be founded [ˈfaundid] – бути заснованим
8. to be situated [ˈsitʃueitid] – бути розташованим
9. population [ˌpɒpjʊˈleɪʃn] – населення
10. medical [ˈmedikəl] – медичний
11. art school – художня школа
12. place [pleɪs] – місце
13. palace [ˈpælis] – палац
14. culture [ˈkʌltʃə] – культура
15. the Palace of Culture – палац культури
16. square [ˈskwɛə] – площа
17. beautiful [ˈbju:tɪfəl] – гарний, прекрасний
18. monument [ˈmɒnjumənt] – пам`ятник, монумент

19. *You / We* can see [ si:] – *Ви можете / Ми можемо побачити*

20. *entertainment* [ ,entə'teɪnmənt] – розвага; атракціон

21. *church* [tʃɜ:tʃ] - церква

22. *monastery* [ 'mɒnəstri] – монастир

23. *tourist* [ 'tuərist] – турист

### **Theme 1.2: My free time.**

#### **I. Прочитайте та перекладіть текст.**

Every person needs some free time, be it a kid or an adult. Most schoolchildren and employees usually rest at weekend. This is the best time for relaxing and doing what you like. Evenings of weekdays also offer some free time.

When I get back from school, I eat something quick and do my homework. After that I'm free to meet up with friends, to play computer games or to draw, which is my hobby. Sometimes, I play volleyball or other active games with my friends at the school playground. In summertime I also like playing ping-pong and I'm rather good at it. Weekends are a bit different.

My parents usually give me some pocket money each week. I try to spend them reasonably. During the week I pay for lunch at the school canteen. Sometimes I need to buy some stationery.

At weekends I go out with my friends. Sometimes we go to the cinema, sometimes to the pizza place. However, my favourite pastime at weekends is bowling. I like this game. I think it is not only entertaining but also social. Bowling unites like-minded people and gives a chance to communicate with good friends, instead of sitting in front of the computer.

I don't mind computer games, but they can get addictive and certainly spending long hours in front of the screen is not healthy. It influences eyesight and brain

activity. I keep in touch with some friends through social networks or chats, but I understand that real life communication is much better. Apart from seeing friends, I spend my free time with my family members and relatives, especially on special occasions. On birthdays, anniversaries, public holidays we have family gatherings at my grandma's place.

**II. Випишіть з тексту 20 невідомих слів та вивчіть їх.**

**III. Доповніть речення.**

1. Sometimes, I play volleyball .....
2. I keep in ..... through social networks or chats,.....
3. I don't mind computer .....
4. After that I'm free to meet up with friends, .....
5. During the week I pay .....

**IV. Випишіть з 4 і 5 абзаців тексту дієслова, перекладіть їх, вкажіть в якій часовій формі вони вжиті.**



## **Chapter II. Student`s life**

### **Theme 2.1. «Television in Our Life».**

#### **I. Прочитайте та перекладіть текст.**

##### **Television in Our Life.**

The first commercial television broadcast was made on April 20, 1939 by Radio Corporation of America (RCA). Since 1939, it has become one of the most important facts of modern life. Television is very much a part of the modern world. Its effects are felt all over the world.

Television is a reflection of modern world, say some people. It shows contemporary society. It affects customs and culture, others say. Television is bad for culture because it keeps culture from growing, say still others.

Good or bad, television is difficult to avoid. Its pictures enter homes, stores, airports and factories. It is here to stay!

#### **II. Виберіть інформацію, яка є в тексті:**

##### **1. Television...**

1. has wide influence.
2. is a modern day fact.
3. can influence culture.
4. is easy to avoid.
5. reflects the sun and the moon.
6. is found in homes.
7. can't last long.

##### **2. Fill in the blanks with suitable nouns from the text:**

1. Radio \_\_\_\_\_ of America
2. one of the most important \_\_\_\_\_
3. a part of the modern \_\_\_\_\_

4. Television is a \_\_\_\_\_ of the modern world.
5. It shows contemporary \_\_\_\_\_ .
6. It keeps \_\_\_\_\_ from growing

3. The main idea of the first paragraph is:

1. Television affects radio.
2. Television is the same as movies.
3. Television is important in the modern world.

4. The main idea of the second paragraph is:

1. Television influences culture.
2. Society and television is bad.
3. Cultures grow out of television.

5. Complete the sentences:

1. The effects of television are \_\_\_\_\_ .  
a. reflections b. commercial c. facts
2. RCA made the \_\_\_\_\_ commercial television broadcast.  
a. longest b. first c. second
3. Television is not found in \_\_\_\_\_ .  
a. rivers b. factories c. airports
4. It is difficult to \_\_\_\_\_ television.  
a. watch b. hear c. avoid

### III. “Great Inventors and Their Inventions”

**З’єднайте імена винахідників з винаходами, які вони винайшли.**

|               |  |
|---------------|--|
| 1. Henry Ford | a. a jet engine (реактивный двигатель) for airplanes and rockets |
|---------------|--|

|                        |  |
|------------------------|--|
| 2. Alexander Bell      | b. television  |
| 3. the Wright Brothers | c. the first airplane  |
| 4. Michael Faraday     | d. chewing gum   |
| 5. Thomas Edison       | e. a car   |
| 6. Thomas Adams        | f. telephone   |
| 7. Valdemar Poulsen    | g. a machine which could make electricity  |
| 8. Sergei Korolyov     | h. tape recorder   |
| 9. John Logie Baird    | i. "phonograph" – the first sound recorder; the light bulb; "kinetoscope" – a machine which could make films |
| 10. Isaac Newton       | j. the law of gravitation  |

## Тема 2.2. « Inventions of the humanity».

### I. Згадайте, про яку річ іде мова. Заповніть пропуски.

A). Your task now is to guess the things which we use in our everyday life. The team which is the first to name the thing gets a point.

1. You wash clothes in it.

\_\_\_\_\_ - \_\_\_\_\_

2. You use this thing to clean your flat, carpets.

\_\_\_\_\_

3. You can communicate with people who are away from you using this thing. It is very compact; you can carry it in your bag or pocket. It has many functions, it can wake you up in the morning, you can enjoy listening to music with the help of it and even enjoy playing games.

\_\_\_\_\_

4. You can wash dirty dishes in it.

\_\_\_\_\_

5. You can cook, defrost and reheat pre prepared food in it.

\_\_\_\_\_

**II. You will listen to some conversations now. You should decide which of these things the speakers are talking about: ( Здогадайтесь про яку річ іде мова, вивчіть будь-який з діалогів на пам'ять)**

*vacuum cleaner, home computer, answer phone, CD player, dishwasher, fax machine, video recorder, washing- machine*

**Dialogue 1:**

A.: Okay, so you need to press that button...

B.: What, that one?

A.: Yeah, the one that says “announcement” on it... and you need to actually hold it down... hold the button down...

B.: Okay...

A.: ... and then in a second a light flashes, a red light... and that means it's ready to record... and you just record your announcement: "I'm sorry I can't take your call"... whatever.

B.: Okay, sounds easy... let's have a go then...

### **Dialogue 2:**

A.: ... and it just went "phutt"... stopped...

B.: Hmm... let me see... did you plug it properly?

A.: What?

B.: Is it plugged in at the wall?

A.: Well, of course, it is! I'm not that stupid!

B.: I'll just check. Sometimes you can unplug it by mistake... when you're moving around... hmm, looks okay... try again... switch it on... hmm, nothing.

A.: That's what I told you!

B.: Well, you'll just have to use a brush then. We can't leave the carpet as it is...

### **Dialogue 3:**

Right, have you got the thing, you want to send? You put the document in there, like that... and then you pick up the handset, and you dial the number. Then you wait for the tone... and when the tone sounds, it's like a continuous beep... and when you hear that, it means you can send it off, so you press the start button and it just goes through. Okay?

### **Dialogue 4:**

A.: So, it's perfectly simple, you just follow what it says here.

B.: Well, you tell me what it says, and I'll do it.

A.: Right, so "Set TV to video channel" – right we've done that.

B.: Right.

A.: Load a tape. So put a tape in again... okay... right... and now you just...

B.: But look – it's happened again! The tape gets stuck!

A.: Hmm... well, see if you can get the tape out by pressing the "eject" button... that's it...

B.: No, it's not working, it's still stuck...

## Chapter III. Ukraine in European educational environment.

### Theme 3.1. Tourism.

#### I. Вивчіть слова до теми.

1. overseas — за кордоном
2. majority — більшість
3. to seem — здаватися
4. to book — бронювати, замовляти
5. resorts — курорти
6. straight — прямо
7. a tropical beach — тропічний пляж
8. to breathe — дихати
9. to hitchhike — подорожувати автостопом
10. advantage — перевага
11. to explore — дослідити
12. to climb — лізти, дертися
13. restriction — обмеження
14. indeed — дійсно
15. curious — цікавий
16. inquisitive — допитливий
17. leisure — дозвілля
18. jet-air liner — реактивний літак
19. security — безпека
20. variety — різноманітність
21. city-dweller — міський житель
22. to take pictures — фотографувати
23. castle — фортеця, замок
24. waterfall — водоспад
25. to remind — нагадувати
26. picturesque — мальовничий

27. to broaden one's mind — щоб розширити свідомість, розширити кругозір
28. take part in negotiations — взяти участь у переговорах
29. exhibition — виставка
30. in order to — для того щоб
31. to push the goods — рекламувати товари
32. achievement — досягнення
33. successful — успішний
34. advantages and disadvantages — переваги і недоліки
35. according to — відповідно до, згідно з

## **II. Прочитайте та перекладіть текст.**

### **Tourism**

Twenty years ago not many people travelled overseas for their holidays. The majority of people stayed to have holidays in their country. Today the situation is different and the world seems much smaller.

It is possible to book a holiday to a seaside resort on the other side of the world. Staying at home, you can book it through the Internet or by phone. The plane takes you straight there and within some hours of leaving your country, you can be on a tropical beach, breathing a super clean air and swimming in crystal warm water of tropical sea.

We can travel by car, by train or plane, if we have got a long distance tour. Some young people prefer walking or hitch-hike travelling, when you travel, paying nearly nothing. You get new friends, lots of fun and have no idea where you will be tomorrow. It has great advantages for the tourists, who want to get the most out of exploring the world and give more back to the people and places visited. If you like mountains, you could climb any mountains around the globe and there is only one restriction. It is money. If you like travelling, you have got to have some money, because it is not a cheap hobby indeed. The economy of some countries is mainly based on tourism industry. Modern tourism has become a



highly developed industry, because any human being is curious and inquisitive, we like leisure, visit other places. That is why tourism prospers.

People travel from the very beginning of their civilization. Thousands years ago all people were nomads and collectors. They roamed all their lives looking for food and better life. This way human beings populated the whole planet Earth. So, travelling and visiting other places are the part of our consciousness. That is why tourism and travelling are so popular.

Nowadays tourism has become a highly developed business. There are trains, cars and air jet liners, buses, ships that provide us with comfortable and secure travelling.

If we travel for pleasure, by all means one would like to enjoy picturesque places they are passing through, one would like seeing the places of interest, enjoying the sightseeing of the cities, towns and countries.

Nowadays people travel not only for pleasure but also on business. People have to go to other countries for taking part in different negotiations, for signing some very important documents, for participating in different exhibitions, in order to exhibit the goods of own firm or company. Travelling on business helps people to get more information about achievements of other companies, which will help making own business more successful.

There are a lot of means of travelling: travelling by ship, by plane, by car, walking. It depends on a person to decide which means of travelling one would prefer.

### **III. Дайте відповідь на запитання.**

#### **Questions:**

1. Did the majority of people leave their country to spend holidays twenty years ago?
2. Can we book a holiday to a seaside resort on the other side of the world today?
3. Is it possible to book a holiday to a seaside resort on the other side of the world from home?

4. What means of travelling do you know?
5. What countries depend mainly on tourism?
6. Why does tourism prosper?
7. Where do people like going on vacation?
8. What is the most interesting means of travelling for you? Why?
9. Why do most travellers carry a camera with them?
10. What does travelling give us?
11. How does travelling on business help you?
12. What are the means of travelling?

### **Theme 3.2. National dishes. Tastes.**

#### **I. Прочитайте та перекладіть текст «UKRAINIAN CUISIN».**

Ukrainian cuisine is closely linked to the customs, culture, and way of life of the Ukrainian people. It is famous for its diversity and flavours.

The most popular Ukrainian dish is borsch. This thick and delicious soup is prepared with a variety of ingredients including meat, mushrooms, beans, and even prunes.

Mushroom soups, bean and pea soups, soups with dumplings and thick millet chowders are also popular.

"Holubtsi", or stuffed cabbage, is another favourite dish, as are "varenyky" filled with potatoes, meat, cheese, sauerkraut or berries such as blue-berries or cherries. "Varenyky" are often mentioned in folk songs.

Ukrainians like dairy products. Some samples: cheese pancakes and "riazhanka" (fermented baked milk). There are no holidays without pies, "pampushky" (type of fritters), "baba" (a tall cylindrical cake) and honey cakes.

Ukrainian sausage is delicious. It is preserved in a special way — in porcelain vessels filled by melted fat.

Of course, every region of Ukraine has its own recipes and traditions.

II. Вивчіть нові слова та вирази до теми.

### **VOCABULARY:**

4. diversity [daɪ'və:sɪtɪ] — різноманітність
5. flavour ['fleɪvə] — присмак, приправа
6. dish [dɪʃ] — страва
7. prune [pru:n] — чорнослив
8. dumplings ['dʌmplɪŋz] — галушки
9. millet ['mɪlɪt] — просо, пшоно
10. chowder ['tʃəʊdə] — юшка зі свинини, овочів тощо
11. sauerkraut ['sauəkraʊt] — кисла капуста
12. blue-berry ['blu:bəri] — чорниці
13. cheese pancakes [tʃi:z 'pæŋkeɪks] — сирники
14. fritter ['frɪtə] — оладки
15. to fill [fɪl] by smth. — заповнювати (чим-небудь)
16. recipe ['resɪpi] — рецепт

III. Дайте відповіді на питання.

### **QUESTIONS**

1. What is Ukrainian cuisine famous for?
2. What is the most popular Ukrainian dish ?

3. What are the other popular Ukrainian dishes?
4. What products do Ukrainians like ?
5. What is your favourite Ukrainian dish ?
6. What Ukrainian dishes do you like to cook?

## **Chapter IV. What countries make up the UK?**

### **Theme 4.1. At the cinema. Famous British actors.**

#### **I. Прочитайте та перекладіть текст .**

#### **Theatre and cinema in Great Britain**

The roots of the modern English drama go back into the past. It has always been connected with literary traditions. There have always been dramas, which are based on works of Jane Austen, Gaskell and even Russian novels, such as "War and Peace", "Crime and Punishment". But the English stage of the 20th century has produced theatrical rather than literary drama. Bernard Shaw was one of the first who wrote intellectual drama among his most important plays are "Candida", "Caesar and Cleopatra", "Man and Superman" "Pygmalion" and others.

John Galsworthy is another brilliant representative of the English drama of the 20th century. His serious and emotional plays "The Silver Box", "Justice", "Escape" were the best of their kind and are still popular among the English play-going public. Among modern English playwrights are John Osborn, Robert Bolt, David Storey, Edmund Bond and others.

There are many good theatres in Great Britain. Some of them are situated even in provincial cities and towns. But London is the theatrical centre. There are about more than 50 theatres in the West End and in the suburbs of the city. Outside London a few large towns have theatres, in which plays before opening in London are performed. The most famous theatres in London are the National Theatre, Royal Court Theatre and Mermaid Theatre, which put on modern plays. There is the National Youth Theatre. All its members are young people. It produces plays at home and abroad during the summer. Albert Hall in London is world-famous for its concerts. Among the first-class orchestras are BBC Symphony and London

Symphony. One of the most famous ballet companies is the Royal Ballet. Many of British professional companies perform in London and sometimes in other British towns and all over the world.

Cinema has been popular in Britain since 1930, when the first cinema was built. At that time cinemas were the most impressive of all buildings in the streets of many towns. Many of the first films were imported from America. Some films were shot in Britain but often with American money. Nowadays British cinematography produces films, TV plays, serials and documentaries. But young talented film writers, actors and producers unite their efforts to produce really good British films, like "Room at the Top", "Look Back in Anger"

"Crime and Punishment" — «Злочин і покарання»

"Pygmalion" — «Пігмаліон»

a representative — представник

Cinematography — кінематографія

a documentary — документальний фільм

**II. Складіть діалоги на тему «У кінотеатрі», використовуючи наступні слова та словосполучення.**

| Англійська                   | Українська                |
|------------------------------|---------------------------|
| We want to go to the cinema  | Ми хочемо в кіно          |
| A good film is playing today | Сьогодні іде гарний фільм |

|                                     |                                    |
|-------------------------------------|------------------------------------|
| The film is brand new               | Цей фільм новий                    |
| Where is the cash register?         | Де каса?                           |
| Are seats still available?          | Ще є вільні місця?                 |
| How much are the admission tickets? | Скільки коштують вхідні білети?    |
| When does the show begin?           | Коли починається сеанс?            |
| How long is the film?               | Як довго йде цей фільм?            |
| Can one reserve tickets?            | Можна забронювати білети?          |
| I want to sit at the back           | Я хотів би / хотіла б сидіти ззаду |
| I want to sit at the front          | Я хотів би сидіти спереду          |
| I want to sit in the middle         | Я хотів би сидіти посередині       |
| The film was exciting               | Фільм був захоплюючий              |
| The film was not boring             | Фільм був не нудний                |

|   |                                 |
|---|---------------------------------|
| But the book on which the film was based was better | Але книга за фільмом була краща |
| How was the music?                                  | Музика була хороша?             |
| How were the actors?                                | Як щодо акторів?                |
| Were there English subtitles?                       | Там були англійські субтитри?   |

### **III. Дайте відповіді на запитання.**

#### **QUESTIONS**

1. Are you a great cinema-goer?
2. What films do you give preference to?
3. Why have cinema attendances declined sharply?
4. What are cartoons especially popular with ?
5. What is the last film you saw about?



## **Chapter V. The world around us.**

### **Theme 5.1. Mass media in GB and USA.**

#### **I. Опрацюйте тему Mass media in GB.**

The growth of mass media services in the twentieth century through the press, radio and television has clearly improved information dispersal and news availability. But it has also led to a range of problems. Among them have been the rising cost of newspaper production, circulation difficulties, the expense of new equipment in all branches of the media. The British mass media today incorporate the press (newspapers), periodicals, magazines, radio and television.

1. Прочитайте та перекладіть письмово даний абзац тексту.

The mass media have now expanded into homes and places of business, so that the influence is very powerful and an inevitable part of daily life. Today it is estimated that some 61 per cent of British people obtain their news and views of current affairs from television, 20 per cent from newspapers and 15 per

2. Перекладіть усно даний абзац, випишіть з тексту дієслова, вкажіть в якій часовій формі вони вжиті.

cent from radio.

The first British newspaper to have some claim to national circulation appeared in early eighteenth century, such as «The Times» (1785) «The Observer» (1791) and «The Sunday Times» (1822). But most of them were quality newspapers, which catered for a relatively small, educated and largely London-based market. The British buy newspapers more than other people except the Swedes and the Japanese. Britain people read primarily national papers based in London.

3. Перекладіть письмово даний абзац, випишіть з нього числівники, напишіть їх прописом.

## **II. Прочитайте та перекладіть діалог.**

**Anna:** Pier, what's your favourite media resource?

**Pierre:** Internet, of course. Why do you ask?

**Anna:** We have to write an essay about various types of media sources. It needs to be handed on Monday.

**Pierre:** I see. I completely forgot about it. Thanks for reminding me. Well, I think that Internet has replaced all other sources in the course of time. But if we need to write about all of them, I'll try to express my attitude towards TV, radio, newspapers, magazines, advertisements as well.

**Anna:** I don't know what to say about radio. I don't listen to it very often.

**Pierre:** Well, you just need to mention that in your essay. Moreover, there were the times when radio was the only means of media. It was at people's service before television.

**Anna:** How about newspapers? Weren't they already in use before radio appeared?

**Pierre:** Oh, sorry. You're right. Newspapers were delivered as early as in the 16th century. And, they were the only way to inform people about current news.

**Anna:** Summing up, this is what we have. At first, people received newspapers to learn about current news in their neighbourhood. Then, there were magazines on various topics, such as philosophy, art,

geography, politics, etc. I've read about it in one article. The earliest example of magazine appeared in the middle of the 17th century in Berlin.

**Pierre:** That's an interesting fact. You should include it in your essay as well. As for news announcements, I know that the earliest examples appeared in the Roman Empire and in Ancient China. These news were carved in metal or stone and placed in public places. The newspapers we receive today originated in Venice in the middle of the 16th century. At first they were handwritten.

**Anna:** As I understand, newspapers and magazines remained the only source of information for several centuries, because radio didn't come into use until the beginning of the 20th century. Guglielmo Marconi was the person who invented radio signals. In fact, his invention has saved hundreds of people from dying on the sinking Titanic.

**Pierre:** We have lots of information for the essay now.

**Anna:** That's not all. We should also mention the appearance of TV and advertising.

**Pierre:** Well, as far as I know, the first black and white silent movies were introduced to people already at the beginning of the 20th century. The first sound and color effects appeared in 1922. In the course of time there were other inventions, connected with television. For example, video recorders, DVDs, cable television, etc.

**Anna:** Do you happen to know anything about advertising?

**Pierre:** Advertising is an old tool. Even in ancient cultures people found different ways to advertise their goods. I'd say inscriptions on walls were the first advertisements. Speaking about modern advertising, it appeared first on radio, then on TV. Radio advertisements were launched in 1920s, and TV commercials appeared in 1950s.

**Anna:** Oh, now that should be enough information. At the end we

should write a couple of sentences about the Internet. This tool has completely changed the nature of mass media.

**Pierre:** You're right. With the appearance of Internet, people don't turn to other media sources that often. Internet has everything to offer: video, audio, radio, cable television, TV channels, electronic newspapers, magazines, advertisements. It's the most powerful source of information nowadays.

**Anna:** Do you know its exact date of appearance or the name of a person who invented it?

**Pierre:** Many scientists have worked on the idea of global network invention in 1960s and 1970s, but it wasn't until 1990 that Internet have gained a recognizable form. It was Tim Berners-Lee, who invented the World Wide Web.

**Anna:** Ok, now we have all the necessary information about mass media and we can easily prepare the essay.

**Pierre:** I'm sure, we'll get good marks for this work.

## **Chapter VI. Art**

### **Theme 6.1. At the art gallery.**

**I. Прочитайте текст. Перекладіть письмово 1-3 абзаци.**

#### **Art galleries of London**

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Speaking about art galleries of London we should first of all mention The National Gallery, The National Portrait Gallery and The Tate gallery.

The National Gallery contains one of the richest collections of paintings in the world. The range of the collection is wide. It represents all the leading schools of European painting from the 13th to early 20th centuries, for example pictures of Rembrandt, Turner, Monet, Picasso, Van Gogh and other great masters. Another gallery is the National Portrait Gallery where there are oil paintings, water colors, drawings and sculptures. The Gallery constantly changes displays and holds the

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annual portrait competition for young artists. The Tate Gallery is one of London's best-known art galleries, opened with the financial support of Sir Henry Tate, who also gave a collection of 65 paintings. The Gallery contains a unique collection of British paintings from the 16th century to the present day. It regularly holds special exhibitions.

**II. Випишіть із 4 абзацу дієслова та вкажіть в яких часових формах вони вжиті.**

## **Theme 6.2. Museums and exhibitions**

**I. Прочитайте та перекладіть текст.**

The most famous museums in Britain are the Victoria and Albert Museum and the British Museum. The Victoria and Albert museum is one of the world's outstanding art museums. It is situated in south central London. The museum was given its present name in honor of Queen Victoria and her husband Prince Albert. The British Museum has a priceless collection of antiquities from almost every period and every part of the world. It houses collections of drawings, coins, medals and ethnography. Stanley Spencer is one of the most original of modern British artists. He was a painter of imaginative and religious subjects, landscapes and occasional portraits. "Swan Upping" is one of Spencer's best known pictures. This painting has an air of lightened reality; the light reflected from the water suggests moonlight, yet events take place in the foreground in daylight. There is anxiety in the immobilized swans and the face of the woman on the bridge, a mood enhanced by the serrated edges of the clouds and the flame-like branches of the tree on the right. An ordinary scene made to appeal extraordinary. Spencer's works are well represented in the Tate Gallery collection and the exhibition reveals the full range of his output, from early drawings done while still a student to his late self-portrait, painted a few months before his death in 1959.

**II. Випишіть з тексту іменники у множині, напишіть їх у однині.**

**III. Дайте відповіді на запитання.**

1. What british museums do you know?

2. What Museum has a priceless collection of antiquities from almost every period and every part of the world?
3. Who is one of the most original of modern British artists? Name one of his best known pictures.
4. If you have an opportunity what museum would you like to visit?

## **Chapter VII. Science and the technological progress**

### **Theme 7.1. Science in Ukraine. Inventions of the humanity.**

#### **I. Згадайте, про яку річ іде мова. Заповніть пропуски.**

A). Your task now is to guess the things which we use in our everyday life. The team which is the first to name the thing gets a point.

1. You wash clothes in it.

\_\_\_\_\_ - \_\_\_\_\_

2. You use this thing to clean your flat, carpets.

\_\_\_\_\_

3. You can communicate with people who are away from you using this thing. It is very compact; you can carry it in your bag or pocket. It has many functions, it can wake you up in the morning, you can enjoy listening to music with the help of it and even enjoy playing games.

\_\_\_\_\_

4. You can wash dirty dishes in it.

\_\_\_\_\_

5. You can cook, defrost and reheat pre prepared food in it.

\_\_\_\_\_

**II. You will listen to some conversations now. You should decide which of these things the speakers are talking about: ( Здогадайтесь про яку річ іде мова, вивчіть будь-який з діалогів на пам'ять)**

*vacuum cleaner, home computer, answer phone, CD player, dishwasher, fax machine, video recorder, washing- machine*

**Dialogue 1:**

A.: Okay, so you need to press that button...

B.: What, that one?

A.: Yeah, the one that says “announcement” on it... and you need to actually hold it down... hold the button down...

B.: Okay...

A.: ... and then in a second a light flashes, a red light... and that means it's ready to record... and you just record your announcement: “I'm sorry I can't take your call”... whatever.

B.: Okay, sounds easy... let's have a go then...

**Dialogue 2:**

A.: ... and it just went “phutt”... stopped...

B.: Hmm... let me see... did you plug it properly?

A.: What?

B.: Is it plugged in at the wall?

A.: Well, of course, it is! I'm not that stupid!

B.: I'll just check. Sometimes you can unplug it by mistake... when you're moving around... hmm, looks okay... try again... switch it on... hmm, nothing.



A.: That's what I told you!

B.: Well, you'll just have to use a brush then. We can't leave the carpet as it is...

### **Dialogue 3:**

Right, have you got the thing, you want to send? You put the document in there, like that... and then you pick up the handset, and you dial the number. Then you wait for the tone... and when the tone sounds, it's like a continuous beep... and when you hear that, it means you can send it off, so you press the start button and it just goes through. Okay?

### **Dialogue 4:**

A.: So, it's perfectly simple, you just follow what it says here.

B.: Well, you tell me what it says, and I'll do it.

A.: Right, so "Set TV to video channel" – right we've done that.

B.: Right.

A.: Load a tape. So put a tape in again... okay... right... and now you just...

B.: But look – it's happened again! The tape gets stuck!

A.: Hmm... well, see if you can get the tape out by pressing the "eject" button... that's it...

B.: No, it's not working, it's still stuck...

### **III. Прочитайте текст.**

#### **SCIENCE**

In Kyivan Rus' the first venues of sciences were monasteries. "Code of Laws", drawn up in the X—XII centuries, laid the foundation of what would later become Ukrainian, Russian, Belorussian, and Lithuanian feudal law.

The beginning of the XVII century saw the peak of the prominent linguist M. Smotrytsky. His "Slavic Grammar" became the basis of grammars of many Slavic languages.

A major venue of sciences in the XVIII century was the Kyiv-Mohyla Academy. Among its graduates were such celebrated scientists as M. Maksymovych and O. Shumliansky.

Much contribution to the development of Ukrainian science was made by M. Ostrogradsky (mathematics), O. Bodiansky (linguistics), V. Filatov (medicine).

In the XIX and early XX centuries the centres of scientific activity in Ukraine were Universities and Lyceums. In October of 1918 the Ukrainian Academy of Sciences became a scientific centre. This Academy was founded by getman P. Skoropadsky. The first Academy President was the academician V. Vernadsky. In the 1920s there were three departments in the Academy.

The Ukrainian Academy of Sciences was and still is the prominent scientific institution in the Ukrainian state. There are about 160 000 research workers, 12 000 candidates and doctors of science. There are 203 academicians, 280 corresponding members and 80 foreign members of the Academy.

Ukraine has made its contribution to the world space science. At the Southern Machine-Building plant about 400 artificial Earth satellites have been made.

During 1946—1951 the first electronic computing machine in Europe was designed by the academician S. Lebedev at the Institute of Electrical Equipment.

#### **IV. Вивчіть нові слова та вирази.**

##### **VOCABULARY**

1. venue ['venju:] — центр
2. to lay [lei] the foundation [faun'deɪʃ(ə)n] — закласти основу
3. graduate ['grædjuət] — випускник
4. to found [faund] — засновувати
5. department [dipa:tment] — відділення, факультет
6. prominent ['prɒmɪnənt] — видатний, відомий
7. corresponding member [ˌkɒrɪs'pɒndɪŋ 'membə] — член-кореспондент
8. to make contribution [ˌkɒntrɪ'bju:ʃ(ə)n] — вносити вклад

**V. Дайте відповіді на запитання.**

**QUESTIONS**

1. What were the first venues of sciences?
2. Who were among the graduates of Kyiv-Mohyla Academy?
3. When was the Academy of Sciences founded?
4. Who was the Academy, of Sciences founded by?
5. What is the contribution of Ukraine to the world science?

**7.2. Science in Great Britain**

**I. Прочитайте текст, випишіть з нього всі невідомі слова.**

**Science and technology**

We live in the fascinating and challenging world of science. It is a world that more and more over the ages, and especially in the 20th century has come to affect so much of our lives. It is involved with the way we travel, the homes we live in and the clothes we wear, how we become ill and how medicine can make us better, and has given us fantastic means of communicating and exploring.

The list of the inventions is rather long. We are on-lookers of great scientific achievements such as television and a computer. We can't imagine our life without a notebook or a radio. I'd like to speak in details about computers.

**What is a computer?**

A computer is an electronic device that stores information and allows changes in it through the use of instructions. A modern computer is capable of doing various tasks, like word processing and accounting. Personal computers are widely used but working on them requires some techniques.

A computer gives a lot of advantages to a user. The list of the advantages is rather long: computers give us access to the Internet- an international computer network. You can spend a lot of your free time surfing the Internet and get all sorts of information from it. You can enter the chat room with other Internet users and debate urgent problems on line. If you are connectable by e-mail, you can correspond with your own web page and place there information about yourself.

Today computers help people to do many things. Bankers use them to keep track of money. Telephone operators use them to put calls through. Without computers, weather forecasters would make more mistakes. Computers also help scientists to solve their problems. More than that computers help police to keep order in shops. Computers also help doctors to treat patients. Computers allow users to spend their free time and relax. But computers have some disadvantages. Computers can make people lazy. People waste their time when they play different games on a computer. People forget to go to the libraries, they often find information on the Internet. Wicked games can make people, especially children aggressive and stupid.

But in my view they have more advantages, than disadvantages. It's an open secret that the computer is a source of education, entertainment and communication. And in my life the computer plays a very important role. It helps me to find information and relax. Though scientists have archived so much, scientific minds are still working at some urgent problems. I would like to mention some problems. One of them is finding and using alternative sources of energy. Scientists are also learning how to save and conserve energy. They have many problems with creating highly effective systems of communication. I can't but mention one of the main problems. It is development of life on the planet.

I'd like to focus on the problem how to make our life longer and happier. It's a well-known fact that nowadays people have a lot of artificial parts or implants inside them. There are some people who have problems with their health, especially with their hearts. And surgeons operate them on and put on implant inside them. Surgeons think that within 50 years one person in ten will have at least one artificial part inside.

Because science will be around us even more in the future, I think we-tomorrows adults must start learning today to be ready to take our places in this computerized, transistorized, antibiotic, nuclear and supersonic age!

## **II. Перекладіть письмово текст.**

### **Television in Our Life.**

The first commercial television broadcast was made on April 20, 1939 by Radio Corporation of America (RCA). Since 1939, it has become one of the most important facts of modern life. Television is very much a part of the modern world. Its effects are felt all over the world.

Television is a reflection of modern world, say some people. It shows contemporary society. It affects customs and culture, others say. Television is bad for culture because it keeps culture from growing, say still others.

Good or bad, television is difficult to avoid. Its pictures enter homes, stores, airports and factories. It is here to stay!

### **III. Виберіть інформацію, яка є в тексті:**

1. Television...

- 8. has wide influence.
- 9. is a modern day fact.
- 10. can influence culture.
- 11. is easy to avoid.
- 12. reflects the sun and the moon.
- 13. is found in homes.
- 14. can't last long.

2. Fill in the blanks with suitable nouns from the text:

- 7. Radio \_\_\_\_\_ of America
- 8. one of the most important \_\_\_\_\_
- 9. a part of the modern \_\_\_\_\_
- 10. Television is a \_\_\_\_\_ of the modern world.
- 11. It shows contemporary \_\_\_\_\_ .
- 12. It keeps \_\_\_\_\_ from growing

3. The main idea of the first paragraph is:

- 17. Television affects radio.
- 18. Television is the same as movies.
- 19. Television is important in the modern world.

4. The main idea of the second paragraph is:

- 4. Television influences culture.
- 5. Society and television is bad.
- 6. Cultures grow out of television.

5. Complete the sentences:

- 1. The effects of television are \_\_\_\_\_.  
a. reflections b. commercial c. facts
- 2. RCA made the \_\_\_\_\_ commercial television broadcast.  
a. longest b. first c. second
- 3. Television is not found in \_\_\_\_\_.  
a. rivers b. factories c. airports
- 4. It is difficult to \_\_\_\_\_ television.  
a. watch b. hear c. avoid

#### IV. “Great Inventors and Their Inventions”

**З’єднайте імена винахідників з винаходами, які вони винайшли.**

|                        |  |
|------------------------|--|
| 1. Henry Ford          | a. a jet engine (реактивный двигатель) for airplanes and rockets |
| 2. Alexander Bell      | b. television  |
| 3. the Wright Brothers | c. the first airplane  |
| 4. Michael Faraday     | d. chewing gum   |
| 5. Thomas Edison       | e. a car   |

|                        |   |
|------------------------|---|
| 6. Thomas<br>Adams     | f. telephone  |
| 7. Valdemar<br>Pousen  | g. a machine which could make electricity   |
| 8. Sergei<br>Korolyov  | h. tape recorder  |
| 9. John Logie<br>Biard | i. “phonograph” – the first sound recorder; the light bulb;<br>“kinetoscope” – a machine which could make films |
| 10. Isaac<br>Newton    | j. the law of gravitation   |

# Grammar

## Короткий довідник з граматики англійської мови

### 1. Артикль

В англійській мові є два артиклі –неозначений (a /an) та означений (the). Артикль ніколи не вживається самостійно, він завжди стоїть перед іменником (a /the boy) або перед його означенням (a /little boy) але після слів all /both (all /the boys).

Неозначений артикль **a (an)** вживається лише перед зчисленними іменниками, що стоять в однині.

Означений артикль **the** вживається перед зчисленними іменниками як в однині, так і в множині.

Якщо ми згадуємо предмет вперше, перед ним вживається неозначений артикль **a (an)**.

This is **a** book. The book is on the table.

Неозначений артикль **a (an)** вживається:

- *Перед назвами професій:*  
She is **a** doctor.
- *Перед деякими числівниками:*  
**a** million, **a** hundred, **a** thousand, **a** half, **a** third
- *В окличних реченнях після слова **What**:*  
What **a** fine day!
- *Після таких слів: **such, quite***

***It was such a cold weather yesterday.***

He is quite **a** child.

Означений артикль **the** вживається:

- Якщо іменник означає єдиний в своєму роді об'єкт:  
**the** sun                    **the** earth
- Якщо іменник означає предмет, про який іде мова в даній ситуації:  
Put **the** pen on the table.
- Перед порядковими числівниками:  
My flat is on **the** second floor.
- Для утворення найвищого ступеню порівняння:  
It's **the** biggest cinema in Kyiv.

Артикль перед іменником не вживається, якщо:



- Перед ним стоїть присвійний або вказівний займенник:  
This is my \_\_ book.
- Перед ним стоїть інший іменник у присвійному відмінку:  
My mother's \_\_ flat is clean.
- Перед ним стоїть заперечення **no**:  
There is no \_\_ book on the table.
- Після нього стоїть кількісний числівник:  
Open your books at \_\_ page ten.  
Артикль не вживається:
- Перед назвами наук, навчальних дисциплін:  
I study \_\_ English. She studies \_\_ History.
- Перед назвами місяців, днів тижня  
In \_\_ September. On \_\_ Friday.
- Перед ним стоїть питальний або відносний займенник.  
What \_\_ book are you reading?

## **2. Утворення множини іменників.**

### **Утворення множини іменників:**

a car        --       cars

a dog        --       dogs

a bus        --       buses

a watch     --       watches

a lunch     --       lunches

a box        --       boxes

story        --       stories

a boy        --       boys

a tomato    --       tomatoes

a hero        --       heroes

a half        --       halves

a wolf        --       wolves

### **Запам'ятайте форму множини таких іменників:**

a man        --       men                      a tooth     --       teeth

a woman     --       women                  a foot        --       feet

a child        --       children                a nox        --       oxen

a mouse      --       mice

an Englishman -- Englishmen

a German      --       Germans

a sheep -- sheep

a deer -- deer

a swine -- swine

### 3. Ступені порівняння прикметників

#### Ступені порівняння

| Звичайний  | Вищий   | Найвищий  |
|--|---|---|
| 1. Однокладові:<br>short<br>hot<br>fine                                  | shorter<br>hotter<br>finer  | (the) shortest<br>(the) hottest<br>(the) finest   |
| 2. Двоскладові<br>на -у<br>з попередньою<br>приголосною:<br>happy        | happier   | (the) happiest  |
| 3. Двоскладові та<br>багатоскладові:<br>famous<br>interesting            | more famous<br>more interesting   | (the) most famous<br>(the) most interesting   |
| 4. Винятки:<br>bad<br>good<br>far<br><br>old<br><br>little<br>many /much | worse<br>better<br>farther<br>further<br>older<br>elder<br>less<br>more | (the) worst<br>(the) best<br>(the) farthest (відстань)<br>(the) furthest<br>(the) oldest<br>(the) eldest (сім'я)<br>(the) least<br>(the) most |

### 4. Числівники.

Числівники у різних конструкціях та  
Сполученнях

|     |   |
|-----|---|
| Вік | I am fifteen (years old). –Мені 15 (років).<br>She is four (years old). –Їй 4 (роки). |
|-----|---|

|   |  |   |
|---|--|---|
| Час   | 5.00 –five (o'clock) (a.m. /in the morning;<br>p.m. / in the afternoon)<br>5.10 –ten (minutes) past five /five ten<br>5.15 –a quarter past five / five fifteen<br>5.30 –half past five /five thirty<br>5.45 –a quarter to six /five forty-five<br>5.50 –ten (minutes) to six /five fifty |   |
| Роки  | 1889 –eighteen eighty-nine<br>1900 –the year nineteen hundred<br>2000 –the year two thousand   |   |
| Дати  | June, 15 –the fifteenth of June /June the fifteenth  |   |
| Температура   | +10° –ten degrees above zero<br>-10° –ten degrees below zero   |   |
| Дроби   | 1/5 –one fifth<br>2/3 –two thirds<br>1 /4 –a/one quarter<br>3 /4 –three quarters<br>1 /2 –a/one half   | 0.5 –(nought) point five<br>0.25 –(nought) point two five<br>0.345 –(nought) point three four five<br>2.5 –two point five |
| hundreds of years –сотні років<br>thousands of books –тисячі книжок<br>millions of people –мільйони людей |  |   |

## 5. Займенник.

### *Вказівні займенники*

|                          |                  |
|--------------------------|------------------|
| Однина                   | Множина          |
| <b>this</b> –цей /це /ця | <b>these</b> –ці |
| <b>that</b> –той /те /та | <b>those</b> –ті |

### *Особові та присвійні займенники*

| Особа | Число   | Особові           |                      | Присвійні    |               |
|-------|---------|-------------------|----------------------|--------------|---------------|
|       |         | Називний відмінок | Об'єктивний відмінок | Перша форма  | Друга форма   |
| 1     | Однина  | <b>I</b>          | <b>me</b>            | <b>my</b>    | <b>Mine</b>   |
|       | Множина | <b>we</b>         | <b>us</b>            | <b>our</b>   | <b>Ours</b>   |
| 2     | Множина | <b>you</b>        | <b>you</b>           | <b>your</b>  | <b>Yours</b>  |
| 3     | Однина  | <b>he</b>         | <b>him</b>           | <b>his</b>   | <b>His</b>    |
|       |         | <b>she</b>        | <b>her</b>           | <b>her</b>   | <b>Hers</b>   |
|       |         | <b>it</b>         | <b>it</b>            | <b>its</b>   | <b>Its</b>    |
|       | Множина | <b>they</b>       | <b>them</b>          | <b>their</b> | <b>Theirs</b> |

### *Неозначені та заперечні займенники*

| Неозначені займенники  |   | Заперечні займенники   |
|--|---|--|
| <b>some</b> – якийсь /кілька<br><b>somebody</b> – хтось<br><b>someone</b> – хтось<br><b>something</b> – щось | <b>any</b> – якийсь<br><b>anybody</b> – хто-небудь<br><b>anyone</b> – хто-небудь<br><b>anything</b> – що-небудь | <b>no</b> – ніякий /жоден<br><b>nobody</b> – ніхто<br><b>no one</b> – ніхто<br><b>nothing</b> – ніщо<br><b>none</b> – ніхто /ніщо /жоден |

### 6. Дієслово Дієслово “to be”

#### Теперішній час

| Число  | Особа            | Стверджув. форма | Заперечна форма     | Питальна форма            |
|--------|------------------|------------------|---------------------|---------------------------|
| Однина | <b>I</b>         | <b>am</b>        | <b>am not</b>       | <b>Am I ...?</b>          |
|        | <b>he/she/it</b> | <b>is</b>        | <b>is not/isn't</b> | <b>Is he /she/it ...?</b> |

| множина    | we<br>you<br>they | are  | are not/<br>aren't   | Are we<br>/you/they  |
|------------|-------------------|--|--|--|
| Наприклад: |                   | I <i>am</i> glad.<br>It <i>is</i> a toy.<br>We <i>are</i> bad. | I <i>am</i> not glad.<br>It <i>isn't</i> a toy.<br>We <i>aren't</i> bad. | <i>Am</i> I glad?<br><i>Is</i> it a toy?<br><i>Are</i> we bad? |

## Минулий час

| Число      | Особа             | Стверджув.<br>форма                            | Заперечна<br>форма                                   | Питальна<br>форма                              |
|------------|-------------------|--|--|--|
| Однина     | I<br>he/she/it    | <b>was</b>                                     | <b>was not /<br/>wasn't</b>                          | <b>Was</b> I /he/<br>she/ it ...?              |
| множина    | we<br>you<br>they | <b>were</b>                                    | <b>were not /<br/>weren't</b>                        | <b>Were</b> we /you<br>/<br>they ...?          |
| Наприклад: |                   | I <i>was</i> sad.<br>They <i>were</i><br>good. | I <i>wasn't</i> sad<br>They <i>weren't</i><br>good.. | <i>Was</i> I sad?<br><i>Were</i> they<br>good? |

## Дієслово "to have"

### Теперішній час

В сучасній англійській мові дієслово "мати" в теперішньому часі передається такими способами:

| Особа                  | +  | -  | ?   |
|------------------------|--|--|---|
| I<br>we<br>you<br>they | <i>have</i><br><br><b>have<br/>(got)</b> | <b>do not/<br/>don't have</b><br><br><b>have not /<br/>haven't (got)</b> | <b>Do</b> you /they/ etc<br><b>have...?</b><br>Yes, I /they /etc <b>do</b> .<br>No, I /they /etc <b>don't</b> .<br><b>Have</b> you /they /etc<br><b>(got)...?</b><br>Yes, I /they /etc <b>have</b> .<br>No, I / they /etc |

|                 |                                    |  |  |
|-----------------|------------------------------------|--|--|
|                 |                                    |  | <b>haven't.</b>  |
| He<br>She<br>it | <b>has</b><br><br><b>has (got)</b> | <b>does not/ doesn't have</b><br><br><b>has not / hasn't (got)</b> | <b>Does he /she /it have...?</b><br>Yes, he /she /it <b>does</b> .<br>No, he /she /it <b>doesn't</b> .<br><b>Has he /she /it (got)...?</b><br>Yes, he /she /it <b>has</b> .<br>No, he /she /it <b>hasn't</b> . |

### Минулий час

У всіх часах, крім теперішнього, дієслово “мати” передається тільки за допомогою дієслова have у відповідній формі. Зокрема в Past Indefinite воно має такі форми:

| +   | -                           | ?  |
|---|-----------------------------|--|
| <b>had</b>  | <b>did not /didn't have</b> | <b>Did you /he /they /etc have...?</b><br>Yes, I /he/ they /etc <b>did</b> .<br>No, I /he /they /etc <b>didn't</b> . |
| Приклад: I <i>had</i> a lot of trouble.<br>I <i>didn't</i> have any trouble.<br>Did you have any trouble? |                             |  |

## 1. Indefinite Tenses

### The Present Indefinite Tense

**The Present Indefinite Tense** називає регулярну, повторювальну дію або постійний стан в теперішньому часі. Цей час утворюється так:

**I /we /you /they** –V (основа дієслова)

**He /she /it** –V - (e) s

Наприклад: **I read** books. –**He reads** books.

**They go** to school. –**She goes** to school.

**We watch TV. –He watches TV.  
Planes fly high. –The bird flies high.**

**The Present Indefinite** часто вживається з такими обставинами часу:

1. **every day /month /year; daily; weekly; on Sundays /Mondays /etc.;  
in the evening; in the morning; in the afternoon; in spring; etc.;**
2. **always; never; seldom; rarely; frequently; often; usually; sometimes**  
(прислівники, що з дієсловом в **Present Indefinite** звичайно стоять  
перед присудком але після дієслова **be**):  
*We go to school every day. They often play tennis. He is never late.*

**Заперечна форма** дієслова в *Present Indefinite* утворюється так:

I /we/you/they **do not/don't +V**: They **don't like** bananas. I **don't swim**.  
He/she/it **does not /doesn't + V** : It **doesn't matter**. She **doesn't hear** us.

### **The Past Indefinite Tense**

**V –ed (II форма дієслова)**

1. При утворенні **Past Indefinite** в усіх особах однини та множини до основи дієслова додається суфікс **–ed** за такими моделями:

work – worked  
phone – phoned  
drop – dropped  
prefer – preferred  
travel – travelled  
try – tried

2. Так звані неправильні дієслова утворюють **Past Indefinite** не за правилом і тому їх треба запам'ятати. (див.список неправильних дієслів)

**Заперечна форма Past Indefinite** утворюється так:  
**did not /didn't +V**

Наприклад: I *did* not do it!  
He *didn't* buy a new car.

**Питальна форма Past Indefinite** утворюється так:  
**Did you /they /she /etc V ...?**

Наприклад: Did you do it? –Yes, I did. /No, I didn't.  
Did Harry write this letter? –  
Yes, he did. / No, he didn't.

## The Future Indefinite Tense

| Особа                         | +                         | -                             | ?                                 |
|-------------------------------|---------------------------|-------------------------------|-----------------------------------|
| I /we                         | <b>shall /<br/>will+V</b> | <b>shall /<br/>will not+V</b> | <b>Shall /will I /<br/>we +V?</b> |
| you /he<br>/she /<br>It /they | <b>will+V</b>             | <b>will not+V</b>             | <b>Will you /he /<br/>etc +V?</b> |

Наприклад: I shall /will come.

I shall not /shan't /will not /won't come.

Will you come? –Yes, I will /shall. No, I won't /shan't.

## 8.Continuous Tenses

### The Present Continuous Tense

I                      **am**  
He /she /it        **is**     -- + V -ing  
we /you /they     **are**

**Заперечна форма** дієслова в **Present Continuous** утворюється так:

**Am /is /are +not +V –ing**

Наприклад: I *am not going* anywhere. (Я нікуди не йду)

It *is not raining* any longer. (Дощ вже не йде)

They *are not listening* to her. (Вони її не слухають)

**Питальна форма** в **Present Continuous** утворюється так:

**Am I**

**Is he /she /it                      -- +V-ing ...?**

**Are we /you /they**

Наприклад: *Are you reading anything?* (Ви щось **читаєте?**)

Yes, I am. /No, I am not.

*Is Jane going anywhere?* (Вона кудись **йде?**)

Yes, she is. /No, she isn't.



## The Past Continuous Tense

**Past Continuous** утворюється так:

| Особа                                | +   | -  | ?  |
|--------------------------------------|---|--|--|
| I /he /she /it<br><br>we /you / they | <b>was</b><br><br><b>were</b><br><br>+ <b>V-ing</b> | <b>was not</b><br><br><b>ing</b><br><br><b>were not</b><br><br>+ <b>V-</b> | <b>Was</b> I /he /she /<br>It <b>V-ing</b> ?<br><b>Were</b> we /you /<br>They <b>V-ing</b> ? |

Наприклад: She *was reading* a book.

The children *were not /weren't* sleeping.

*Were you playing the piano?* –Yes, I *was*. /No, I *wasn't*.

## The Future Continuous Tense

|   |  |  |
|---|--|--|
| + | I /we <b>shall /will be</b><br><b>+Ving</b><br>You /etc <b>will be +Ving</b>                   | We'll <i>shall be writing</i><br>He'll <i>/will be writing</i> .   |
| - | I /we <b>shall /will not be</b><br><b>+Ving</b><br>You /etc <b>will not be</b><br><b>+Ving</b> | I <i>shall not /shan't be writing</i> .<br>He /we <i>will not /won't be writing</i> .  |
| ? | <b>Shall /will I / we be</b><br><b>+Ving?</b><br><b>Will you /etc be +Ving?</b>                | <i>Shall /will I be writing?</i><br>Yes, I <i>shall</i> . No, I <i>shan't</i> .<br><i>Will he be writing?</i><br>Yes, he <i>will</i> . No, he <i>won't</i> . |

## 9. Perfect Tenses

### The Present Perfect Tense

|   |   |   |
|---|---|---|
| + | I /we you /they <b>have +V3</b><br>he /she /it <b>has +V3</b>                             | We <i>have met</i> before.<br>He <i>has written</i> the letter.   |
| - | I /we/you /they <b>have not</b><br><b>+V3</b><br>he /she /it <b>has not + V3</b>          | We <i>have not /haven't met</i> before.<br>He <i>has not /hasn't written</i> the letter.                          |
| ? | <b>Have</b> I /we /you /they<br><b>+V3...?</b><br><br><b>Has</b> he / she /it <b>+V3?</b> | <i>Have we met</i> before?<br>Yes, we <i>have</i> . /no, we <i>haven't</i> .<br><i>Has he written</i> the letter? |

|  |  |  |
|--|--|--|
|  |  | Yes, he <i>has</i> . /no, he <i>hasn't</i> . |
|--|--|--|

### The Past Perfect Tense

|   |                                 |  |
|---|---------------------------------|--|
| + | <b>had +V3</b>                  | He <i>had known</i> the truth. /He'd <i>known</i> the truth.                         |
| - | <b>had not +V3</b>              | He <i>had not</i> / <i>hadn't</i> <i>known</i> the truth.                            |
| ? | <b>Had I /we /you/ etc +V3?</b> | <i>Had</i> he <i>known</i> the truth?<br>Yes, he <i>had</i> . No, he <i>hadn't</i> . |

### The Future Perfect Tense

|   |   |  |
|---|---|--|
| + | <b>You /etc will have +V3</b><br><b>You /etc will have +V3</b>                      | <i>We shall have returned.</i><br><i>She will have returned.</i>   |
| - | <b>I /we shall /will not have +V3</b><br><b>You /etc will not have +V3</b>          | <i>We shall not</i> / <i>shan't</i> <i>have returned.</i><br><i>She will not</i> / <i>won't</i> <i>have returned.</i>  |
| ? | <b>Shall /will I / we have +V3?</b><br><b>Will you /he /she /it /they have +V3?</b> | <i>Will</i> she <i>have returned?</i><br>Yes, she <i>will</i> . No, she <i>won't</i> .<br><i>Shall</i> we <i>have returned?</i><br>Yes, we <i>shall</i> . No, we <i>shan't</i> . |

### The Present Perfect Continuous Tense

|   |                                 |  |
|---|---------------------------------|--|
| + | <b>have /has been +Ving</b>     | I /we /you /they <i>have been reading</i> .<br>He /she /it <i>has been reading</i> .   |
| - | <b>have /has not been +Ving</b> | I / etc <i>have not been readng</i> .<br>He /she/ it <i>has not been reading</i> .   |
| ? | <b>Have /has ...been +Ving?</b> | <i>Have</i> I /we /you /they <i>been reading?</i><br>Yes, I <i>have</i> . No, I <i>haven't</i> .<br><i>Has</i> he /she/ it <i>been reading?</i><br>Yes, he <i>has</i> . No, he <i>hasn't</i> . |

### The Past Perfect Continuous Tense

|   |                           |  |
|---|---------------------------|--|
| + | <b>had been +Ving</b>     | <i>I had been reading.</i>                                       |
| - | <b>had not been +Ving</b> | <i>They had not been reading.</i>                                |
| ? | <b>Had ...been +Ving?</b> | <i>Had you been reading?</i><br><i>Yes, I had. No, I hadn't.</i> |

### The Future Perfect Continuous Tense

|   |  |   |
|---|--|---|
| + | <b>I /we shall /will have been +Ving</b><br><b>You/etc will have been +Ving</b>          | <i>I shall /will have been reading.</i><br><i>He will have been reading.</i>          |
| - | <b>I /we shall /will not have been +Ving</b><br><b>You /etc will not have been +Ving</b> | <i>I shall /will not have been reading.</i><br><i>He will not have been reading.</i>  |
| ? | <b>Shall /will I /we have been +Ving?</b><br><b>Will you /etc have been +Ving?</b>       | <i>Will you have been reading?</i><br><i>Yes, I will /shall. No, I won't /shan't.</i> |

## 10. Пасивний стан (The Passive Voice)

### Утворення пасивного стану

Пасивний стан дієслова утворюється за такою формулою:

**be + V3** (III форма дієслова)

Щоб утворити пасивний стан від якогось часу, необхідне допоміжне дієслово **be** в наведеній вище формулі поставити в цьому часі, як це зроблено в таблиці, що подано нижче (зважте, що не всі часи утворюють пасивний стан):

Indefinite: Present **am /is/ are**  
Past **was /were**  
Future **shall /will be**

*It is done.*  
*It was done.*  
*It will be done.*

Perfect: Present **have /has been**  
Past **had been**

*It has been done.*  
**+V3** *It had been done.*

Future      **shall /will**  
                 **have been**

*It will have been done.*

Continuous:    Present      **am /is /are being**  
                         Past        **was /were being**

*It is being done.*

*It was being done.*

### Узгодження часів

Утворення –замість допоміжних дієслів **shall /will** вживаються відповідно **should /would**.

**be**            → **going to**  
paint the walls.

**was /were going to:**    We *were going to*

стіни.

Ми *збирались* пофарбувати

**Present**                    → **Continuous:**  
*leaving* for London the next day.

**Past Continuous**    I *was*

Лондона.

Наступного дня я *їхав* до

**Present**                    → **Indefinite**  
that the plane *left* at eight.

**Past Indefinite**        I *knew*

Я *знав*, що літак *відлітає* о восьмій.

### Правило узгодження часів

Це правило застосовується лише до ситуацій у минулому, які не мають безпосереднього зв'язку з теперішнім моментом часу. Для складнопідрядних речень це правило формулюється так:

Якщо присудок головного речення стоїть в **Past Indefinite** / **Past Continuous** (якщо обидві дії відбувались **одночасно**), в **Past Perfect** / **Past Perfect Continuous** (якщо дія підрядного речення відбувались **раніше**) та в **Fututre-in-the-Past** (якщо ця дія відбуватиметься **пізніше**).

### 1. Непряма мова

За формою непряма мова –це підрядне речення в складі складнопідрядного речення, де головне речення –це слова автора:

*He says that this book is interesting.*

Якщо пряма мова передає слова **сказані в минулому**, то при трансформації її в непряму мову відбуваються **зміни**

1) часових форм згідно з правилом узгодження часів. Тобто, всі теперішні часи переходять у відповідні минулі, майбутні – в **Future-in-the-Past**, а **Past Perfect** залишається незмінним. Схематично це виглядає так:

| <u>Пряма мова</u>   |       | <u>Непряма мова</u>  |
|---|-------|--|
| <b>Present</b> Indefinite /Continuous / Perfect /Perfect Continuous | ————→ | /Continuous <b>Past</b> Indefinite Perfect /Perfect Continuous |
| <b>Past</b> Indefinite /Perfect                                     | ————→ | <b>Past Perfect</b>  |
| <b>Fututre</b>  | ————→ | <b>Future-in-the-Past</b>                                      |

2) особових займенників у відповідності зі змістом, так само, як в українській мові:

He said, „I’m busy”. –He said *he* was busy.

3) вказівних займенників та прислівників часу та місця:

| <u>Пряма мова</u>  | <u>Непряма мова</u> |
|--------------------|---------------------|
| <b>this/ these</b> | <b>that /those</b>  |
| <b>here</b>        | <b>there</b>        |
| <b>now</b>         | <b>then</b>         |

She said, „I am reading *this* book *now*”.

She said she was reading *that* book *then*.

## 12. Розповідні речення в непрякій мові

Розповідне речення в непрякій мові –це підрядне додаткове речення, яке вводиться сполучником **that** або без нього. В головному реченні присудком найчастіше є дієслова **say, tell, explain, answer**:

He answered *that he didn’t have a watch*.

Дієслова **say/ tell** мають такі особливості:

**say** *something (to someone)*

**tell** *someone something*

He **said**, „I’ll come”.  
come.

He **said** (that) he would

He **said to me / told me**,

He **told me** (that) he would

„I'll come”.

come.

### 13. Загальні питання в непрямій мові

Непрямі загальні питання вводяться сполучниками **if /whether** (чи):

He asked (me), “**Do** you speak } German?”

He asked (me) **if /whether** I spoke German.

Він спитав (мене), **чи** я розмовляю німецькою.

I wonder **if** you know my cousin.

Цікаво, **чи** знаєте ви мого двоюрідного брата.

### 14. Спеціальні питання в непрямій мові

Непрямі спеціальні питання вводяться **відповідними питальними словами**:

She asked me, „**What** are you reading?” –She asked me **what** I was reading.

### 15. Модальні дієслова

| Значення                               |   | Модальні дієслова        |  | Еквіваленти  |
|--|---|--------------------------|--|--|
|  |   | Present                  | Past   |  |
| Здатність<br>Вміння<br>Можливість<br>ь | + | <b>can</b>               | could  | <b>to be able to V</b><br><b>to be unable to V</b> |
|  | - | can not /<br>can't       | could not /<br>couldn't                            |  |
|  | ? | Can he ...?              | Could he ...?                                      |  |
| Теоретична<br>можливість               | + | <b>can</b>               | could  | -  |
|  | - | -                        | -  |  |
|  | ? | Can he ...?              | Could he ...?                                      |  |
| Дозвіл<br>Прохання                     | + | <b>may</b><br><b>can</b> | might<br>could                                     | <b>to be allowed to V</b>                          |
|  | - | may not<br>cannot/ can't | might not /<br>mightn't<br>could not /<br>couldn't |  |
|  | ? | May I ...?<br>Can I ...? | Might I ...?<br>Could I ...?                       |  |
| Обов'язок                              | + | <b>must</b>              | -  |  |

|                       |   |   |   |  |
|-----------------------|---|---|---|--|
| Необхідність<br>Наказ | - | must not /<br>(заборона)<br>need not<br>/needn't<br>(відсутність<br>необхідності<br>) | - | <b>to have to V</b><br>(вимушеність)           |
|                       | ? | Must I ...?<br>Need I ...?<br>Yes, you<br>must<br>No, you<br>needn't                  | - | <b>to be to V</b><br>(спланованість;<br>наказ) |
| Бажаність<br>Порада   | + | <b>should</b><br><b>ought to</b>  | - | -  |
|                       | - | should not/<br>shouldn't<br>ought not /<br>oughtn't to                                | - |  |
|                       | ? | should I ...?<br>ought I ...?   | - |  |

## 16. Умовні речення

### Перший тип

**Реальна** умова, що відноситься до **майбутнього** часу. В головному реченні вживається **Future Indefinite** або **наказовий спосіб**, в підрядному – **Present Indefinite** :

*If I can I will come earlier.* (Якщо я зможу, то прийду раніше.)

*Invite your friends if you want.* (Запроси своїх друзів, якщо хочеш).

### Другий тип

**Малореальна** або **нереальна** умова, що відноситься до **теперішнього** або **майбутнього** часу. Форми присудків:

#### Підрядне речення



**V-ed (II форма дієслова)**



#### Головне речення



**should /would +V**



If you **asked** me  
*tomorrow.*  
(Якби ви мене попросили  
завтра.)

If he **wanted**  
*right now.*  
(Якби /якщо б він хотів  
зараз же.)

I **should help** you

я б допоміг вам

he **would do** it

він би це зробив

**Приклад:** If I were you I shouldn't do it. –(Якби я був) на вашому місці...

### Третій тип

**Нереальна**, нездійснена умова, що відноситься до **минулого** часу. Форми присудків:

#### Підрядне речення



**had+ V3**



If you **have asked** me  
*then.*  
(Якби ви мене попросили  
допоміг.)

If he **had wanted**  
*it long ago.*  
(Якби /якщо б він хотів  
зробив.)

#### Головне речення



**should /would + have + V3**



I **should have helped** you

я б вам *тоді*

he **would have done**

він би *давно* це

### Wish /if only

I /he/she /etc } **wish** + підмет + **V-ed** (II форма дієслова) –  
**if only** } жаль з приводу теперішньої ситуації („шкода, що...”):

I wish I *had* time. (Шкода, що в мене *немає* часу.)

I wish you *didn't* do this. (Я б не хотів, щоб ти це робив.)



If only he *knew* the answer (*now*). (Якби він тільки *знав* відповідь (*зараз*).)

## 17.Інфінітив

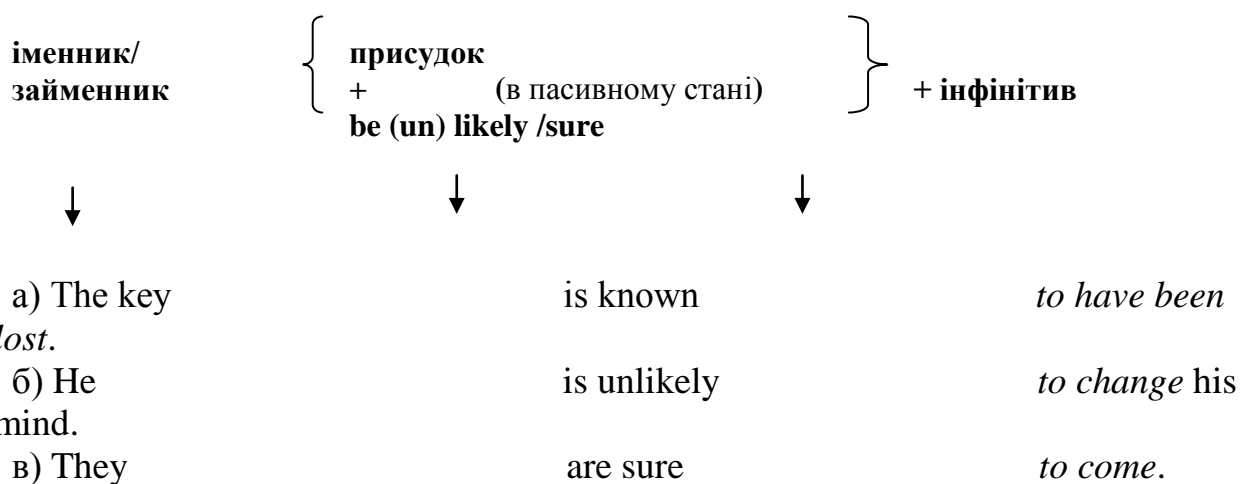
### Форми інфінітива

| форми                  | Активний стан                                    | Пасивний стан                                | Значення                                   |
|------------------------|--|--|--|
| Indefinite             | <b>to V</b><br>to take                           | <b>to be V3</b><br>to be taken               | Дія одночасна з дією присудка або майбутня |
| Perfect                | <b>to have V3</b><br>to have taken               | <b>to have been V3</b><br>to have been taken | Дія, що передуює дії присудка              |
| Continuou<br>s         | <b>to be V-ing</b><br>to be taking               | -  | Дія, що триває або є тимчасовою            |
| Perfect Continuou<br>s | <b>to have been V-ing</b><br>to have been taking | -  | Тривала дія, що передуює дії присудка      |

## Інфінітивні конструкції

### Складний підмет

Ця інфінітивна конструкція має таку структуру:



Українською мовою складний підмет найчастіше перекладаємо безособовим реченням.

Складний підмет вживається, коли присудком є такі дієслова:

**allow, permit, order, make, force, ask, request, know, believe, expect, consider, suppose, say, report, see, etc:**

*They were ordered to stand up.* (Їм наказали встати.)

*She was made to eat porridge.* (Її примусили їсти вівсяну кашу.)

### Складний додаток

Складний додаток складається з **іменника або займенника в об'єктивному відмінку та інфінітива** і перекладається українською мовою здебільшого підрядним додатковим реченням:

We wanted **Paul /him to help** us. (Ми хотіли, *щоб Пол /він допоміг* нам.)

Складний додаток вживається після таких дієслів:

**allow, permit, recommend, advise, request, ask, persuade, warn, (dis) like, hate, want, wish, know, suppose, believe, declare, expect, think, consider, wait (for), etc:**

*She ordered the car to be washed.* (Вона наказала, *щоб машину помили.*)

Після дієслів **see, watch, observe, notice, hear, listen, feel, make** (примушувати), **let** інфінітив вживається **без частки to**:

*He watched the children play.* (Він спостерігав, як діти гралися.)

### 18.Герундій Форми герундія

| форми      | Активний стан                   | Пасивний стан                             | Значення   |
|------------|---------------------------------|---|--|
| Indefinite | <b>V-ing</b><br>making          | <b>being V3</b><br>being made             | Дія<br>одночасна з<br>дією<br>присудка або<br>майбутня |
| Perfect    | <b>having V3</b><br>having made | <b>having been V3</b><br>having been made | Дія, що<br>передуює дії<br>присудка                    |

Наприклад: *She avoided speaking to strangers.* –Вона уникала *розмов* з незнайомцями.

I don't admit *having done* it. –Я не визнаю, що зробив це (раніше).

## 19.Дієприкметник

### Форми дієприкметника

| форми              | Активний стан                      | Пасивний стан                        | Значення                      |
|--------------------|------------------------------------|--------------------------------------|-------------------------------|
| Present Participle | <b>V-ing</b><br>writing            | <b>being V3</b><br>being written     | Дія одночасна з дією присудка |
| Past Participle    | --                                 | <b>V3</b><br>written                 | Завжди має пасивне значення   |
| Perfect Participle | <b>having V3</b><br>having written | <b>having been V3</b><br>having been | Дія, що передуює дії присудка |

## **Conclusions**

### **Висновки**

Вивчення дисципліни «Англійська мова» є невід'ємною складовою навчального процесу, важливим чинником, який формує вміння навчатися, сприяє активізації засвоєння студентом знань. Практична робота студентів, в свою чергу, є основним засобом опанування навчального матеріалу. Даний навчальний посібник, що охоплює значну кількість тем та підтем містить великий обсяг сучасної англійської лексики з перекладом на українську мову, тексти, діалоги і вправи на закріплення лексичного матеріалу. Він є ідеальним помічником студенту у вивченні іноземної мови. Тематика текстів даного навчального посібника сприяє засвоєнню студентом в повному обсязі навчальної програми та формуванню самостійності як важливої професійної якості, сутність якої полягає в умінні систематизувати, планувати та контролювати власну діяльність.

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