

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
УКРАЇНСЬКИЙ ДЕРЖАВНИЙ УНІВЕРСИТЕТ
НАУКИ І ТЕХНОЛОГІЙ



АНГЛІЙСЬКА МОВА
НАВЧАЛЬНИЙ ПОСІБНИК

ДНІПРО
2024

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Англійська мова

НАВЧАЛЬНИЙ ПОСІБНИК

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А. О. Мунтян

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Навчальний посібник містить лексичний та граматичний матеріал, що відповідає програмі Міністерства освіти і науки України. Кожен із 10 уроків складається з тексту, стисло викладеного граматичного матеріалу, лексико-граматичних завдань, словника. Тексти охоплюють побутові, соціальні та професійні теми.

Матеріали посібника мають на меті розширення запасу науково-популярної і технічної лексики, формування у студентів міцних навичок читання, перекладу технічних текстів, осмислення професійно-орієнтованої англомовної літератури. Для аудиторної роботи студентів I курсів денної та заочної форм навчання за першим (бакалаврським) рівнем вищої освіти з усіх спеціальностей.

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ПЕРЕДМОВА

Навчальний посібник з іноземної мови (англійської) призначений для студентів I курсу всіх немовних факультетів та спеціальностей Українського державного університету науки і технологій. Посібник було укладено відповідно до вимог «Робочої програми дисципліни («Іноземна мова (англійська) для бакалаврів», яка головною метою визначає оволодіння іноземною комунікативною компетенцією.

Посібник розрахований на 48 аудиторних годин та складається з 10 уроків, що охоплюють лексичний та граматичний підрозділи, граматичний коментар і тестові завдання до кожного уроку відповідно.

Однією з головних цілей навчального посібника, разом із формуванням у студентів основних видів мовленнєвої діяльності: говоріння, читання, письма та перекладу, – є формування навичок критичного мислення та креативності. Окрім цього, у процесі роботи з матеріалами студенти набудуть загальних комунікативних мовленнєвих компетенцій (лінгвістичної, соціолінгвістичної і прагматичної) для забезпечення ефективного спілкування, які сприятимуть розвитку здібностей до самооцінювання та формуватимуть навички самостійного навчання, що дає змогу студентам бути успішними в академічному середовищі під час навчання у ЗВО, а також у професійному середовищі у подальшому житті.

Навчальний посібник раціонально поєднує різні види роботи: індивідуальну, парну, групову, фронтальну, – що допоможе студентам успішно оволодіти навчальним матеріалом; а також допоможе їм у формуванні загальних компетенцій з метою розвитку їхньої особистої мотивації; зміцнить впевненість студентів як користувачів мови, а також сформує та поглибить їхнє позитивне ставлення до вивчення іноземної мови; сприятиме становленню і розширенню критичного самоусвідомлення та розвитку комунікативних навичок тощо.

Під час розробки завдань та підборі вправ увагу було спрямовано на ефективні прийоми комунікативного та інтенсивного навчання, а також моделювання. Система вправ забезпечує засвоєння та використання лексики, перевірку сприйняття та розуміння текстової інформації, обговорення та висвітлення проблемних питань, які закладені в навчальних текстах.

Робота з текстом, так само як і виконання завдань та вправ, залежно від рівня мовної підготовки студентів, може проводитись у повному

обсязі, частково або вибірково, самостійно або під керівництвом викладача, тобто існує можливість диференційованого підходу до планування та проведення занять.

Викладач, із урахуванням свого досвіду та рівня мовної підготовки студентської групи, може креативно переосмислювати матеріали посібника.

1. LEXICAL AND GRAMMATICAL SECTION

UNIT 1.1 LET ME INTRODUCE MYSELF

VOCABULARY PRACTICE

1. Answer the following questions.

1. What does “extrovert” mean?
2. What does “introvert” mean?
3. In your opinion, how many personality types are there?
4. Write down four character features that describe you in the most precise way.

PERSONALITY TYPES

Since the dawn of time, humans have drawn up schematics to describe and categorize our personalities. From the four temperaments of the ancient civilizations to the latest advances in psychology, we have been driven to fit the variables and complexities of human personality into well-defined models. Although we are still some time away from being able to do that, the current models account for our most important personality traits and can predict our behavior with a high degree of accuracy.

Personality is just one of many factors that guide our behavior, however. Our actions are also influenced by our environment, our experiences, and our individual goals.

Personality types approach has its roots in two different philosophies. One dates back to early 20th century and was the brainchild of Carl Gustav Jung, the father of analytical psychology. Jung’s theory of psychological types is perhaps the most influential creation in personality typology, and it has inspired a number of different theories. One of Jung’s key contributions was the development of the concept of *Introversion* and *Extraversion* – he

theorized that each of us falls into one of these two categories, either focusing on the internal world (Introvert) or the outside world (Extravert). Besides Introversion and Extraversion, Jung coined the concept of so-called cognitive functions, separated into Judging or Perceiving categories. According to Jung, each person prefers one of these cognitive functions and may most naturally rely on it in everyday situations.

In the 1920s, Jung's theory was noticed by Katharine Cook Briggs, who later co-authored a personality indicator still used today, the Myers-Briggs Type Indicator (MBTI). Briggs was a teacher with an avid interest in personality typing, having developed her own type theory before learning of Jung's writings. Together with her daughter, Isabel Briggs Myers, they developed a convenient way to describe the order of each person's Jungian preferences – this is how four-letter acronyms were born. [5]

2. Decide whether the statements are True or False.

1. Since the dawn of time, humans have drawn up schematics to describe and categorize our personalities.
2. From the five temperaments of the ancient civilizations to the latest advances in psychology, we have been driven to fit the variables and complexities of human personality into well-defined models.
3. Personality is the only factor that guides our behavior.
4. Our actions are never influenced by our environment, our experiences, and our individual goals.
5. Freud's theory of psychological types is perhaps the most influential creation in personality typology, and it has inspired a number of different theories.
6. One of Jung's key contributions was the development of the concept of *Introversion* and *Extraversion*.
7. Apart from Introversion and Extraversion, Jung coined the concept of so-called cognitive functions, separated into Judging or Perceiving categories.
8. Katharine Cook Briggs and Isabel Briggs Myers developed a convenient way to describe the order of each person's Jungian preferences – this is how four-letter acronyms were born.

3. Translate into Ukrainian.

personality	
temperament	
to account for	
trait	
approach	
well-defined model	
behavior	
influential	
creation	
development	
cognitive functions	
personality typology	
contribution	
to inspire	
preference	

4. In pairs, analyze the personality types and decide which type of personality you have. Use the dictionary if the meaning of words is unclear.

Personality Types

Analysts

1. “ARCHITECT”

Imaginative and strategic thinkers, with a plan for everything.

2. “LOGICIAN”

Innovative inventors with an unquenchable thirst for knowledge.

3. “COMMANDER”

Bold, imaginative and strong-willed leaders, always finding a way – or making one.

4. “DEBATER”

Smart and curious thinkers who cannot resist an intellectual challenge.

Diplomats

1. “ADVOCATE”

Quiet and mystical, yet very inspiring and tireless idealists.

2. “MEDIATOR”

Poetic, kind and altruistic people, always eager to help a good cause.

3. “PROTAGONIST”

Charismatic and inspiring leaders, able to mesmerize their listeners.

4. “CAMPAIGNER”

Enthusiastic, creative and sociable free spirits, who can always find a reason to smile.

Sentinels

1. “LOGISTICIAN”

Practical and fact-minded individuals, whose reliability cannot be doubted.

2. “DEFENDER”

Very dedicated and warm protectors, always ready to defend their loved ones.

3. “EXECUTIVE”

Excellent administrators, unsurpassed at managing things – or people.

4. “CONSUL”

Extraordinarily caring, social and popular people, always eager to help.

Explorers

1. “VIRTUOSO”

Bold and practical experimenters, masters of all kinds of tool.

2. “ADVENTURER”

Flexible and charming artists, always ready to explore and experience something new.

3. “ENTREPRENEUR”

Smart, energetic and very perceptive people, who truly enjoy living on the edge.

4. “ENTERTAINER”

Spontaneous, energetic and enthusiastic people – life is never boring around them. [5]

Translate into Ukrainian.

Someone who ...

1. Talks a lot is **talkative**.
2. Is always on time is **punctual**.
3. Doesn't like to do any work is **lazy**.
4. Likes to give presents is **generous**.
5. Thinks good things will happen is **optimistic**.
6. Always tells the truth is **honest**.
7. Does what he is told is **obedient**.
8. Is always there for you is **reliable**.
9. Makes people laugh is **funny**.
10. Is open and nice is **friendly**.

5. Use those opposite adjectives of the words above to answer the questions below.

1. The opposite of talkative is _____
2. The opposite of punctual is _____
3. The opposite of lazy is _____
4. The opposite of generous is _____
5. The opposite of optimistic is _____
6. The opposite of honest is _____
7. The opposite of obedient is _____
8. The opposite of reliable is _____
9. The opposite of funny is _____
10. The opposite of friendly is _____

6. Match the synonyms.

- | | |
|-------------|------------|
| • cheerful | • amusing |
| • envious | • joyful |
| • funny | • talented |
| • gifted | • jealous |
| • smart | • stubborn |
| • nice | • kind |
| • obstinate | • popular |
| • sociable | • clever |

7. Fill in the gaps to describe your classmate next to you, then swap your exercise books. Tick the box whether the description is true or false. Use: *extremely/very/quite/a little/not very/not...at all*.

I think you are _____	absent-minded	True ___	False ___
I think you are _____	hardworking	True ___	False ___
I think you are _____	easy-going	True ___	False ___
I think you are _____	bossy	True ___	False ___
I think you are _____	tidy	True ___	False ___
I think you are _____	selfish	True ___	False ___
I think you are _____	talkative	True ___	False ___
I think you are _____	friendly	True ___	False ___
I think you are _____	romantic	True ___	False ___
I think you are _____	grumpy	True ___	False ___

8. What are you like? Complete the sentences, then tell the class.

- ✓ I am extremely _____
- ✓ I am very _____
- ✓ I am quite _____
- ✓ I am a little _____
- ✓ I am not very _____
- ✓ I am not _____ at all

9. Write an essay telling about your personality, illustrate with the examples that prove your point.

GRAMMAR PRACTICE

Verbs to be, to have. Pronouns

1. Consult with the Grammar Reference and do the exercises.

2. Fill in the blanks using *he, she, it, we, they*.

cat and horse _____	Mary _____	Tom _____
Jack and I _____	books _____	sister _____

You and Dave _____	plane _____	sunshine _____
cheese _____	cactus _____	parents _____
Pamela _____	news _____	scissors _____
geese _____	flowers _____	piano _____
school _____	daughter _____	milk _____
children _____	sugar _____	feet _____
bicycle _____	Ann and Kate _____	tennis _____
son _____	mice _____	sky _____
shop _____	buses _____	papers _____
Mr. Green _____	brother-in-law _____	picture _____
friendship _____	dolphin _____	The Riggs family _____

3. Fill in the blanks using *am, is, are, am not, isn't, aren't*.

1. Germany, England, and Spain _____ cities.
2. A lemon _____ sweet. It _____ sour.
3. Copper _____ cheap. Diamonds _____ expensive.
4. Airplanes _____ slow. They _____ fast.
5. Ice cream and candy _____ sweet.
6. Today _____ cloudy. It _____ bright.
7. My brother _____ married. He _____ single.
8. I _____ from Turkey. I _____ from Canada.
9. Maths _____ hard. It _____ easy.
10. Mary _____ a beautiful girl. She _____ ugly.

4. Choose the best answer.

1. Maggie and Carol _____ good friends.
a) am b) are c) is d) isn't
2. Sue _____ a science teacher.
a) are not b) is c) are d) am
3. Mark Steven _____ a student at Kennedy High School. It _____ an old school.
a) am / is b) are / is c) is / am d) is / is

4. Margarita _____ from Spain. I _____ from Turkey.
a) is / am b) are / is c) am / is d) is / are
5. You and I _____ at the same age.
a) am isn't c) are d) is

5. Change the sentences into questions.

Example: *I am an engineer. Am I an engineer?*

1. You are ill.
2. Linda is a pretty girl.
3. Belinda is a singer.
4. Nick is an actor.
5. We are good friends.
6. He is an officer.
7. It is an eraser.
8. You and Eddie are partners.
9. Rosie is angry.
10. Jack and I aren't good swimmers.

6. Answer these questions.

1. Are trees green or gray?
2. Are clouds brown or white?
3. Is it an English or French dictionary? (French)
4. Is it a sports car or a classical car? (classical)
5. Is Egypt in Europe or in Africa?
6. Is it a butterfly or a bee? (butterfly)
7. Are they skirts or pullovers? (pullovers)
8. Is he an outlaw or a guardian? (outlaw)
9. Is your father young or old? (old)
10. Are we army officers or police officers? (army)

7. Fill in the blanks using *was* / *were*.

1. Mary and Susan _____ *were* _____ ill yesterday.

2. The weather _____ very hot last Saturday.
3. The students _____ at the theater last night.
4. Betty _____ in Germany last summer.
5. My brother and I _____ at the football stadium on Saturday.
6. _____ it cold yesterday?

8. Make questions using *was* / *were*.

1. Jim / at home / last night. *Was Jim at home last night?*
2. You / at school / on Monday. _____ ?
3. David / here / yesterday. _____ ?
4. the cinema / open / on Sunday. _____ ?
5. Kate and Jane / late / yesterday. _____ ?
6. you / in the football team / last year. _____ ?
7. all your friends / at your party. _____ ?
8. it / hot / last week. _____ ?

9. Make negative sentences using *was* / *were*.

1. Kevin / at my party. *Kevin wasn't at my party.*
2. Nick / in class yesterday. _____
3. It / warm / yesterday. _____
4. Tina and Jim / late. _____
5. Etty / on the bus. _____
6. We / at the match / yesterday. _____
7. Our teachers / pleased with us. _____
8. I / at the restaurant. _____

10. Complete the text with the correct form of *to be*.

Stan Laurel and Oliver Hardy *were* two of the most popular film comedians of all time. They were born in 1890 and 1892 respectively. Stan Laurel's real name Arthur Jefferson. He form England. Oliver Hardy English, he was from Georgia, USA. Laurel and Hardy in their late 30s when they met. Their first film together *Putting Pants on Philip* (1927). They funny because

they were so different. Laurel _____ small and thin. Hardy _____ big and fat. Their most famous films _____ *Way Out West* (1937) and *Blockheads* (1938). They _____ in any serious films, only comedies.

11. Fill in the correct form of the verb *to have*.

1. I _____ brown hair and brown eyes.
2. The candy store _____ everything I like!
3. I _____ three cousins.
4. _____ you heard about my new dog?
5. My friend _____ to go home now.
6. _____ my name been called yet?
7. _____ we been there before?
8. Do you _____ any money left?

12. Fill in the correct form of the verb *to have*.

1. He _____ (have/not) any brothers.
2. Betty _____ (have) one sister.
3. Yuki _____ (have/not) a very nice dress.
4. The cat _____ (have) a very good place to live at.
5. They _____ (have/not) a very big house.
6. We _____ (have) a very kind class teacher.
7. Peter and Jason _____ (have) a powerful computer.
8. I _____ (have) 5 members in my family.
9. She _____ (have/not) long hair.
10. He _____ (have) white teeth.
11. Sally _____ (have) 6 members in her family. She _____ (have) 3 sisters but she _____ (have/not) any brothers. Sally _____ (have) short hair but all her sisters _____ (have) long and straight hair. Sally and her sisters _____ (have) a pet cat called Dolly.

13. Make up 10 questions to the text using Present Simple of *to be* and *to have*.

Mary's Family

Mary is ten years old. She is from Dorset. Her hair is long and brown. She has got brown eyes. She has got a cat and a dog. Their names are Pat and Fluffy. Pat, the dog has got a small house in the garden. Mary's cat, Fluffy is 3 years old.

Mary's mother is Jane. She is a teacher. She's thirty-six years old. Her husband is Nick. He is thirty-eight. He's a bus driver. He has got brown hair and blue eyes. Jane's hair is blonde and her eyes are brown. They have got three children Mary, Sean and Peter. Sean is six and Peter is twelve years old. The children are pupils. Sean's hair is blonde, Peter's hair is brown. The boys have got blue eyes.

Jane hasn't got a pet. She has a friend. Her name is Laura. Nick has got a horse. Its name is Lightning. Nick's friends are bus drivers. They are Tom, Charles and John. Peter's pet is a hamster. Its name is Tiny. She is so small. Sean has got a goldfish. Its name's Goldie. Peter and Sean have got four friends. Peter's friends are James and Doug. Brian and Adam are Sean's friends. Mary's friends are Maggie and April.[6]

UNIT 1.2. THE IMPORTANCE OF LEARNING A FOREIGN LANGUAGE

VOCABULARY PRACTICE

1. Answer the following questions.

1. What is your mother tongue?
2. How many languages can you speak? How many languages do you want to speak?
3. What are you learning the English language for?

2. Read the text.

THE IMPORTANCE OF LEARNING ENGLISH

We live in a fascinating world. Our duty is to simply discover it and to marvel at its beauties. The third millennium brought up a controversial debate: globalization versus uniqueness and originality.

Some people dream of a planet where we are all equal, sharing the same culture, high aspirations, building a common history. Others, however insist on maintaining the national specifics through exploring mainly our forefathers ambitions and achievements. Nevertheless, there are a few who argue the concepts can harmoniously coexist – the wider will the explored area be, the richer our spirit will become.

Nowadays it is generally acknowledged that learning at least one foreign language is a must. English is the most spoken one all around the world. Whether you are a businessman, an ambassador, an artist or just a tourist traveling abroad, you may easily merge into the local reality, into the surrounding atmosphere, feeling at ease anywhere, provided you know English.

Generally people who really have got something to say, whose desire is to share their message or beliefs worldwide are compelled to use English. Consequently, the masses will certainly acknowledge and try to understand their point of view. It symbolizes a proof of respect, a manner of reaching out to people who would rather feel the emotion of the speaker instead the translator's rigidity.

The language is one of the most representative feature of a country. It forms part of the genesis of a civilization and it defines its culture, its history and customs. The language is like music, creates a special and magic connection between people, between hearts and souls. If a country did not have its own language it would be like a feather taken by the wind in a murky, desolating direction. This fact would be like an outrage brought to the offsprings and would make that country practically inexistent.

English is a language known in almost every part of the globe. It is a very interesting and useful language as one can have many advantages from knowing it. First of all, the language can lead you to know a civilization, a culture.

The areas where English is vital are countless, but there is still a gigantic one capturing our attention more and more often – the Internet. Fabulous amounts of information overwhelm even the most informed, thirsty-to-know researchers. Not only can it satisfy the restless minds which continuously absorb science, news, inventions, in a word everything that may cross a

person's mind, but it also represents a funny way to communicate with friends in every corner of the Earth.

Nowadays English becomes a tool for success.[7]

3. Decide whether the statements are True or False.

1. The third millennium brought up a controversial debate: globalization versus uniqueness and originality.
2. Nowadays it is generally acknowledged that learning at least one foreign language is a must.
3. Chinese is the most spoken one all around the world.
4. Whether you are a businessman, an ambassador, an artist or just a tourist traveling abroad, you may easily merge into the local reality, into the surrounding atmosphere, feeling at ease anywhere, provided you know English.
5. The economy is one of the most representative feature of a country.
6. English is a language known in almost every part of the globe.
7. The areas where English is vital are countless.
8. Internet is a gigantic area where the English language is used and it is capturing our attention more and more.

4. Translate into Ukrainian.

- To learn a language is to have one more window from which to look at the world (Chinese proverb).
- Those who know many languages live as many lives as the languages they know (Czech proverb).
- One who speaks only one language is one person, but one who speaks two languages is two people (Turkish Proverb).
- A new language is a new life (Persian Proverb).
- Learn a language, and you'll avoid a war (Arab Proverb).
- With a language, you can go to Rome (Quebec Proverb).
- If you want people to understand you, speak their language (African Proverb).
- Love has its own language, but marriage falls back on the local dialect (Russian proverb).

- Learn a new language and get a new soul (Czech Proverb).
- The best time to learn a language was 20 years ago. The second best time is now (Lingholic).
<https://www.lingholic.com/top-ten-best-proverbs-language-learning/>

5. In pairs discuss the proverbs. Which one do you think is the most adequate/relevant? Are there any language related Ukrainian proverbs? Which? Translate them into English.

6. Answer the following questions.

1. Is Latin a spoken language? What about the Ancient Greek? Sanskrit?
2. Why do you think languages die out?
3. What can be done to preserve a national language?

7. Read the text.

THE WELSH

The language of Wales is Welsh – or – if we are going to be correct about this – Cymraeg. The word Cymraeg is actually a Germanic word that means foreigner. Welsh – or Cymraeg – is spoken by half a million people inside Wales and a few hundred thousand people outside Wales – in England and overseas.

Welsh is an Indo European language. It belongs to a branch of Celtic. The Welsh people are descendents of the Galatians. If we travel back through History we can find links with Irish and Scots Gaelic and also to Breton.

These days everybody in Wales speaks English – and in the major cities and urban centers of the south it is not that usual to hear Welsh spoken. But there are parts of Wales – especially in the north and west – where the Welsh language is more widely spoken, where people use Welsh as their first language and where, in some cases, English is hardly ever spoken.

Welsh is not as difficult to learn as you might think. It has regular spelling and is phonetic. It is easier than English – much easier. Spelling is straightforward in Welsh and pronunciation too – because every letter is pronounced. [9]

8. Decide whether the statements are True or False.

1. The language of Wales is Gaelic.
2. Welsh – or Cymraeg – is spoken by a million people inside Wales and a few million people outside Wales.
3. Welsh is a Germanic language.
4. These days everybody in Wales speaks Welsh.
5. There are parts of Wales – especially in the north and west – where the Welsh language is more widely spoken.
6. Spelling is straightforward in Welsh and pronunciation too – because every letter is pronounced.

9. In pairs, talk over and write down advantages of learning a foreign language as well as difficulties one may face while learning a foreign language.

Advantages	Disadvantages
1.	1.

10. Read three extras from some historical speeches. Who were the speakers? What were the speeches about? Complete the speeches with *a, an, the* or (-).

<i>to descend</i>	<i>спуститись</i>	<i>at long last</i>	<i>Нарешті</i>
<i>Ancient</i>	<i>давній</i>	<i>to withhold</i>	<i>Приховувати</i>
<i>Sphere</i>	<i>сфера</i>	<i>burden</i>	<i>Тягар</i>
<i>to abdicate</i>	<i>зректись</i>	<i>to discharge a duty</i>	<i>робити, що маєш</i>

1. From Stettin _____ Baltic, to _____ in _____ Adriatic, _____ iron curtain has descended across _____ continent. Behind that line lie all _____ capitals of _____ states of _____ Central and Eastern Europe, Warsaw, Berlin, Prague, Vienna, Budapest, Belgrade, Bucharest and Sophia. All these famous cities and _____ population around them, lie in what I must call _____ Soviet sphere.

2. I have ____ dream. That ____ my four little children will one day live in ____ nation where they will not be judged by ____ color of their skin but by ____ content of their character.

3. At long last I am able to say ____ few words of my own. I have never wanted to withhold anything, but until now it has not been constitutionally possible for me to speak. But you must believe me when I tell you that I have found it impossible to carry ____ heavy burden of responsibility, and to discharge my duties as King as I would wish to do, without ____ help and support of ____ woman I love. [4]

GRAMMAR PRACTICE

Noun. Numeral. Subject & Verb Agreement

1. Consult with the Grammar Reference and do the exercises.

2. Decide which nouns are countable and which are uncountable. Fill in *a/an* or *some*.

Noun	C/UnC	Noun	C/UnC
Honey		rice	
Egg		flour	
Water		tomatoes	
Coffee		ham	
Sandwich		salt	
Jam		cherries	
Sugar		butter	
Peaches		pepper	
Fork		pan	
Carrots		bread	

3. Correct the mistakes.

I would like some banana, please.

I am thirsty, I'd like a water.

I am hungry, I'd like burger. _____
Can I have any bread, please? _____
I am hungry, I like a hamburger. _____
Would you like some teas? Yes, I love some. _____
Do you like a cup of tea? Yes, please. _____
I'd like some sugars in my tea. _____
How many money do you need? _____
Could I have a butter, please? _____
– Would you like some milk in your tea? _____
– Just a few, please. _____
I'd like eggs, but I don't like bacon. _____
How many wine is there in the fridge? _____
How much oranges do we need? _____

4. Write the following numbers in numerals.

Twenty thousand, one hundred eighty six _____
Three hundred one ninety seven _____
Four thousand, eight hundred fifty two _____
Eight hundred and eighty four _____
Five million, seven hundred forty one, eight hundred and eighty seven _____
Seven hundred and two _____
Six thousand seven hundred and twenty eight _____
Three million, five hundred sixty, five hundred and thirty one _____
Two hundred thousand eight hundred eleven _____
Thirty thousand, four hundred ninety nine _____
A third _____
One point five million _____

5. Write the following numbers in words.

5,981 _____
298 _____
602 _____
312 _____
7,345, 987 _____

1,760,459 _____
20 _____
78 _____
93 _____
8,678 _____
59,785 _____
1,844 _____
16,634 _____
13,021 _____
17,111 _____
0.5 _____
1.2 _____
 $\frac{1}{4}$ _____
23% _____

6. Choose the correct option (a or b).

1. (a) The car stays in the parking lot over night.
(b) The car stay in the parking lot over night.
2. (a) The oranges are tasty.
(b) The oranges is tasty.
3. (a) You friend work too much.
(b) Your friend works too much.
4. (a) She cooks dinner for her family.
(b) She cook dinner for her family.
5. (a) She are a very good looking woman.
(b) She is a very good looking woman.
6. (a) One of the cups is broken.
(b) One of the cups are broken.
7. (a) Most of the news is positive.
(b) Most of the news are positive.

8. (a) Most of the flowers in the vase is white.
 (b) Most of the flowers in the vase are white.
9. (a) All of the pizza is gone.
 (b) All of the pizza are gone.
10. (a) All of the children is late.
 (b) All of the children are late.
11. (a) Each of the girls looks good.
 (b) Each of the girls look good.
12. (a) Jack and Jill is student
 (b) Jack and Jill are students.

7. Using collective nouns make up sentences of your own, agreeing subject and verb. Remember that collective nouns may be singular or plural depending on their use in the sentence.

orchestra *crowd* *army* *audience*
 flock *public* *swarm*
group *class* *team* *club*
 herd *crew* *troop*
 jury *committee* *family*
 the United States

8. Choose the correct option.

1. Steve and his parents _____ each other often.
 a) visit b) visits
2. There _____ a car, a bike and bicycle in the garage.
 a) are b) is
3. The school committee _____ hard for better education opportunities.
 a) work b) works
4. The United States _____ a country, which is called a melting pot due to a great number of peoples living there.
 a) is b) are

5. A magazine and a book _____ on the shelf.
a) is b) are
6. The family _____ busy working out their individual issues.
a) is b) are
7. Neither Steve nor his sisters _____ college students at the time when they travelled to Italy.
a) were b) was
8. Both Steve and Mark _____ to commute.
a) need b) needs
9. There _____ many things to do before the vacation.
a) is b) are
10. In the major court hearing normally the jury _____ for a long time before reaching the verdict.
a) deliberate b) deliberates

UNIT 1.3. SYSTEM OF HIGHER EDUCATION IN UKRAINE

VOCABULARY PRACTICE

1. Answer the following questions.

1. How many stages are there in the secondary school?
2. What is post-secondary education?
3. Is the system of education in Ukraine adequate to the European standards?

2. Read the text.

THE SYSTEM OF HIGHER EDUCATION IN UKRAINE

Present day independent Ukraine has got a rather developed system of education. General secondary education is free and compulsory. The secondary school has three stages: primary, basic and senior. Later there appeared a new type of schools: gymnasiums, lyceums and private schools. The secondary school must secure a uniform level of knowledge, necessary for each student. An important part in the educational system is played by qualifications.

Post-secondary education is provided by technical schools, colleges and institution of higher learning: universities, academies, institutes,

conservatories. At each higher educational establishment there is a post-graduate course with postgraduates, working for their scientific degrees. Almost all higher schools provide part-time, extra-mural and full time education. There are many scientific educational and academic centers in Ukraine famous not only in our country but also abroad. It becomes a widespread practice to invite lecturers from the leading higher educational establishments from abroad to lecture at Ukraine's academies and universities. There have been taken place considerable changes in reforming the system of education as a whole. There are four higher educational levels of consequently four levels of accreditation of higher schools. Higher school of the first two levels of accreditation has the right to train junior specialists. The institutions of the third and fourth levels of accreditation have the right to train both bachelors and masters of Science.

The course of studies to get the degree of the Bachelor lasts for four years. To become a specialist or a Master of Science the students have to study one-two years more. The education may be free of charge or for fee. Students who study at higher schools according to state order do not pay fee for their studying and get state scholarship. Other students who study according to contract have to pay fee and do not receive scholarship. In recent years alongside with existing state higher educational establishments there appeared a lot of different private higher schools. At present plenty of higher schools are developing the system of distance education. All it gives the youth the opportunity to choose higher educational establishment they prefer and the specialty they would like to gain.

Nowadays Ukraine numbers a total of more than 200 higher educational establishments (161 of them are state owned) with 1.5 million college and University students.

Graduates from the Ukrainian institutions of higher learning may become scholars, famous writers, physicists, chemists, doctors, diplomats, lawyers, economists, mathematicians, philologists, etc.

Today there can be seen a complicated process of approaching the system of education in Ukraine to the European standards. An increasing number of qualified specialists graduate from higher educational establishments for working in industry, farming and culture. [16]

3. Decide whether the statements are True or False.

1. General secondary education is optional, thus it is not compulsory.

2. The secondary school is not obliged to secure a uniform level of knowledge, necessary for each student.
3. Post-secondary education is provided by technical schools, colleges and institution of higher learning: universities, academies, institutes, conservatories.
4. Almost all higher schools provide part-time, extra-mural and full time education.
5. It becomes a wide-spread practice to avoid inviting lecturers from the leading higher educational establishments from abroad to lecture at Ukraine's academies and universities.
6. There are three higher educational levels of consequently three levels of accreditation of higher schools.
7. The course of studies to get the degree of the Bachelor lasts for five years.
8. To become a specialist or a Master of Science the students have to study one-two years more after getting the Bachelor degree.
9. At present plenty of higher schools are developing the system of distance education.
10. Nowadays Ukraine numbers a total of more than 100 higher educational establishments.
11. Alumni from the Ukrainian institutions of higher learning may become scholars, famous writers, physicists, chemists, doctors, diplomats, lawyers, economists, mathematicians, philologists, etc.
12. Today there can be seen a complicated process of approaching the system of education in Ukraine to the European standards.
13. A number of qualified specialists who graduate from higher educational establishments for working in industry, farming and culture decreases.

4. Match the columns.

- | | |
|--------------------------------|------------------------|
| 1) fee-paying | a) видатний |
| 2) compulsory | b) обов'язковий |
| 3) secondary education | c) ліцеї |
| 4) lyceums | d) платний |
| 5) vocational training schools | e) середня освіта |
| 6) nursery schools | f) наукове дослідження |
| 7) scientific research | g) дитячі садки |

- 8) post-secondary education
- 9) extra-curricular activities
- 10) outstanding

- h) професійно-технічні училища
- i) позакласні заходи
- j) післядипломна освіта

5. Answer the following questions.

1. Who did you want to be when you were a child?
2. Is it easy to choose a career?
3. What do you expect from your future career?
4. In your opinion, what is the most important about one's job? About what do you care more: wages or personal/professional satisfaction?

6. Read the text.

CHOOSING A CAREER

Choosing one's career is an important step in everybody's life. Most children have only vague ideas of what they want to be. Some children admire their parents and want to follow in their footsteps or at least they take their parents' advice, others prefer to go their own way.

The best idea is to define clearly what your **requirements for the career** are. This involves taking a realistic view of your **strengths** and **weak points**. You should also answer some important questions. First: what sort of life do you want to live: in the country or in the town? Is the size of your **salary** important to you? Second: what sort of work do you want to do? For example, do you like working alone or **dealing with people**? Do you want **to work for a company** or **be self-employed**? Does teaching **appeal to you**? Do you want to be **an organizer** of other people's activities?

The next step is looking for a job. Most people find jobs through **advertisements** in newspapers or on the Internet. They look through "Help Wanted" or "Employment Opportunities" in the classified section of a newspaper or on the website. Job advertisements may include the information on what **skills** and **previous experience** you need, whether it is a **full-time** or **part-time** position, describe **working conditions** and indicate the **starting salary**. They may also inform you what you should do if you are interested in **applying for** this job.

Having found a suitable position a person usually writes a **letter of application**, also known as a **cover letter**. Your application letter should let the **employer** know what position you are applying for, why the employer should select you for **an interview**, and how you will follow-up. When writing the letter you should include details of the position you are applying for, explain the reasons for your interest in the specific organization, describe your **professional experience** and most **relevant skills**, say why you think you are a suitable **candidate**.

When applying for academic, education, scientific or research positions a **curriculum vitae or CV** is written. A **CV** includes a summary of your **educational and academic backgrounds** as well as teaching and research experience, publications, presentations, awards, honors and other details.

Be prepared to work hard before you get a job. You may spend long hours and lots of energy just looking for a job. But anyway, a good **occupation** is worth all the efforts. You must think about your future, because if you don't think about the future you don't have one.[11]

7. Translate into Ukrainian the words and word combinations from the text.

- requirements for the career _____
- strengths and weak points _____
- salary _____
- dealing with people _____
- to work for a company _____
- be self-employed _____
- appeal to _____
- an organizer _____
- advertisements _____
- skills _____
- previous experience _____
- full-time _____
- part-time _____
- working conditions _____
- starting salary _____
- applying for _____

- letter of application _____
- a cover letter _____
- employer _____
- an interview _____
- professional experience _____
- relevant skills _____
- candidate _____
- curriculum vitae (CV) _____
- educational and academic backgrounds _____
- occupation _____

8. Find the right equivalent in the text.

- професійний досвід _____
- роботодавці _____
- умови роботи _____
- найняти _____
- слабкі сторони _____
- працювати не за наймом _____
- зарплата _____
- резюме _____
- лист-заява _____
- кращі пропозиції _____

9. Match the words to the definitions.

- | | |
|------------|--|
| 1) salary | a) money that you make by doing business |
| 2) pension | b) payment for professional services |
| 3) income | c) money paid as a reward for good work |
| 4) bonus | d) money the retired person receives |
| 5) fee | e) money paid every month for work |

10. Make sentences of your own illustrating the meaning of the following expressions.

a letter of application

a full-time job

a part-time job

a starting salary

self-employed

11. Discuss the following statements with a partner. Do you agree or disagree with them?

1. Too many people start looking for a specific job having thought over their occupational aims.
2. The best idea is to start with an attempt to define clearly what your occupational requirements are.
3. You will always be good at something that makes you happy.
4. Most people register with an employment agency or at job centers.
5. Application letters are considered to be the compulsory components of applying for a job.

12. Conduct an independent research and write down an essay on the topic: “Dnipro National University of Railway Transport is My Alma Mater”.

While writing the essay keep in mind that it is necessary to follow the structure:

- Heading;
- Main Body;
- Conclusion.

The Main Body should contain at least 4 paragraphs.

Your essay should include the following aspects:

- History;
- Structure;
- Projects;
- Academic achievements;
- Student life;
- Student government, etc.

It would be better if the essay would contain your personal experiences as well as factual information.

The essay should be over 500 words.

GRAMMAR PRACTICE

Present Simple Tense and Present Continuous Tense

1. Consult with the Grammar Reference and do the exercises.
2. Write the verb in the right form.

1. Children _____ (ask) a lot of questions.
2. She _____ (go) to college on her bike.
3. A lot of birds _____ (fly) south in the winter.
4. She _____ (study) very hard at the weekends.
5. My father _____ (watch) television most evenings.
6. He _____ (understand) Arabic.
7. He _____ (fight) with his brother.
8. Big dogs _____ (like) a lot of exercise.
9. He's very naughty – he _____ (push) other children.
10. Lessons _____ (start) at 8.35 every morning.

3. Choose one verb to make each sentence negative.

e.g. It doesn't snow very often in San Francisco (snow, sing, play).

1. I like football, but I _____ cricket at all.
(think, like, remember)
2. She lives in Japan, but she _____ a word of Japanese (sing, work, speak)
3. I'm sorry – I _____ your name. (eat, remember, work)
4. He works in New York, but I _____ what he does.
(know, use, come)
5. Mary's really tired, but she _____ to go to bed. (help, want, walk)
6. We _____ a big flat – just one bedroom. (work, play, want)
7. Phil _____ very hard, but he makes a lot of money. (work, stand, stop)

8. Ann's parents _____ I'm the right man for their daughter. (write, read, think)

4. Use the correct form of the verb in present simple tense.

1. Jo (be) a nurse. 2. She (work) at a medical clinic near her home in Ipswich. 3. She (get) to work at 8 am every weekday. 4. She first (check) the phone for voice messages. 5. She then (talk) to the doctors about the day's appointments. 6. At 8.30 she (make) sure that the medical instruments (be) ready for use and that everything (be) clean and tidy. 7. The doctors and nurses (start) seeing patients at 9.00. 8. Jo (spend) a lot of time giving babies and children vaccinations. 9. She (talk) to their parents about any worries they (have). 10. The doctors (call) her for help with bandaging or tests. 11. She (be) also available at all times for medical emergencies. 12. At lunchtime Jo (answer) the phone while the receptionist (have) her lunch. 13. It (be + not) a busy time so Jo usually (have) a cup of tea. 14. She (try) to do any paperwork during this time too. 15. The clinic (have + not) as many patients in the afternoon unless it (be) a Friday. 16. At around 4.00 she (check) that her computer files (be) up-to-date. 17. She (look) at the clinic's stock of medical supplies and (phone) the manufacturers to order more of something, if necessary. 18. Finally, Jo (talk) to the doctors and other nurses about the day's work. 19. She (go) home around 5.00. 20. She (be) usually late leaving work. 21. Jo (love) her job but the pay (be + not) very good.

5. Make up the questions with the given words.

1. How / you pronounce / this word?
2. How / you spell / that?
3. What / this word / mean?
4. How much / they cost?
5. Where / you live?
6. What / you do?
7. How / you do?
8. What time / the plane / leave?
9. What time / the class / start?
10. What time / the train / arrive?

6. Make questions. Write the short answer.

1. She / live / with her parents?
2. You / like / your new job?
3. I /speak / good Italian?
4. They /work / hard / at university?
5. We /usually give/ her a birthday present?
6. Your sister / help / you / very much?
7. Alan /smoke?

7. Fill in the blanks with the verbs in the present continuous tense.

1. John and I _____ (stay) in a beautiful hotel.
2. Kevin _____ (work) at home today.
3. I _____ (wait) for a very important letter.
4. You _____ (walk) too fast.
5. We _____ (plan) our next holiday.
6. The girls _____ (visit) their grandmother today.
7. She _____ (read) in her bedroom at the moment.
8. The baby _____ (learn) how to walk.

8. Rewrite the sentences in the negative. Use the present continuous tense.

1. They _____ (buy) a new car.
2. He _____ (learn) to read.
3. I _____ (look) for your keys.
4. We _____ (sell) the house.
5. They _____ (drink) tea.
6. You _____ (work) very hard.
7. Jack and Jill _____ (run) downhill.
8. I _____ (go) home now.

9. Write the questions. Use the present continuous forms.

1. What /Jessica / do?

2. Why / John and Patrick / laugh?
3. What book / you / read?
4. What / we / watch?
5. Where / they / stay?
6. Why / we / sit in the dark?
7. Where / they / wait?
8. What / you / sell?

10. Put the verbs into the correct tense (present simple or present continuous).

1. The train always _____ (leave) on time.
2. "What's the matter? Why _____ (cry/you)?"
3. That's strange. They _____ (not to watch) TV.
4. He _____ (not to speak) very good English.
5. Please be quiet! I _____ (do) my homework.
6. Where _____ (live/they)?
7. Listen! John _____ music! (play)
8. I never _____ (go) to the swimming pool.

11. Put the verbs into the correct tense (present simple or present continuous).

Harold Black's a famous pianist. He (give) two or three concerts every week. He (travel) a lot and this week he's in New York.

He (stay) at an expensive hotel. He's at his hotel now. He (have) his breakfast in the dining-room.

He (drink) a cup of coffee and he (read) a newspaper. Harold's always very busy. He (play) the piano regularly. He (practice) for four hours every day.

He (go) to bed late and he always (get up) early. But he sometimes (get) dressed too quickly, and this morning he (wear) one blue sock and one red one!

12. Put the verbs in the present simple or the present continuous.

1. Vegetarians are people who _____ (not / eat) meat.
2. Look out! My father _____ (come).

3. Some people still _____ (think) the sun _____ (go) round the earth.
4. I _____ (play) tennis every weekend.
5. Who _____ (sit) in my chair?
6. What _____ (happen) in golf if you _____ (lose) the ball?
7. Look! She _____ (wear) the same shoes as me.
8. What _____ (you/look) at?
9. I _____ (stay) with John for a few weeks until my flat is ready.
10. We _____ (usually/stay) with Peggy when we go to Chicago.
11. What time _____ (you/go) to bed on Saturdays?
12. Why _____ (you/wait) outside the door.
13. Don't ask Tim. He _____ (not/know) the answer.
14. I _____ (have) lunch at the moment.
15. When _____ (he / leave) the house?
16. I _____ (not/understand). What _____ (happen)?
17. Excuse me, _____ (you/know) the time?
18. This is a great party. I _____ (have) a lovely time.
19. We can't use the lift because it _____ (not/work)
20. We _____ (not/watch) videos at school.
21. Look out of the window! It _____ (snow).

13. Make questions for the underlined parts of the answers.

1. Mark and George are engineers.
2. Pam starts school at nine o' clock.
3. Bob is writing a letter.
4. John hates football.
5. Yes, I do. (You like hip hop)
6. No, she isn't (Reggie is listening to the teacher)
7. It is half-past seven.
8. No, I haven't (got any brothers or sisters)
9. Yes, she does. (Paula walk to school every morning)
10. Our children visit their grandparents twice a week. [12]

14. Write a story about yourself and your current experiences using present simple and present continuous tenses.

UNIT 1.4. SYSTEM OF HIGHER EDUCATION IN THE UNITED KINGDOM

VOCABULARY PRACTICE




The Stages of British Education and Exams



1. Take part in a discussion.

1. What are the stages of education in Great Britain?
2. Brushing up your school knowledge of the system of education in Great Britain make an educated guess regarding the systems of education in Ukraine and the UK in terms of:
 - grades;
 - subjects;
 - exams;
 - approaches;
 - activities;
 - uniform, etc.

Similar	Different
a)	a)
b)	b)
c)	c)
d)	d)
e)	e)
f)	f)

2. Study the table, check your guesses.

Age /School	2-5 years old Kindergarten/Play school	5 -7 years old Primary school 7-11 years old Junior school	11-16 years old Secondary school /Comprehensive school/ Grammar school
			

Subjects taught	Play	Art English Geography History Modern Languages (French/German) Literacy Numeracy PSHE - (Personal Social and Health Education) Science	Art & Design Biology Business Studies Chemistry Citizenship Design & Technology Drama English Geography History ICT (Information and Communications Technology) Modern Languages Maths Music PE (Physical Education) Physics PSHE (Personal Social and Health Education) RE (Religious Education)
Terminology	Pre School	Primary Education	Secondary Education
16+ Sixth form/ College 	18+ University 		
Tertiary Education	Further Education		

British Qualifications

GCSE	A Levels	Degrees	PhD
<p>GCSEs (General Certificate of Secondary Education) are taken by secondary school students, at the age of 14-16 in England, Wales, Northern Ireland and Gibraltar (in Scotland, the equivalent is the Standard Grade). GCSE courses are taken in a variety of subjects, which are usually decided by the students themselves between the ages of 13 and 14 (in Year 9). Study of chosen subjects normally begins at age 14 (Year 10), and final examinations are then taken at age 16 (Year 11). At the end of the two-year GCSE course, each student receives a grade for each subject. These</p>	<p>A-levels (Advanced Level) are taken by students in the final two years of secondary education (commonly called the Sixth Form), after they have completed GCSEs. It is a non-compulsory qualification taken by students in England, Wales, and Northern Ireland. In Scotland, students usually take Highers and Advanced Highers of the Scottish Qualifications Certificate. However, schools may choose to offer the A-Level as an alternative.</p> <p>A-levels are graded from A to E, along with a fail grade, U (Unclassified or Ungraded).</p>	<p>In England, Wales and Northern Ireland there are two different types of degree: Honours degrees and Ordinary degrees. The degrees awarded carry a designation related to the broad subject area such as B.A. (Bachelor of arts), B.Sc (Bachelor of Science), B.Eng (Bachelor of Engineering) etc. Most degrees are honours degrees, with an option not to take honours. The standard length of a Honours bachelor's degree is 3 years. On successful graduation from a bachelor's degree, it is possible to extend your studies in the United Kingdom to study for a degree of Master of Arts (MA) or Master of Science (MSc) etc.</p>	<p>A doctorate is an academic degree of the highest level. Traditionally, the award of a doctorate implies recognition of the candidate as an equal by the university faculty under which he or she studied.</p>

grades, from best to worst, are: A* (pronounced 'A-star'), A, B, C, D, E, F, G.			
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3. In pairs, summaries both the similarities and differences of the two systems; decide on your preferences – which system in your opinion is better. Explain why.

4. Answer the following questions.

1. Name basic differences between the systems of higher education in Great Britain and Ukraine?
2. What are the stages of education in Great Britain?
3. What famous British Universities do you know?

5. Read the text.

THE SYSTEM OF HIGHER EDUCATION IN GREAT BRITAIN

After finishing secondary school or college you can apply to a university, polytechnic, college of education or you can continue to study in a college of further education.

The academic year in Britain's universities, Polytechnics, Colleges of education is divided into 3 terms, which usually run from the beginning of October to the middle of December, the middle of January to the end of March, from the middle of April to the end of June or the beginning of July.

There are 46 universities in Britain. The oldest and best-known universities are located in Oxford, Cambridge, London, Leeds, Manchester, Liverpool, Edinburgh, Southampton, Cardiff, Bristol and Birmingham.

Good A-level results in at least 2 subjects are necessary to get a place at a university. However, good exam passes alone are not enough. Universities choose their students after interviews. For all British citizens a place at a university brings with it a grant from their local education authority.

English universities greatly differ from each other. They differ in date of foundation, size, history, tradition, general organization, methods of instruction and way of student life.

After three years of study a university graduate will leave with the Degree of Bachelor of Arts, Science, Engineering, Medicine, etc. Some courses, such as languages and medicine, may be one or two years longer. The degrees are awarded at public degree ceremonies. Later he/she may continue to take Master's Degree and then a Doctor's Degree.

The 2 intellectual eyes of Britain – Oxford & Cambridge Universities – date from the 12 & 13 centuries. They are known for all over the world and are the oldest and most prestigious universities in Britain. They are often called collectively Oxbridge, but both of them are completely independent. Only education elite go to Oxford and Cambridge.

The Scottish universities of St. Andrews, Glasgow, Aberdeen & Edinburgh date from the fifteenth and sixteenth centuries.

In the nineteenth and the early part of the twentieth centuries the so-called Redbrick universities were founded. These include London, Manchester, Leeds, Liverpool, Sheffield, and Birmingham. During the late sixties and early seventies some 20 'new' universities were set up. Sometimes they are called 'concrete and glass' universities. Among them are the universities of Sussex, York, East Anglia and some others.

During these years the government set up 30 Polytechnics. The Polytechnics, like the universities, offer first and higher degrees. Some of them offer full-time and sandwich courses (for working students). Colleges of Education provide two-year courses in teacher education or sometimes three years if the graduate specializes in some Particular subjects.

Some of them who decide to leave school at the age of 16 may go to a further education college where they can follow a course in typing, engineering, town planning, cooking, or hairdressing, full-time or part-time. Further education colleges have strong ties with commerce and industry.

There's an interesting form of studies which is called the Open University. It's intended for people who study in their own free time and who 'attend' lectures by watching TV and listening to the radio. They keep in touch by phone and letter with their tutors and attend summer schools. The Open University students have no formal qualifications and would be unable to enter ordinary universities.[13]

6. Decide whether the statements are True or False.

1. The academic year in Britain's universities, Polytechnics, Colleges of education is divided into four terms, which usually run from the beginning of October to the middle of December, the middle of January to the end of March, from the middle of April to the end of June or the beginning of July.
2. There are sixty four universities in Britain.
3. Good GCSE results in at least 2 subjects are necessary to get a place at a university.
4. After three years of study a university graduate will leave with the Degree of Bachelor of Arts, Science, Engineering, Medicine, etc.
5. There is no doctoral program in British universities.
6. The Welsh universities of St. Andrews, Glasgow, Aberdeen & Edinburgh date from the fifteenth and sixteenth centuries.
7. In the eighteenth and the early part of the nineteenth centuries the so-called Redbrick Universities were founded.
8. Colleges of Education provide two-year courses in teacher education or sometimes three years if the graduate specializes in some Particular subjects.
9. The Polytechnics, like the universities, offer first and higher degrees.
10. Students who decide to leave school at the age of 16 may go to a further education college where they can follow a course in typing, engineering, town planning, cooking, or hairdressing, full-time or part-time.
11. Further education colleges have strong ties with commerce and industry.
12. The Open University is intended for people who study in their own free time and who 'attend' lectures by watching TV and listening to the radio.
13. The Open University students have formal qualifications and are able to enter ordinary universities.

7. Find the “Odd One Out”. There may be more than one answer. Give your reasons.

	A	B	C
1.	single sex	mixed	Coeducational
2.	compulsory	voluntary	Optional
3.	independent school	public school	state school
4.	nursery	primary	Secondary
5.	grammar school	comprehensive school	non-selective school
6.	streaming	mixed ability grouping	ability grouping
7.	continuous assessment	final examinations	intelligence testing

8. Discuss the questions. Go through the questions, ask the teacher to help you with unfamiliar words then ask and answer in pairs.

1. Would you prefer to send your child to a mixed or single sex school?
2. Is day school always a better alternative to boarding school?
3. Should rich people be permitted to buy educational advantages by sending their children to private schools or should all schools be run by the state?
4. Do you prefer a system where children are put in fast and slow streams or is it better to create mixed ability classes?
5. Should corporal punishment be permitted in schools?
6. Which system do you favor for measuring children's progress/final examinations or continuous assessment?
7. Do the "three Rs" (Reading, Writing and Arithmetic) make up the most important part of the school curriculum?

9. Spelling dictation.

In Britain, school is *compulsory* between the ages of five and sixteen years old.

Primary education continues until the age of eleven. Pupils wishing to enter *university* usually finish their *secondary* education when they are eighteen.

Other types of *further* education are available for those who want to learn a *trade* such as catering or *specialize* at an early stage. In recent years, the proportion of young people entering university has risen dramatically. The variety of degree *courses* on offer has also widened. It is now common for students entering fields such as nursing to be based at university.

Educational terminology can be very confusing.

For example, *preparatory* and *public* schools are *fee-paying* and both belong to the *independent* or *private sector*.

Middle schools, which fall between primary and secondary education, are part of the *state system*, but do not exist in all parts of Britain. Most state secondary schools are "*comprehensives*" and are *non-selective*. However, in some towns, institutions known as *grammar schools* operate *selectively*. Children are tested at the age of eleven and the bright ones are *creamed off*.

Many parents argue that grammar schools should be abolished to allow *equality of opportunity* for all children. Others insist that a *fast track* is needed for *gifted pupils* and that diversity means more *freedom of choice*.^[13]

10. Translate into Ukrainian.

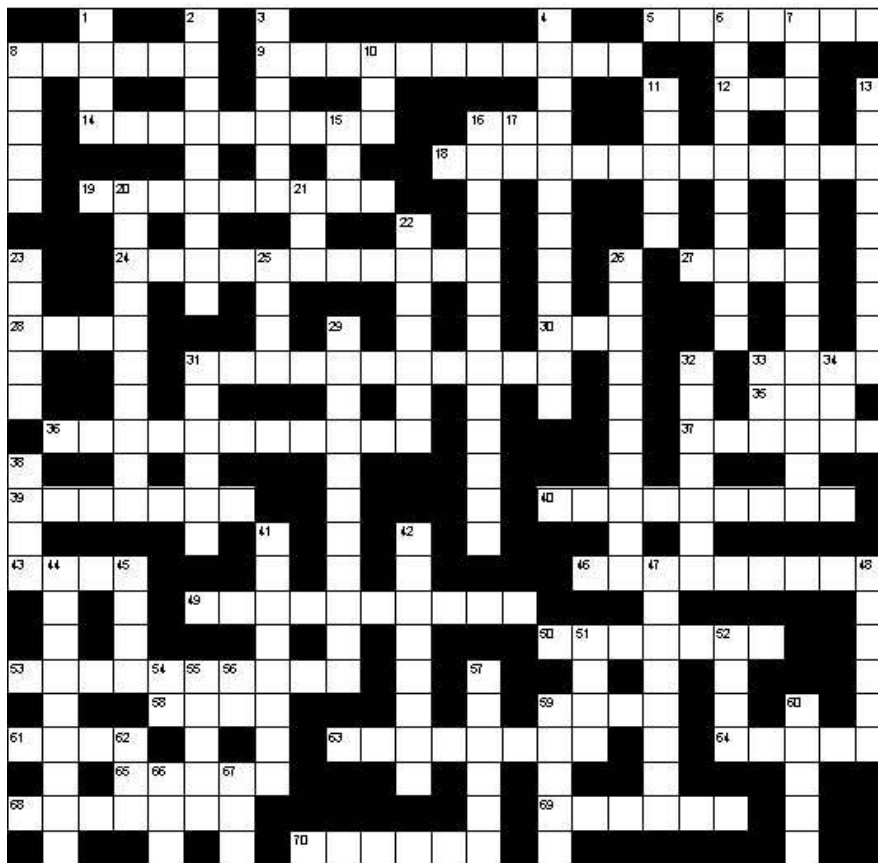
compulsory	
primary	
secondary	
further	
specialized	
variety	
courses	
common	
field	
nursing	
based	
public school	

fee-paying	
independent	
private sector	
middle school	
state system	
comprehensive	
non-selective	
grammar school	
creamed off	
equality	
equality of opportunity	
gifted pupils	
freedom of choice	
diversity	
exits	
tested	
insist	
terminology	
very confusing	

11. Write 10 sentences of your own using the highlighted words from the dictation.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

12. Do the crosswords.



Down

1. Calculations (4)
2. Staying late as a punishment (9)
3. Division (6)
4. For both the gifted and the less capable (5, 7)
5. Monitoring performance all the time (10)
6. Type of state Secondary School for pupils who fail the selection test (9, 6)
7. To select those at the very top (5)
10. Madame (3)
11. Government controlled (5)
13. Not compulsory (9)
15. Short for holidays (3)
16. For students from all kinds of backgrounds (13)
17. The verb "Etre" (2)
20. Measurement of academic performance (10)
21. How old you are (3)
22. A bad joke! (7)
23. To live as well as study in a school (5)
25. Noisy (4)
26. System for dealing with wrong-doers (10)
29. Being given the chance to do something (11)
31. Pictures (6)
32. Not state (7)
33. A wooden implement used for playing cricket (3)
34. Department of Social Security (3)
38. At a distance (4)
41. System of physical punishment (8)
42. Being given the same as other people (8)
44. Stage of compulsory education following Primary (9)
45. An upper class word for "homework" (4)
47. Type of education for those who need to catch up (8)
48. Talented (6)
51. A lively Scottish folk dance (4)
52. The smallest particle of a chemical element (4)
54. Opposite of "down" (2)
55. Opposite of "higher" (5)
56. Therefore (2)
57. Being able to select different schools (6)
59. Agreeable (5)
60. Exclude permanently from school (5)
62. An objective (3)
66. Not living in the school (3)
67. An old word for "yes" (3)

Across

5. Reasons for bad behaviour (7)
8. Programme of study in a single area (6)
9. Formal test (11)
12. National Extension College (3)
14. The system of choosing the more able to go to better schools (9)
16. Commander of the order of the British Empire (3)
18. Mixed (13)
19. Quick stream (4, 5)
24. Polite phrase for less gifted pupil (4, 7)
27. $2 + 2 =$ (4)
28. English, History and Music, for example (4)
30. An electrically charged atom (3)
31. In the private sector (11)
33. A corpse (4)
35. Short for advertisements (3)
36. Private school for pupils going on to Public Schools (11)
37. Formal method of checking intelligence (2, 4)
39. Higher (7)
40. Private - costing money (3, 6)
43. Please reply (4)
46. System of fast, medium and slow lanes (8)
49. Broad programme of education (10)
50. Selective State Secondary School (7)
53. You have to do it (10)
58. A weak effort (4)
59. The director of a school (4)
61. A theory or notion (4)
63. Voluntary (8)
64. For both boys and girls (5)
65. The very best thing you can hope for (5)
68. The first stage of compulsory education (7)
69. Private school for elite aged between 13 and 18 (6)
70. Between Primary and Secondary (6)

[14] <http://www.tedpower.co.uk/disceduc.html>

GRAMMAR PRACTICE

Past Simple Tense and Past Continuous Tense

1. Consult with the Grammar Reference and do the exercises.

2. Fill the gaps with the correct past simple forms of the verbs in brackets.

1. Yesterday, she _____ two new pairs of jeans. (buy)
2. What _____ you _____ last night? (do)
3. Nevin _____ across the lake last night. (swim)
4. Mine _____ his homework, so the teacher _____ angry.
(not finish/be)
5. We _____ to Chicago by United Airlines last Easter. (fly)
6. The shop _____ many things last year. (not sell)
7. _____ you _____ the film on TV last night? (see)
8. She _____ to answer the question. (try)
9. Nobody _____ the thief yesterday. (catch)

3. Look at Selin's diary for yesterday and complete these sentences with past continuous verbs. Use verbs from list below.

7-8 a.m.	SHOWER	8-9 a.m.	BREAKFAST
9-10 a.m.	TRAIN	10-11 a.m.	BEACH
11-midday	ART GALLERY	12-1 p.m.	RESTAURANT
1-3 p.m.	SHOPPING CENTRE	3-5 p.m.	COFFEE SHOP
5-7 p.m.	SPORTS CENTRE	7-11 p.m.	DISCO

buy dance drink eat have look run sit swim travel

1. At 7.10 a.m. she _____ a shower.
2. At 8.17 a.m. she _____ her breakfast.
3. At 9.34 a.m. she _____ to the seaside.
4. At 10.05 a.m. she _____ in the sea.
5. At 11.39 a.m. she _____ at paintings by Picasso.
6. At 12.08 p.m. she _____ in the restaurant.
7. At 2 o'clock, she _____ some new jeans.
8. At 4.15 p.m. she _____ her coffee.
9. At 6 o'clock, she _____ a hundred meters.
10. At 9.30 p.m. she _____ with her boyfriend.

4. Fill the gaps with the correct past simple or past continuous form of the verb.

1. When I (do) _____ the washing-up, I (break) _____ a plate.
2. While Tom (play) _____ the piano, his mother (do) _____ the washing-up.
3. He (drink) _____ some juice and then he (eat) _____ a few chips.
4. I (have) _____ dinner when I suddenly (hear) _____ a loud bang.
5. When my father (work) _____ in the garden, an old friend (pass) _____ by to see him.
6. She (go) _____ to school, (take) _____ out her textbook and (begin) _____ to read.
7. When it (start) _____ to rain, our dog (want) _____ to come inside.
8. When Jane (do) _____ a language course in Ireland, she (visit) _____ Blarney Castle.
9. When I (be) _____ on my way home, I (see) _____ an accident.
10. I (not / understand) _____ what they (talk) _____ about.

5. Fill the gaps with the correct past simple or past continuous form of the verb.

1. When I (get) _____ up yesterday, the sun (shine) _____.
2. It (is) _____ a beautiful morning.
3. So I (decide) _____ to cycle around a little.
4. I (go) _____ to the shed and (take) _____ out my bike.
5. While I (cycle) _____ past some villages, I (see) _____ some people in their gardens.
6. One man (mow) _____ the grass while his wife (pick) _____ strawberries.
7. After one hour of cycling in sunshine, a big fat raincloud suddenly (appear) _____ and it (start) _____ to rain.

8. Luckily, a farmer (notice) _____ me and (tell) _____ me to come in.
9. While it (rain) _____ outside, I (sit) _____ in the farmer's house.
10. After a while, the sun (come) _____ out again.
11. I (thank) _____ the farmer for his hospitality and (move) _____ on. [15]

Future Simple Tense and Future Continuous Tense

1. Consult with the Grammar Reference and do the exercises.

2. Complete each sentence. Use the future simple form of the verb.

1. _____ **Will you** _____ (you / buy) a new bike?
2. Tom _____ (not / be) a doctor.
3. I _____ (buy) some new shoes.
4. _____ (Helen / catch) the train?
5. Who _____ (carry) the shopping for me?
6. Jim and Dinah _____ (not / get) married.
7. Sam _____ (take) a holiday.
8. What time _____ (you / phone) me?
9. Where _____ (we / eat) tonight?
10. I _____ (not / give/he) a birthday present!

3. Make sentences using the future continuous form of the verb.

1. I'm playing tennis now. (this afternoon)
I'll be playing tennis this afternoon.
2. He is sleeping now. (at eleven o'clock)
3. We're working very hard. (at this time next month)
4. They are traveling. (all night)
5. She's doing the washing up. (in an hour's time)
6. He's still mending his car. (at dinner time)
7. I am driving a BMW. (in two years' time)
8. I'm studying English. (from 8 to 10)

9. I'm having an interview now. (at 2 o'clock this afternoon)
10. We're listening to pop music. (at this time tomorrow)

4. Decide whether you have to use the simple future or the future progressive tense with *will (be doing)* / *won't (be doing)* in the following sentences.

1. I (to do) my homework when my father comes home.
2. Don't worry, I (to help) you with your homework.
3. I (not to be) able to meet you because my brother and I (to play) soccer at school tomorrow evening.
4. Next Friday (to learn) for my French exam and my sister (to practice) her choreography.
5. Who (to be) the next American president?
6. When I arrive at school, my classmates (to correct) their homework and my teacher (to prepare) a new lesson.
7. I'm quite sure that Scotland (to be) an independent country by next year.
8. At midnight tonight, I (not to read) a book because I'm already very tired now.
(to call) me when you come home?

5. Complete the sentences with an appropriate future form. Choose between the future simple (*will or be going to*) and the future continuous. More than one answer may be correct.

1. You look hungry; I (make) you a sandwich.
2. John and I probably (not / come) to the party because it looks like it (rain).
3. I can't have lunch at 2:00 because I (have) an operation at that time.
4. You (celebrate) your birthday at a beautiful restaurant and we (fly) on a plane to Europe.
5. The class (take) an exam at 9:00 tomorrow morning.
6. Promise me you (not / call) before 10; I hate being woken up early!
7. Sarah and Frank (go) to the gym after work today.
8. You guys (have) a great time in the Bahamas!
9. I (sleep) when you arrive so please try to be quiet.

10. When she arrives at the school tomorrow, Michael (teach) the B2 class, Alex (administer) a test, and Denis (probably, talk) to a new student.

UNIT 1.5. GEOGRAPHICAL POSITION, ECONOMY AND POLITICAL SYSTEM OF UKRAINE

VOCABULARY PRACTICE

1. Answer the following questions.

1. Is Ukraine the largest country in Europe?
2. How many seas is Ukraine washed by?
3. What is the population of Ukraine?

2. Read the text.



3. GEOGRAPHICAL LOCATION

Ukraine is situated in the central part of Eastern Europe, on the crossroads of major transportation routes from Europe to Asia and from the Scandinavian states to the Mediterranean region.

Most of Ukraine is located south-west of the Eastern European plain. Mountains occupy only 5% of Ukrainian territory: the Ukrainian Carpathian mountains in the west and the Crimean mountains in the south. The highest peak in Ukraine, Goverla Mountain (2,061 m), is situated in the Carpathians. Roman-Kosh peak (1,545 m) is the highest mountain in Crimea.

The Ukraine's Black Sea coastline exceeds 1,500 km. Sea coasts in Ukraine are mainly flat, except for the region near the Crimean mountains. Water temperature at the seaside ranges from 0-8°C in winter to 25°C in summer.

The Azov Sea's shore is low-lying, straight, with specific sand spits. The Azov Sea is rather shallow. Sea water near shore freezes in the winter. The water temperature in summer reaches 25-30°C.

There are more than 73,000 rivers on the territory of Ukraine. Ukrainian rivers mostly belong to the basins of the Black and Azov seas. Only the Western Bug and other right influxes of the Vistula River flow to the Baltic Sea basin. The largest rivers in Ukraine (Dnepr and Danube rivers) are navigable.

More than 20,000 water reservoirs are situated in Ukraine, including more than 3,000 lakes. They are mostly situated in Polesye, Prichernomorskaya lowland, and the Crimean steppe. [16]

3. Decide whether the statements are True or False.

1. Ukraine is situated in the central part of Western Europe, on the crossroads of major transportation routes from Europe to Asia and from the Scandinavian states to the Mediterranean region.
2. Most of Ukraine is located north-west of the Eastern European plain.
3. The highest peak in Ukraine, Goverla Mountain (2,061 m), is situated in the Carpathians.
4. Water temperature at the seaside ranges from 0-8°C in winter to 25°C in summer.
5. The Azov Sea is rather deep.
6. There are more than 75,000 rivers in Ukraine.

7. Ukrainian rivers mostly belong to the basins of the Black and Azov seas.
8. The water reservoirs are mostly situated in Polesye, Prichernomorskaya lowland, and the Crimean steppe.

4. Translate into Ukrainian.

1. Mountains occupy only 5% of Ukrainian territory: the Ukrainian Carpathian mountains in the west and the Crimean mountains in the south.
2. Sea water near shore freezes in the winter. The water temperature in summer reaches 25-30°C.
3. More than 20,000 water reservoirs are situated in Ukraine, including more than 3,000 lakes. They are mostly situated in Polesye, Prichernomorskaya lowland, and the Crimean steppe.

CLIMATE

The climate of Ukraine is temperate continental. The only exception is the southern coast of Crimea, where the climate is subtropical of the Mediterranean type. Warm low-snow winters and rainy summers are specific to the mild climate of the Zakarpatye region.

Average winter temperatures in Ukraine vary from -8 to -12°C. The temperature in the southern regions approaches 0 C (32 F).

The average summer temperature ranges from 18 to 25°C (64.4 F to 77 F). However, it can exceed 35°C (95 F) during the day.

Frequent weather fronts bring weather changes. Note, however, that clear, sunny weather is typical for Ukraine (up to 230 sunny days per year).

Precipitation falls unevenly across Ukraine. The most rainfall is recorded in the Crimean mountains and the Ukrainian Carpathian mountains.

The southern coast of Crimea is the warmest place in Ukraine. The summer temperature here reaches 39°C, while the average temperature in January is 4°C. Relative air humidity is 65-80%.

5. Translate into Ukrainian.

temperate	
continental	
exception	

subtropical	
the mediterranean	
mild climate	
average	
vary	
approach	
exceed	
frequent	
weather front	
clear	
sunny	
precipitation	
rainfall	
coast	
relative	
humidity	
weather changes	
across	
unevenly	
however	
to record	

6. Match the correct adjectives to the days they describe.

- 1) a warm, sunny summer's day;
- 2) a very cold winter's day;
- 3) a wet, miserable, cloudy day;
- 4) a cold early morning with poor visibility.

misty	chilly	mild	foggy	cool
	frosty	bright	misty	overcast
raw	dreary	rainy	bleak	
	pleasant		dull	

7. Put the following words and phrases in order from the least strong to the strongest.

1. a gale a breeze a hurricane a strong wind

2. chilly	nippy	fresh	icy
3. it's drizzling	it's pouring down	it's spitting	it's raining
4. a blizzard	a breath of wind	a storm	a gust of wind
5. bright	glorious	fair	brilliant

8. Read the weather forecasts and complete the gaps using the words below.

arctic	tropical	temperate
---------------	-----------------	------------------

A. Friday will be changeable with a mixture of showers and sunny spells throughout the day, which is typical of our _____ climate at this time of year – not too hot, not too cold, but plenty of rain, I'm afraid.

B. Gale-force winds coming in from the sea will bring freezing _____ conditions to many parts of the west over the weekend.

C. Tomorrow will be hot, humid and sticky in the morning, with hardly a breath of wind, almost _____ in fact. Cooler, breezier conditions in the afternoon will be followed by violent thunderstorms, rolling in from the sea later in the day

9. Answer the following questions about the climate in your country.

1. What's the climate like?
2. What seasons are there? When are they? What is the weather typically like in summer and winter?
3. What's the weather like now?
4. What time of the year do you prefer, and why?

NATURAL RESOURCES

Ukraine possesses considerable volumes of natural resources. Analysts estimate that one quarter of the world's black soil reserves are located in Ukraine. The country's black soil is deemed the best in the world because of its physical, chemical, agrochemical, and mineralogical properties. The total area of black soil is 60.4 mln ha including 69% of agricultural lands. 78% of this is ploughed land.

The Constitution of Ukraine, adopted in 1996, defined land as a core national wealth that is specifically protected by the state.

Ukraine is one of the richest countries in the world by variety and deposits of mineral raw stock. It occupies 0.4% of the dry land and possesses 5% of the world natural resources, worth over USD 11 ths. bn.

Industrial extraction of coal is mainly done in Donbass region. The total area of the coal basin amounts to 60,000 sq. km, and its reserves are estimated at 109 bn tons.

Oil and natural gas are concentrated in Pridneprovskiy-Donetsk (80%) and the Prichernomorskiy-Crimean oil and gas bearing regions. Oil and gas deposits on the continental shelf of Ukraine in the Black and Azov seas are also deemed ripe for development. Ukraine satisfies its oil and 25% of its gas needs.

Iron ores are located in Krivoy Rog (18.7 bn tons), Kremenchug (4.5 bn tons), Belozerskiy (2.5 bn tons) and Kerchenskiy iron ore basins. The world's largest deposits of manganese ores are located in Nikopol district. Deposits of nickel, chrome, titanium, complex and mercury ores (the second largest deposit in the world) are estimated as sufficient for commercial exploitation.

Ukraine is a European and world leader by number of mineral rock deposits. Deposits of ozokerites and brimstones are the largest in the world. Its deposits of graphite are the most important in Europe. The extraction of rock and potassium salt has been conducted in Ukraine for a long time.

There are open deposits of precious and semiprecious stones on the territory of the state as well (beryl, amethyst, amber, jasper, rock crystal, etc.). More than 15 deposits of gold have been discovered over the last several years.

Mineral and raw stock in Ukraine has a significant economic potential that is necessary for securing further national economic development, in particular, in metallurgy, chemical industry, as well as the production of ceramic articles and construction materials.

10. Decide whether the statements are True or False.

- 1.** The total area of black soil in Ukraine is 60.4 mn ha including 69% of agricultural lands. 78% of this is ploughed land.
- 2.** The Constitution of Ukraine, adopted in 1996, defined land as a core national wealth that is specifically protected by the state.

3. Ukraine is a world and world leader by number of mineral rock deposits.

4. More than fifty deposits of gold have been discovered over the last several years.

11. Translate into Ukrainian.

natural resources	
core wealth	
mineralogical properties	
black soil	
extraction	
coal	
natural gas	
deposits	
shelf	
oil	
nickel	
chrome	
titanium	
ore	
potassium	
amber	

12. Match the columns.

1) natural resource	a) any natural resource that can be replenished naturally over time;
2) renewable resources	b) an object or item that has the ability to cause a change in matter; often used to generate electricity;
3) nonrenewable resource	c) the careful use of resources so that they will last as long as possible;
4) fossil fuel	d) to process used products into new products by using the materials again;
5) energy source	e) to use items again after their original use;

6) conservation	f) any natural resource from the earth that exists in limited supply and cannot be replaced if it is used up;
7) reduce	g) a fuel, such as coal, oil, or natural gas, formed in the earth from plant and animal remains over millions of years;
8) recycle	h) a material that occurs in nature that is essential or useful to people;
9) reuse	i) to use less.

FLORA AND FAUNA

Approximately 30,000 species of plants grow in Ukraine. More than 400 of them are included in the Red Data Book. Almost 19 mn ha (nearly one third of Ukraine's territory) has natural vegetation. Approximately half of all ordinary and almost 30% of all rare and endangered species are concentrated in the Crimean and Carpathian mountains.

Fourteen percent of Ukraine's territory is covered with forests. More than half of the total timber reserve in Ukraine is in conifers: pine tree, fir, and silver fir. Forests in Ukraine are rich in berries, mushrooms, fruits of wild-growing plants, as well as herbs (about 250 species of herbs are recognized by official medicine).

Fauna in Ukraine is diverse and numbers almost 45,000 species. The rarest surviving animals are found in numerous conservation areas. There are a lot of fish species in the Black and Azov seas, as well as in rivers and lakes.

Eleven natural national parks, four biosphere conservation areas, sixteen wilderness areas, and a lot of dendroparks have been created in Ukraine.

Hunting for elk, deer, wild boar, hare, fox, wild goose, etc. is organized in reserve and hunting farms which exist in almost every region of Ukraine.

13. Decide whether the statements are True or False.

1. Approximately 90,000 species of plants grow in Ukraine.
2. Almost 19 mn ha (nearly one third of Ukraine's territory) has natural vegetation.
3. More than a third of the total timber reserve in Ukraine is in conifers: pine tree, fir, and silver fir.
4. Fauna in Ukraine is diverse and numbers almost 54,000 species.

5. Eleven natural national parks, five biosphere conservation areas, sixteen wilderness areas, and a lot of dendroparks have been created in Ukraine.

14. Make up 20 questions to the text “Flora and Fauna”.

15. Answer the following questions.

1. Who is the only source of power in Ukraine?
2. How many branches of power are there in Ukraine?
3. When was the Constitution of Ukraine adopted?

16. Translate into Ukrainian.

the bearer		the proclamation	
to exercise power		national minorities	
Legislative		a collegiate structure	
Executive		to consist	
Judicial		equal	
the supreme body		direct suffrage	
to influence		to approve budget	
the proclamation		responsible to	

17. Read the text.

POLITICAL SYSTEM OF UKRAINE

Ukraine is a unitary, sovereign and independent, democratic, social and legal state, a parliamentary-presidential republic. The people are the bearer of sovereignty and the only source of power in Ukraine.

The people exercise power directly and through state authorities and local self-government bodies. The power in Ukraine is carried out according to the principle of its division into legislative, executive and judicial.

The executive power in the country belongs to the Cabinet of Ministers, and the legislative power – to the parliament (the Verkhovna Rada of Ukraine). The supreme body of the judiciary in Ukraine is the Supreme Court of Ukraine.

The President of Ukraine can influence the work of all three branches of power. According to the Constitution of Ukraine, the President must stop any

of their actions that violate the Constitution.

Shortly after the proclamation of Ukraine's independence, as a result of the 1991 referendum, a parliamentary commission was organized in Ukraine to draft a new constitution.

June 28, 1996, with the adoption of the new democratic constitution, a multi-party political system (pluralism) and the legally declared fundamental rights and freedoms of citizens of Ukraine, as well as the rights of national minorities of the country, were introduced.

Various ethnic groups of Ukraine are guaranteed the right to receive education in their native language, to develop cultural life, and to use national languages in everyday life. According to the Constitution, the state language of the country is Ukrainian.

The Verkhovna Rada of Ukraine is the only legislative body of state power in Ukraine, which has a collegiate structure and consists of 450 people's deputies of Ukraine elected for a period of 5 years on the basis of universal, equal and direct suffrage by secret ballot.

The Verkhovna Rada is the only legislative body authorized to pass laws in Ukraine. The powers of the Verkhovna Rada are realized by joint activity of people's deputies of Ukraine at the sessions of the Verkhovna Rada. The Verkhovna Rada ratifies international agreements and approves the budget.

The powers of people's deputies of Ukraine are determined by the Constitution and laws of Ukraine. People's deputies of Ukraine can voluntarily unite in factions, provided that each of them includes at least 15 deputies. As of January 18, 2017, there were 352 officially registered political parties in Ukraine. However, most of them are small and not very popular in the broad strata of society and are not able to win elections independently. Therefore, in order to obtain a larger number of votes in the parliamentary elections, small parties are often united into elective blocs.

The President of Ukraine is elected by popular vote for a five-year term. On the proposal of the President, the Verkhovna Rada of Ukraine appoints the Prime Minister of Ukraine, other members of the Cabinet of Ministers of Ukraine.

The President of Ukraine is the guarantor of state sovereignty, territorial integrity of Ukraine, observance of the Constitution of Ukraine, human and citizen rights and freedoms. The Cabinet of Ministers of Ukraine is the supreme body of executive power of Ukraine. It is responsible to the President of Ukraine and the Verkhovna Rada of Ukraine, is under the control

and accountable to the Verkhovna Rada of Ukraine within the limits provided by the Constitution of Ukraine. [16]

18. Decide whether the statements are True or False.

1. Ukraine is a federative, sovereign and independent, democratic, social and legal state, a parliamentary-presidential republic.
2. The President is the bearer of sovereignty and the only source of power in Ukraine.
3. The executive power in the country belongs to the Cabinet of Ministers.
4. The legislative power in the country belongs to the President.
5. The Supreme Court is the supreme body of the judiciary in Ukraine.
6. The Verkhovna Rada is the only legislative body authorized to pass laws in Ukraine.
7. The President of Ukraine is elected by popular vote for a four-year term.
8. On the proposal of the Verkhovna Rada the President of Ukraine appoints the Prime Minister of Ukraine, other members of the Cabinet of Ministers of Ukraine.
9. The Cabinet of Ministers of Ukraine is the supreme body of executive power of Ukraine.
10. The Cabinet of Ministers is responsible to the Verkhovna Rada and is under the control and accountable to the President of Ukraine within the limits provided by the Constitution of Ukraine.

19. Answer the questions.

1. How do the people exercise the power in Ukraine?
2. Who influence the work of all three branches of power?
3. What kind of a political party-system is there in Ukraine?
4. Various ethnic groups of Ukraine are guaranteed the right to receive education in their native language, aren't they?
5. Are people's deputies in Ukraine elected for a period of five years?

20. Make up 10 questions to the text "Political System of Ukraine"

GRAMMAR PRACTICE

Modal Verbs (*must* and equivalents)

1. Consult with the Grammar Reference and do the exercises.
2. Fill in the gaps with the appropriate modal verb.

I _____ do my homework. My teacher always checks if we have done the exercises.

I _____ get my hair cut. I don't like it so long.

We _____ go home. My mother told me to come back at 10 o'clock.

I _____ study hard. I want to pass the exam.

In Ukraine, children _____ go to school until they are 16.

You _____ phone every day, darling!

3. Complete with the following exchanges appropriate form of *mustn't/don't have to/doesn't have to*.

1.

A: Are you going to watch this boring film on TV?

B: Yes, but you *don't have to* watch it if you don't want to.

2.

C: You _____ smoke so much, Mr Swan. It's bad for you.

D: Yes, I know.

3.

E: What does your aunt do?

F: Oh, she's so rich she _____ work

4.

G: You _____ hit your baby brother. That's horrible behavior!

H: Sorry, dad!

5.

I: He's really ugly!

J: You _____ say that! He was in a bad car accident and it's a miracle he survived.

6.

K: I'm afraid can't give you back the €30 you lent me.

L: Don't worry. You _____ pay me just yet.

7.
M: My mother would like a table for two for dinner next Monday. Is it necessary for her to book?
N: No, she _____ reserve. Monday's not a busy night.
8.
O: Shall I get some more cola for the kids?
P: No, they _____ have any more. They've drunk too much already.
9.
Q: How much is it for my friend to get in to the museum?
R: Well, if he has a student ID card, he _____ pay the full price.
10.
S: I hate peas.
T: Well, you _____ eat them, you know.

4. Rewrite the sentences using the verbs in brackets so they have the same meaning.

1. Don't walk across the grass. (must) *You **mustn't** walk across the grass.*
2. It's important for me to be there at 8 o'clock. (must)
3. It's not necessary for you to look up every word in a dictionary. (have to)
4. It's necessary for us to pay in advance. (have to)
5. It's important for everyone to listen carefully. (must)
6. It's not necessary for them to come home before midnight. (have to)
7. Don't believe everything you hear. (must)
8. Take care. (must)
9. Is it necessary for me to do my homework? (have to)
10. It's necessary for him to work harder. (have to) [17]

5. Fill the spaces in the following sentences by inserting *must* or the present, future, or past form of *have to*.

1. She _____ leave home at eight every morning at present.
2. Notice in a picture gallery: Cameras, sticks and umbrellas _____ be

left at the desk.

3. He sees very badly; he _____ wear glasses all the time.
4. I _____ do all the typing at my office.
5. You _____ read this book. It's really excellent.
6. The children _____ play in the streets till their mothers get home from work.
7. She felt ill and _____ leave early.
8. Mr Pitt _____ cook his own meals. His wife is away.
9. I hadn't enough money and I _____ pay by cheque.
10. I never remember his address; I always _____ look it up.
11. Employer: You _____ come to work in time.
12. If you go to a dentist with a private practice you _____ pay him quite a lot of money.
13. Father to small son: You _____ do what Mummy says.
14. My neighbour's child practise the piano for three hours a day.
15. Doctor: I can't come now. Caller: You _____ come; he's terribly ill.
16. English children _____ stay at school till the age of 16.
17. In my district there is no gas laid on. People _____ use electricity for everything.
18. Notice above petrol pump: All engines _____ be switched off.
19. Mother to daughter: You _____ come in earlier at night.
20. The shops here don't deliver. We _____ carry everything home ourselves.
21. The buses were all full; I _____ get a taxi.
22. Notice beside escalators: Dogs and push chairs _____ be carried.
23. 'Au pair' girls usually _____ do quite a lot of housework.
24. Tell her that she _____ be here by six. I insist on it.
25. When a tire is punctured the driver _____ change the wheel.
26. Park notice: All dogs _____ be kept on leads.
27. She _____ learn how to drive when her local railway station is closed.
28. Railway notice: Passengers _____ cross the line by the footbridge.
29. I got lost and _____ ask a policeman the way.
30. Farmers _____ get up early.

6. Use *must not* or *need not* to fill the spaces in the following sentences.

1. You _____ ring the bell; I have a key.
2. Notice in cinema: Exit doors _____ be locked during

performances.

3. You _____ drink this: it is poison.
4. We _____ drive fast; we have plenty of time.
5. You _____ drive fast; there is a speed limit here.
6. Candidates _____ bring books into the examination room.
7. You _____ write to him for he will be here tomorrow.
8. We _____ make any noise or we'll wake the baby.
9. You _____ bring an umbrella. It isn't going to rain.
10. You _____ do all the exercise. Ten sentences will be enough.
11. We _____ reheat the pie. We can eat it cold.
12. Mother to child: You _____ tell lies.
13. You _____ turn on the light; I can see quite well.
14. You _____ strike a match; the room is full of gas.
15. You _____ talk to other candidates during the exam.
16. We _____ make any more sandwiches; we have plenty now.
17. You _____ put salt in any of his dishes. Salt is very bad for him.
18. You _____ take anything out of a shop without paying for it.
19. You _____ carry that parcel home yourself; the shop will send it.
20. You _____ make scrambled eggs without butter.

UNIT 1.6. GEOGRAPHICAL POSITION, ECONOMY AND POLITICAL SYSTEM OF THE UNITED KINGDOM

VOCABULARY PRACTICE

1. Answer the following questions.

1. Is Great Britain a continental or an island state?
2. What seas wash Great Britain?
3. Are there mostly mountains or hills in Great Britain?

2. Read the texts.

GEOGRAPHY

The United Kingdom, also called the U.K., consists of a group of islands off the northwest coast of Europe. It is a unique country made up of four nations: England, Wales, Scotland, and Northern Ireland. England, Wales, and Scotland also make up Great Britain.

Much of the north and west of the U.K. is covered in high ground, knife-edged mountain ridges separated by deep valleys. This terrain was shaped in the last Ice Age, when thick glaciers covered the land.

In the south of England, the countryside is mostly rolling hills. In northwest England and the Scottish Highlands are dozens of lakes, called lochs. These were left behind when the Ice Age glaciers melted. They tend to be long and narrow, and some are very deep. Legends say that a giant monster called Nessie lives in Loch Ness in Scotland.

NATURE

About 5,000 years ago, the center of the United Kingdom was covered with thick forests. Thousands of years ago, these woodlands were cleared by ancient farmers, and today only about 10 percent of the land is forest.

The United Kingdom's complex geology gives rise to a wide variety of landscapes and a range of habitats for its animal and plant life. But it is a very crowded country, and there are not many truly wild places left. The most successful wildlife species are those that can live alongside people.

Great Britain's rugged mountains, like the Scottish Highlands, offer habitat that is relatively untouched by humans. The country's 7,700 miles (12,429 kilometers) of shoreline, ranging from tall cliffs to beaches to marshes, also provide homes for wildlife such as seabirds and seals.

3. Decide whether the statements are True or False.

1. The United Kingdom, also called the U.K., consists of a group of islands off the northeast coast of Europe.
2. Thousands of years ago, these woodlands were cleared by ancient farmers, and today only about 10 percent of the land is forest.
3. In northwest England and the Scottish Highlands are dozens of lakes, called lochs.
4. The United Kingdom's complex geology gives rise to a wide variety of landscapes and a range of habitats for its animal and plant life.
5. Great Britain's rugged mountains, like the Scottish Lowlands, offer habitat that is relatively untouched by humans.
6. The country's 7,700 miles of shoreline also provide homes for wildlife such as seabirds and seals

4. Fill in the gaps.

hills *loch* *south* *narrow* *deep*
glaciers *northwest* *lakes*

In the _____ of England, the countryside is mostly rolling _____. In _____ England and the Scottish Highlands are dozens of _____, called lochs. These were left behind when the Ice Age _____ melted. They tend to be long and _____, and some are very _____. Legends say that a giant monster called Nessie lives in _____ Ness in Scotland.

5. Answer the following questions.

1. In your opinion, who were the first people living in Britain?
2. Is literature popular in Britain? Which famous British writers do you know?
3. Do you think soccer is popular in the United Kingdom? Why?

PEOPLE & CULTURE

The British are the creation of waves of invaders and migrants, including Celts, Romans, Anglo-Saxons, Vikings, and Normans. In the 1950s and 1960s, people from former colonies in the Caribbean, Africa, and Asia came to the United Kingdom to work.

Sports and literature are among the United Kingdom's cultural claims to fame. Soccer, rugby, cricket, boxing, and golf were all invented in Britain. And the U.K. has produced many great writers, including William Shakespeare, Charles Dickens, and Robert Burns. J.K. Rowling, the writer of the Harry Potter books, is British.

HISTORY

The first Britons (people who live in the United Kingdom) were the Picts, who arrived about 10,000 years ago. In the eighth century B.C., the Celts arrived from Europe and pushed the Picts north into Scotland. In A.D. 43, the Romans invaded and ruled for nearly 400 years. They built roads, bathhouses, sewers, and large villas.

By the sixth century A.D., German peoples known as Angles, Jutes, and Saxons were moving into Britain. The Angles gave their name to England,

and English people became known as Anglo-Saxons. From the 900s to the 1400s, England was ruled by Viking, Danish, and Norman invaders.

In 1485 the Welsh noble Henry Tudor claimed the English crown and became Henry VII, the first of five Tudor monarchs. Several important lines of kings and queens followed.

By the 1800s, Britain was one of the most powerful nations in the world. Trade generated immense wealth, and the country built a huge overseas empire. But the early 20th century was a time of setbacks for Britain. Drained by World War I and II, Britain could no longer afford its empire, and most of its colonies became independent.

6. Decide whether the statements are True or False.

1. The British are the creation of waves of invaders and migrants, including Celts, Huns, Romans, Anglo-Saxons, Vikings, and Normans.
2. In the 1850s and 1860s, people from former colonies in the Caribbean, Africa, and Asia came to the United Kingdom to work.
3. Sports and literature are among the United Kingdom's cultural claims to fame.
4. The first Britons (people who live in the United Kingdom) were the Celts, who arrived about 10,000 years ago.
5. In B.C. 43, the Romans invaded and ruled for nearly 400 years.
6. By the sixth century A.D., German peoples known as Angles, Jutes, and Saxons were moving into Britain.
7. From the 900s to the 1400s, England was ruled by Viking, Roman, and Norman invaders.
8. In 1485 the Scottish noble Henry Tudor claimed the English crown and became Henry VII, the first of five Tudor monarchs.
9. But the early 20th century was a time of setbacks for Britain.
10. Sustained by World War I and II, Britain could no longer afford its empire, and most of its colonies became independent.

7. Translate into Ukrainian.

creation	
waves	
invaders	
claims	
fame	

to invent	
including	
to arrive	
bathhouse	
sewer	
to rule	
to claim the crown	
powerful	
trade	
to generate	
immense	
wealth	
overseas	

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

To move into _____

Many great writers _____

People known as _____

Most powerful nations _____

Immense trade _____

9. In pairs answer the questions.

1. Which countries constitute the United Kingdom of Great Britain and Northern Ireland?
2. Which languages are spoken in the United Kingdom of Great Britain and Northern Ireland?
3. What is the Union Jack?
4. In your opinion, what do roses, a red cross, three lions and Jerusalem have in common?

10. Decide whether the following sentences are True or False.

1. The Saint George's Cross can be seen in the Union Jack.
2. Saint George was a Christian martyr from the eleventh century.
3. Saint George's day, on 23rd April, is a very special day for the majority of English people.

4. Both the red rose and the white rose are symbols of England.
5. 'Jerusalem' is the official English national anthem.

11. Read the text.

THREE SYMBOLS, A SAINT AND A SONG

One of England's symbols that you will recognise from football shirts around the world is the Saint George's Cross: a red cross on a white background.

This is the English flag and it is also incorporated into the Union Jack; the flag of Great Britain. The design for the flag can be traced back to the eleventh century when the English soldiers taking part in the Holy Crusades used to wear it into battle.

They adopted the cross at the same time as they adopted Saint George himself; a fourth century Christian martyr, to be the Patron saint of England. Saint George's day is England's National day.

It falls on April 24th but is not celebrated extensively. It was not until 1277 that the flag was officially declared the national flag of England.

Let's move on to plants and flowers. While Wales has the daffodil and the leek, Scotland the thistle and Northern Ireland the shamrock, England's flower is of course the rose. Everybody talks about the English rose.

We are used to seeing the red rose as an insignia on the England national rugby team's shirts and it is this red rose that we usually associate with England. But the white rose is also linked to England and is used on different occasions. When we sometimes refer to a certain type of woman as being "An English Rose" we are talking about an unflawed complexion, fair skin and a faint blush of pink about the cheeks – the colours of the roses that we find in gardens all over the nation.

Besides a cross and a rose, England also has a third symbol: Three Lions. Once again, the national football team wears the three lions on the pitch and so does the English national cricket team of course.

And what about music? A national anthem? Well, England does not have an official anthem of its own but over the years the hymn "Jerusalem" has become associated with the nation and has taken on the role of national anthem. We hear it played at sporting events and even at Royal weddings or funerals. "Jerusalem" was originally written in 1804 as a poem by William Blake and the music was composed later by Hubert Parry, in 1916. It might be fitting to end this talk with what has become England's national hymn. [18]

12. Decide whether the statements are True or False.

1. One of England's symbols that you will recognise from football shirts around the world is the Saint George's Cross.
2. Saint George's Cross: a red cross on a white background is the Welsh flag and it is also incorporated into the Union Jack; the flag of Great Britain.
3. Saint George's day falls on April 24th and is not celebrated extensively.
4. National flower symbols: Wales has the daffodil and the leek, Scotland the thistle and Northern Ireland the shamrock, England's flower is of course the orchid.
5. Besides a cross and a rose, England also has a third symbol: Three Lions.

13. Answer the questions.

1. What is the name of the British flag?
2. When did the design of the flag allegedly appear?
3. Who is Saint George?
4. When is England's National Day?
5. What is the insignia on the England's national rugby team's shirts?
6. What does "an English Rose" mean?
7. Does England have a national anthem?
8. When was "Jerusalem" originally written?
9. What is William Blake's connection to "Jerusalem"?
10. Where can the three lions be seen?

14. Answer the following questions.

1. Is Great Britain a monarchy?
2. What is the given name and the last name of the current British monarch?
3. Who, in your opinion, will be the next British monarch? Why do you think so?

4. What is the Magna Carta?

an origin		the requirement	
continuity		remaining powers	
to invade		subtle	
substantial		hidden	
a struggle to shift		hereditary	
ordinary people		primogeniture	
a milestone		to determine	
to share power		male/female	
the approval		retribution	
bicameral		was abolished	

15. Read the text.

THE ORIGIN OF THE POLITICAL SYSTEM IN BRITAIN

The single most important fact in understanding the nature of the British political system is the fundamental continuity of that system. For almost 1,000 years, Britain has not been invaded or occupied for any length of time or over any substantial territory as the last successful invasion of England was in 1066 by the Normans.

To simplify British political history very much, it has essentially been a struggle to shift political power and accountability from the all-powerful king – who claimed that he obtained his right to rule from God – to a national parliament that was increasingly representative of ordinary people and accountable to ordinary people. There have been many milestones along this long and troubled road to full democracy.

A key date in this evolution was 1215 when King John was forced to sign the Magna Carta which involved him sharing power with the barons. This is regarded as the first statement of citizen rights in the world – although Hungarians are proud of the Golden Bull of just seven years later.

The so-called Model Parliament was summoned by King Edward I in 1295 and is regarded as the first representative assembly.

Unlike the absolute monarchs of other parts of Europe, the King of England required the approval of Parliament to tax his subjects and so, then as now, central to the exercise of power was the ability to raise funds.

The bicameral nature of the British Parliament – Commons and Lords – emerged in 1341 and the two-chamber model of the legislature has served as a template in very many other parliamentary systems.

The Bill of Rights of 1689 – which is still in effect – lays down limits on the powers of the crown and sets out the rights of Parliament and rules for freedom of speech in Parliament, the requirement for regular elections to Parliament, and the right to petition the monarch without fear of retribution.

The British political system is headed by a monarchy but essentially the powers of the monarch as head of state – currently Queen Elizabeth II – are ceremonial. The most important practical power is the choice of the Member of Parliament to form a government, but the monarch follows the convention that this opportunity is granted to the leader of the political party with the most seats in the House of Commons or who stands the best chance of commanding a majority in a vote of confidence in the Commons.

Although any remaining powers of the monarchy are largely ceremonial, the Royal Family does have some subtle and hidden influence on the legislative process because of a little-known provision that senior royals – notably the Queen and her eldest son the Prince of Wales – have to be consulted about legislation that might affect their private interests and given the opportunity to have such legislation amended.

Traditionally the choice of monarch has been determined on the hereditary and primogeniture principles, which means that the oldest male child of a monarch was the next in line to the throne. Under the terms of the Act of Settlement of 1701, the monarch and the monarch's spouse could not be Catholics because the UK monarch is also the Head of the Church of England. In 2015, the primogeniture principle was abolished, so that the next in line can now be a female eldest child, and the monarch can marry a Catholic but not himself or herself be one. [19]

16. Decide whether the statements are True or False.

1. Britain has not been invaded or occupied for any length of time or over any substantial territory as the last successful invasion of England was in 1066 by the Romans.
2. King John was forced to sign the Magna Carta which involved him sharing power with the barons in 1250.

3. The so-called Model Parliament was summoned by King Edward I in 1295 and is regarded as the first representative assembly.
4. The King of England did not require the approval of Parliament to tax his subjects.
5. The Bill of Rights of 1689 – which is no longer in effect – lays down limits on the powers of the crown and sets out the rights of Parliament and rules for freedom of speech in Parliament, the requirement for regular elections to Parliament, and the right to petition the monarch without fear of retribution.
6. Although any remaining powers of the monarchy are largely ceremonial, the Royal Family does have some subtle and hidden influence on the legislative process.
7. Traditionally the choice of monarch has been determined on the hereditary and primogeniture principles.

17. With the given words and word combinations make up sentences of your own.

Fundamental continuity _____

Substantial territory _____

Successful invasion _____

Retribution _____

Accountability _____

Ordinary people _____

A key date _____

Legislative process _____

Opportunity _____

Private interests _____

Hereditary _____

The next in line _____

Primogeniture principle _____

GRAMMAR PRACTICE

Degrees of Comparison

1. Consult with the Grammar Reference and do the exercises.

2. Complete with the appropriate words.

1. He is poorer than her _____
2. She is richer than he is _____
3. We are smarter than them _____
4. They are less intelligent than we are _____
5. He is weaker than her _____
6. She is stronger than he is _____
7. We are more attractive than they are _____
8. They are uglier than us _____
9. This cake is much tastier than that one _____
10. That film is much more interesting than this one _____

3. Fill in the gaps with comparative or superlative degree of the words on the right.

It is _____ than it was this time ten years ago.
Jenny is _____ of all children in the class.
He is _____ member of the family.
She looks much _____ with a new haircut.
He is _____ boring person in the office.
Could we meet up a bit _____ in the evening?
It was _____ concert ever.
Claire is _____ student in the group.
The _____ way to travel is by plane.
Mark lives _____ from school than John.

hot
competitive
lazy
good
boring
early
bad
ambitious
safe
far

4. Translate into Ukrainian.

1. He is the poorest man in the whole family.
2. She is the richest woman in the whole family.
3. We are the smartest among them.
4. They are least intelligent among us.
5. He is the weakest boy in the class.
6. She is the strongest girl in the class.
7. We are the most attractive people in the office.
8. They are the ugliest people in the office.

9. This is the tastiest cake I have ever tried.
10. This is the most interesting film I have ever seen.

5. Complete with the appropriate words.

1. He is _____ more intelligent than his sister.
2. She is not _____ clever as her brother.
3. The trip took longer _____ we expected.
4. I think it was _____ best film we have ever watched.
5. Is Washington the smallest state _____ the USA?
6. She is the _____ selfish person I have ever encountered.
7. Your car is the same _____ mine.
8. My brother speaks English _____ quickly than I do.
9. We don't go out _____ often as before.
10. My brother is a year younger than _____ .

6. Put the adjectives in the correct form.

1. His jacket is (pretty) _____ than mine.
2. Cheetas are (fast) _____ animals in the world.
3. Eating vegetable salads is (healthy) _____ than eating french fries.
4. He likes milk (good) _____ than cola.
5. China has (many) _____ people than any other country.
6. The blue whale is (heavy) _____ animal in the world.
7. Which is (big) _____ Ukraine or Italy?
8. Travelling by car is (comfortable) _____ than travelling by bus.
9. She is (untidy) _____ person in the class.
10. Antarctica is (cold) _____ continent in the world.
11. Spain is (hot) _____ than England.
12. George is (tall) _____ than Gary, though he is (young) _____ .
13. Norway is one of (rich) _____ countries in the world.
14. People in Africa are (poor) _____ in the world.
15. Mirror, mirror on the wall, who's (pretty) _____ of them all?

7. Put *in*, *than*, *of*, *in*.

1. Who is the tallest girl _____ the class?
2. His clothes are prettier _____ mine.

3. Scuba diving is the most exciting sea activity _____ all.
4. Which is the hottest month _____ the year?
5. Mt. Hoverla is higher _____ Mt. Karadag.

8. Translate into English.

1. Цей будинок світліший за попередній.
2. Ця сукня не така дешева, як та, яку я бачила вчора.
3. Ця машина швидша, ніж та.
4. Ми будемо більш обережними наступного разу.
5. Ці кросівки дешевші, ніж ті.
6. Ця справа є більш прибутковою.
7. Еверест – найвища гора у світі.
8. Феррарі – найдорожча машина у світі.
9. Ця машина вдвічі швидша, ніж попередня.
10. Дніпро довший, ніж Буг.
11. Це – найцікавіша книга, яку він коли-небудь читав.
12. Ця квартира вдвічі дорожча.
13. Вона – найсумлінніша учениця в класі.
14. Мій університет кращий, ніж його.
15. Великобританія – більш економічно розвинена країна, ніж Україна.
16. Великобританія – більш соціально орієнтована країна, ніж Україна.
17. В Україні більше корисних копалин, аніж у Великобританії.
18. Українська – менш вживана мова, ніж англійська.
19. Літак – статистично найбезпечніший вид транспорту.
20. Автомобіль – статистично найнебезпечніший вид транспорту.
21. У Великобританії проживає більше людей, ніж в Україні.
22. Фунт стерлінгів – одна з найстабільніших валют у світі.

Present Perfect Tense

1. Consult with the Grammar Reference and do the exercises.

2. Write a suitable sentence using the present perfect tense.

1. Tom was 80 kg. Now he's 70. (lose weight)

2. Bill played football yesterday. Now he can't walk; his leg is in plaster. (break)
3. My sister is looking for her pen. (lose)
4. Mary is on holiday in France. (go)
5. Mr. Hill was in Canada last week. He's back in London now. (be)
6. Look! Mrs. Smith has got a lot of packages. (buy)
7. I can't eat anything now. (eat too much)
8. Mrs. Jenkins is very tired. (clean / house)
9. Tony needs a holiday. (work / hard / this year)

3. Fill in the blanks with *already* or *yet*.

1. He hasn't called us _____.
2. They have _____ sent the letter.
3. John has _____ bought the tickets for the football match.
4. We have _____ been to Mexico three times.
5. You haven't visited Tokyo _____.
6. Has John bought a new car _____ ?
7. The plane has _____ left.
8. Has she done it _____ ? No, not _____.
9. A: Haven't they arrived _____ ?
B: Oh, yes. They have _____ arrived.
10. Hurry up! The class has _____ started.

4. Use the present perfect simple tense after *because*.

5. He can't walk very fast. (hurt / leg)
6. I can't get in. (lose / key)
7. I know this story very well. (see the film)
8. I can't post the letter. (not put / stamp / on it)
9. He can't stand up. (eat too much)
10. They can't go on holiday. (not save / money)
11. I know him. (meet him before)
12. We don't know how he is. (not hear from him)
13. He won't take a cigarette. (give up smoking)
14. She can't get in. (he / lock the door)

5. Put the verbs in the correct tense. Use the past simple tense or the present perfect tense:

1. _____ Tim _____ (finish) his work yet?
2. _____ he _____ (finish) it yesterday?
3. They _____ (just / go) out.
4. They _____ (go) out a minute ago.
5. _____ Ann _____ (study) yesterday afternoon?
6. _____ you _____ (send) the letters yet?
7. _____ she _____ (call) him a week ago?
8. They _____ (not / see) the film yet. [15]

**UNIT 1.7. INFORMATION TECHNOLOGIES: THE INTERNET.
IT IN EDUCATION**

VOCABULARY PRACTICE

1. Answer the following questions.

1. When did the sphere of IT begin to develop?
2. What do you think “digital communities” are?
3. How often do you use gadgets in everyday life?

2. Translate into Ukrainian.

to carry out		introduction	
to alter		emphasis	
decisive		to involve	
dissemination		predators	
to provide		to intimidate	
search engine		computer-literate	
availability		vulnerable	
cost-free		over-restrictive	
environment		rapid advances	
to ensure		deskilled	

3. Read the text.

THE MODERN ERA OF IT

The past fifth-teen years have seen major changes to many aspects of modern society and how we carry out our everyday activities and tasks, all through the means of computer technology. Many new innovative technologies have been developed that have altered of our daily life. We are now considered to be living through the *Information Age*, and the decisive technology of this age would have to be the *Internet*.

Consider the speed at which we can now access almost any piece of information as computers and the Internet have made the dissemination of information and knowledge easier and much faster. The Internet provides this by connecting a computer to networks and using applications such as web browsers and search engines to access information, the Internet stores this information in the form of databases and webpages. Previous to the availability of the Internet people would have to request information by sending a letter, ask someone who knows the answer, read literature or make a telephone call.

The Internet has created new forms of communication that are cost-free and much faster methods of gaining that sought after piece of information. Online community forums or message boards enable members to communicate with each other by exchanging tips or discussing topics. They can save information posted about a particular topic for other people to view at any time, therefore creating a discussion environment where everything that gets posted can be read numerous times. These virtual communities differ from traditional conversation as the interaction between members does not happen in real-time, forum members will often consider their comments before making a reply, helping to ensure that high-quality information is shared.

The past five years or so have seen the introduction of social networking websites which allow users to connect with each other and share information in various formats. The emphasis in social networking is on two-way communication, not only can you publish information but your readers can comment on that information. Although the original users of social networking were computer-literate people who were publishing information for a small audience, this has changed dramatically. The creation of social

networking and social media websites such as Twitter, Facebook, Flickr, Instagram and YouTube have attracted massive audiences.

Cyberbullying can also take place in the electronic environment of these social networking websites. This involves predators posting messages of an intimidating or threatening nature, either anonymously or posing as a person the victim trusts. Children are often vulnerable to cyberbullying attacks, which can have devastating effects and leave deep mental scars.

Social networking and media has become a matter of concern for employers, managers and business owners now use the tactic of monitoring employee's social networking and media webpages. Some job terminations have been the result of unsuitable content being contained on employee's webpages or posting comments that speak unfavorably about the business they work for. It is considered that some companies are over restrictive about their policies regarding blogging, posts on social networking websites and the uploading of various media.

The rapid advances of the Internet have revolutionized the shopping behaviors of consumers and the way many companies now conduct business activities. Shopping in the business to customer environment is becoming increasingly popular for many people; this is due to the numerous benefits and the convenience that the Internet offers. Unlike high-street shopping, consumers are not restricted to the traditional model of shopping within store opening hours as they can make purchases 24 hours-per-day, seven day-per-week.

The continued evolution of computing suggests that they will be programmed to provide more convenience for us in the future, and hence society will continue to be deskilled in many different aspects. For example, even with the invention of the simple calculator we have deskilled our mathematical abilities. This deskilling due to the advancements in technology have an impact on the labor force and market, technological change that requires the skills of highly educated workers increases the demand for these workers, whereas innovative change in technology can reduce the demand for workers with skills based on redundant technology.[20]

4. Decide whether the statements are True or False.

1. Few new innovative technologies have been developed that have altered of our daily life.

2. Previous to the availability of the Internet people would have to request information by sending a letter, ask someone who knows the answer, read literature or make a telephone call.

3. The Internet has created new forms of communication that are expensive and not much faster methods of gaining that sought after piece of information.

4. Cyberbullying can take place in the electronic environment of these social networking websites.

5. The continued evolution of computing suggests that society will continue to be deskilled in many different aspects.

5. In pairs, ask and answer questions.

- | | |
|---|---|
| <ul style="list-style-type: none">• Student A:• How much time do you spend on the Internet?• What are some of the dangers of the Internet?
• How has the Internet changed the world?• Are you part of any social networks like Facebook or Google+?• What is your favorite search engine? | <ul style="list-style-type: none">• Student B:• What are some of the benefits of the Internet?• How much time should children spend on the Internet?• What will the Internet be like in 10 years?• When did you get your first email address?
• Should the Internet be regulated or censored? |
|---|---|

6. Tell your group about one website you really like. Explain why.

7. Fill in the missing words from the box below.

surfer	versatile	sources	browser
institution	valid	information	connection
go	access	library	webpage

The Internet has become more and more of a favorite place for students to _____ when searching for _____ to use in research papers. This is mostly because of the wide and relatively simple _____ that the Internet

provides to all kinds of _____. Why get up and travel all the way to the _____ when it is so much easier to open a _____ window and head to Google? While the Internet can be a wonderful source, and is definitely a fairly new, unique, and _____ way of sharing information, not everything one finds on the free area of the Internet can be trusted. Literally anyone with an Internet _____ can put up a _____ in a matter of minutes that would be capable of fooling the unwary Internet _____. It is crucial when looking for _____ sources on the free Internet to look carefully for the purpose of the page, the author(s) of the page, and the _____ that backs or produces the page, if any.

8. Discuss the following questions.

1. In your opinion, can information technologies improve the educational process?
2. Which gadgets do you use for learning?
3. In your opinion what are the disadvantages of using gadgets for studying?

9. Translate into Ukrainian.

landscape		to adopt	
storm		to submit	
to empower		Assignments	
to engage		Facilities	
plethora		to compose	
to promote		the emergence	
to suggest		educational settings	
incorporation		due to	
for instance		Redundancy	
benefits		Irrelevancy	

10. Read the text.

**THE BENEFITS OF INFORMATION TECHNOLOGY
IN EDUCATION**

Information technology has taken the educational landscape by storm, increasing the learning potential of students and empowering teachers with

engaging presentation tools and advanced class-management systems. From preschools to institutions of higher education, a plethora of electronic devices – laptops, tablets, smartphones, and even smart-boards – has opened access to vast amounts of information. These tools promote wider participation in the academic community and benefit both educators and students.

A well-known concept to educators, Neil Fleming's multiple learning styles model suggests that not all students learn the same way. Information technology addresses individual learning preferences with its incorporation of rich multimedia. With just a few clicks instructors have instant access to thousands of articles, images, audio, and video that enhance their presentations and engage students. For instance, if a student has difficulty picturing a “yurt” – the portable dwelling of nomadic Mongols – a quick Web search yields informative articles, professional photographs, 3-D models, and videos about how yurts are made, along with an interactive map showing where the structures are found.

Information technology benefits the management of classrooms by its ability to create and organize in a virtual space. Many schools have adopted Learning Management Systems (LMS) that centralize aspects of courses in such a virtual space. Teachers can post documents, ebooks, media, and quizzes that are automatically graded. Assignments can be posted and submitted online and grades can be viewed in a single virtual space. Students can access the LMS anytime and never have to worry about losing a paper or carrying a textbook. LMS also facilitates communication, interaction, and collaboration between students and teachers, providing opportunities to send messages, chat, create wikis, compose documents, blog, and share information much like social media sites.

The emergence of online classes opens doors to many students who could not otherwise participate in educational settings due to time and financial limitations. Working adults, parents taking care of children, and students being home-schooled can earn diplomas and degrees while on the road or from their homes. Online courses offer non-traditional students the chance to go back to school and improve their lives according to their own schedule and at a lower cost than brick-and-mortar institutions.

As educational institutions move away from traditional grading and towards the assessment of specific skills, information technology redefines how to judge whether students have reached their objectives. For instance, by looking at broader collections of student work compiled in student Portfolios, institutions are able to monitor how students develop over time and whether

they have achieved their goals. The assessment of such skills as writing and listening are enhanced by the use of online software programs that compares semantics among large samples of student work and provides specific feedback on items such as content, redundancy, and irrelevancy. Information technology provides more complete assessment of a students' academic competence and offers feedback focused on the individual. [21]

11. Decide whether the statements are True or False.

1. Information technology has taken the educational landscape by storm, increasing the learning potential of students and empowering teachers with engaging presentation tools.
2. Information technology addresses individual learning preferences with its incorporation of rich multimedia.
3. Information technology benefits the management of classrooms by its ability to create and organize in a real time and actual place.
4. The emergence of online classes will take away the opportunity from many students who could not participate in educational settings due to time and financial limitations.
5. Information technology redefines how to judge whether students have reached their objectives.
6. The assessment of such skills as writing and listening are hindered by the use of online software programs.

12. In pairs, ask and answer questions.

Student A:

- What springs to mind when you hear the word “technology”?
- Is technology a good or a bad thing?
- What new technology could you not live without?
- Do you like reading about technology?

Student B:

- What do you think of today’s technology?
- What do you think of tomorrow’s technology?
- Do you think we’ve become obsessed with technology?
- Do you always trust technology?

- Do you like using technology to learn?
- What do you think very old people think of technology?
- How has technology changed society?
- Has technology made us more impatient?
- Has technology ever let you down?
- What things would you never let technology replace?
- Has technology made our lives better than our grandparents' lives?
- What technology is dangerous?

GRAMMAR PRACTICE

Past Perfect Tense

1. Consult with the Grammar Reference and do the exercises.

2. Translate into Ukrainian.

1. She had been at the airport for half an hour before the plane arrived.
2. He was sure that they had committed the crime.
3. When parents got back home, their children had done all the homework.
4. Our friends had had lunch by the time we got there.
5. He had eaten his dinner before he got a call from his boss.
6. The little boy noticed a car that had broken down.
7. The house was very quiet because everyone had gone to bed.
8. Her brother had taken his final exam by the time she left school.
9. The girl showed her teacher the article which she had translated at home.
10. The children had done the school project by 7 p.m.

3. Fill in the gaps with the appropriate form of the verb (the past perfect tense).

1. When I arrived at the cinema, the film (start).
2. They (live) in England before they moved to Sweden.
3. After she (eat) hamburger she began to feel sick.
4. If you (listen) to me you would, you would have passed the exam.
5. Sam didn't arrive until after Amanda (leave).

4. Fill in the gaps with the appropriate form of the verb (past perfect, past simple or past continuous).

1. Mary (give) me Tony's address before she left.
2. When the boys arrived at the cinema, the film (already, start).
3. Before we reached the station we saw that we (lose) our way.
4. All the tickets (be) sold before the concert began.
5. They took a shower after they (finish) the game.
6. I asked Mr. Green how many books he (read)
7. Mum asked me why I (not tidy) up my room.
8. Bob was sorry that he (told) me the story.
9. Alan watched TV after he (have) lunch.
10. The sun (shine) yesterday after it (be) cold for many weeks.

5. Fill in the gaps with the appropriate form of the verb (past perfect, past simple or past continuous).

1. Uncle David (go) to the doctor after he (be) ill for a month.
2. Before the police (catch) the thief, he (steal) two more watches.
3. Mum once (paint) a picture although she (never, learn) it.
4. I (not tell) my teacher that my mum (help) me with my homework.
5. I (be) very angry when I (see) that my brother (eat) my apple.
6. The bike (be) much more expensive than he (think) at first.
7. Dad (drive) me home after I (fall) into the water.
8. Marion (ask) me what (happen) to me last week.
9. We (eat) two Big Macs before we (go) home.

6. Fill in the gaps with the appropriate form of the verb (past perfect, past simple or past continuous).

1. Paul (not say) that he (take) Albert's watch.
2. The days (become) colder after it (snow).
3. Martin (tell) me that he (be) in London.
4. I (feel) great after I (pass) the exam.
5. It (be) Freddy who (clean) the room.
6. When I (get) off the bike I (see) that one of those tires (lose) air.
7. I (be) sorry that I (not be) nicer to him.

8. Nobody (come) to the meeting because Angela (forget) to tell them about it.
9. I know that I (see) her somewhere before.
10. Because she (not check) the oil for so long, the car (break) down.
11. She couldn't find the book that I (lend) her [22]

7. Translate into English.

1. Хлопчик був щасливий, тому що батько схвалив його вчинок.
2. Я згадала, що залишила гаманець вдома.
3. Більшість дітей приїхали до 8 години.
4. Вона мені сказала, що вже закінчила проєкт.
5. На жаль, ми не прочитали книжку до того часу.
6. Вона пробула в аеропорту 2 години до того, як літак прилетів?
7. Хлопчик здав учителю проєкт, який йому допоміг виконати батько.
8. Вона втомилась, тому що провела весь день на роботі.
9. Вони прийшли в кінотеатр до того, як сеанс розпочався.
10. Діти виконали всю домашню роботу, а після того пішли в кіно.

Future Perfect Tense

1. Consult with the Grammar Reference and do the exercises.

2. Rewrite the sentences using the future perfect tense.

1. I am writing a book.
By this time next month, I _____ the book.
2. Maria is preparing a report.
By this time tomorrow, Maria _____ the report.
3. Martha is learning German.
By this time next year, Martha _____ German.
4. They are inviting all their friends.
By this time tomorrow, they _____ all their friends.
5. We are bringing our stuff to our new apartment.

- By this time tomorrow, we _____ all our stuff to our new apartment.
6. I am fixing my computer.
By this time next week, I _____ my computer.
7. My mother is making dinner.
By the time the guests arrive, my mother _____ dinner.
8. Peter is reading a magazine.
By the time his flight lands, Peter _____ the magazine.
9. My sister and I are painting our apartment.
By this time tomorrow, my sister and I _____ our apartment.
10. John is cleaning the house.
By the time his parents arrive, John _____ the house.[28]

3. Make the future perfect positive.

By 11 pm tonight ...

1. I _____ (finish) this report.
2. We _____ (have) dinner.
3. She _____ (leave) Paris.
4. John _____ (meet) Lucy.
5. They _____ (take) the exam.
6. It _____ (stop) snowing.
7. I _____ (read) all of this book.
8. You _____ (fall) asleep.
9. She _____ (watch) the film.
10. He _____ (arrive).

4. Rewrite the text in the future perfect tense.

MY MORNING ROUTINE

The alarm goes off at 6:35 so that I have exactly one hour before having to get out of the door.

After 5 to 10 minutes lying in bed, I get up and go straight to the bathroom.

That's when I start my beauty routine: cleanse my skin with Garnier Micelar Water and apply my morning moisturizer, La Roche-Posay Effaclar Duo+.

I then head to the kitchen to have breakfast.

Lately, it has been a cup of hot chocolate (very healthy, I know, but I'm not a big fan of coffee) and a toast.

After breakfast, I get ready and do my very minimal makeup that consists of Anastasia Brow Powder Duo, NARS Radiant Creamy Concealer, and L'Óreal False Lash Extensions Mascara.

<https://notesfromjoana.com/day-in-my-life/>

By 6:35 tomorrow morning my alarm ...

UNIT 1.8. TRAVELLING. MEANS OF TRANSPORTATION. TRAIN JOURNEY

VOCABULARY PRACTICE

1. Discuss the following questions.

1. Do you like travelling?
2. What is your favorite kind of transport? Why?
3. What is the safest way to travel?

2. In pairs, ask and answer the questions below.

1. When was the last time you travelled ...?
 - by train;
 - by car;
 - by plane;
 - by boat.
2. Where did you go?

3. What did you like about your journey?
4. Which of the three forms of transport do you prefer? Elaborate.

3. Translate the words into Ukrainian, then put them in correct boxes in the table.

duty-free	wheel	trunk	train	puncture
ferry	flight attendant	brake	gas station	taxi rank
deck	underground	cancelled flight	port	parking lot
boat	inspector	delayed flight	road accident	jetlag
freight train	tram	coach	run-way	
cargo train	tire	compartment	shipwreck	
harbor	buffet car	detour	sleeping car	
hijack	wing	dock	sports car	
jet	derail	lounge	lost luggage	
truck	double-decker	cockpit		
mechanic	travel sickness	sea-sickness		
	baggage claim			

<i>form of transport</i>	<i>vehicles</i>	<i>vehicle's parts</i>	<i>professionals</i>	<i>associated facilities</i>	<i>problems</i>
<i>air transport</i>					
<i>water transport</i>					
<i>rail transport</i>					
<i>road transport</i>					

4. Cross the odd one out.

Sea	rough	dark	open	calm
-----	-------	------	------	------

Hotel	seaside	hostel	family	luxurious
People	native	local	national	amazing
Water	stagnant	wet	clear	fresh
Holiday	package	adventure	booked	calm
Scenery	spectacular	breathtaking	various	beautiful

5. Underline the correct word.

1. All **passengers/customers** for flight United 89 to Washington, DC., please, proceed to Gate №1.
2. The train is arriving to **platform/station** 9, please, be careful.
3. Passengers are reminded to hold their **handbag/baggage** at all times.
4. We will be **docking/landing** in Seattle in 20 minutes.
5. Avoid the Interstate 79 and take an alternative road/route or you could face getting in a traffic jam.

6. Answer the following questions.

1. In your opinion, what are the advantages of travelling by train in Ukraine?
2. What are the disadvantages of travelling by train in Ukraine?
3. Are all the trains in Ukraine the same?

7. Translate into Ukrainian.

turbulence		a trespasser	
entirely		to be truck	
itinerary		a railroad crossing	
downright		an anxiety	
seat belt		awkward	
a sleeping berth		to be accustomed to	
a stroller		carry-on bags	
a wheelchair		free of charge	
scenic areas		foliage	
a train schedule		boarding process	

8. Read the text.

TRAVELLING BY TRAIN (AMTRACK, THE USA)

No turbulence, no traffic jams and none of the weird smells that come with bus rides: Boarding a train can actually be a joyful way to travel. Of course, no mode of transportation is perfect. Some people adore riding trains; others avoid them. Whether or not a train proves the best way for you to get to your next destination depends entirely on the itinerary, the needs of each passenger and personal preferences.

Advantage: Comfort and Accessibility

Compared to buses, cars or planes, many trains are downright luxurious. The seats themselves tend to be comparable to airplane seats, but travellers don't have to wear seat belts and are free to walk up and down the length of the train while it's moving. Some trains have restaurant cars with gourmet menus and waiter service; others have cafes that serve just basic snacks and drinks. Overnight travelers may have the option to pay extra for a private sleeping berth, complete with beds and, sometimes, full bathrooms. Amtrak provides free Wi-Fi on most trains.

For families travelling with kids in strollers and for passengers who use wheelchairs or other assistive devices, trains are usually easier to navigate than buses and planes.

Disadvantage: Lack of Control

Feeling spontaneous? When driving, it's easy enough to change plans on a whim and to stop at scenic areas or local restaurants when the mood strikes. On a train, passengers don't have those options. You're at the mercy of the train schedule.

Advantage: Safety

Statistically speaking, travelling by train is much safer than travelling by car. Most years, fewer than a dozen people are killed by train accidents in the United States. (The majority of people harmed by trains are trespassers or are struck at railroad crossings.) By contrast, more than 12,000 people die in passenger vehicles each year. And while travelling by train isn't safer than travelling by plane, people who are afraid of flying may feel less anxiety about boarding a train.

Disadvantage: Close Quarters

As on a plane, expect to get up-close and personal with your neighbors on a train. Some cars have seats that face each other, which can be awkward when you're seated with strangers. Neighbors might carry on loud phone calls during the trip. For passengers who are accustomed to the privacy of a car – and the ability to listen to music without wearing headphones – adjusting to a not-so-private train car can be tough.

Advantage: Luggage Space

Travelling with everything except the kitchen sink? Train travel is a better option than boarding a bus or plane. Amtrak allows passengers to bring two carry-on bags and two suitcases free of charge, and two additional suitcases for a small fee.

Disadvantage: No Assigned Seating

It's generally not a problem, but for travellers who feel strongly about window seats versus aisle seats or those travelling as part of a group that wants to stay together, Amtrak's policies may prove disappointing. Seating is generally first-come, first-served.

Advantage: Views

Travelling by train affords passengers the chance to see sights and unspoiled beauty they would never see from a plane window or on a busy road. See fall foliage as you chug through the Adirondacks or catch a view of the Pacific while riding the rails along the California coast.

Advantage and Disadvantage: Speed

Half of Amtrak's trains run at top speeds that are 100 miles per hour or faster, with some trains nearing speeds of 150 MPH. Compared to driving on a highway at 60 or 70 MPH, train travel can be significantly faster than driving, especially considering the delays that accidents and construction cause on roadways. The screening and boarding process is also significantly shorter than it is for plane travel. However, travelling by train is rarely faster than flying, and travelling on a train route that includes frequent stops is rarely faster than driving the same distance.[23]

9. Decide whether the statements are True or False.

1. Compared to buses, cars or planes, many trains are downright shabby.
2. When riding a train, it's easy enough to change plans on a whim and to stop at scenic areas or local restaurants when the mood strikes.
3. Travelling by train is much safer than travelling by car.
4. Some carriages have seats that face each other, which can be awkward when you're seated with strangers.

5. Amtrak lets passengers to bring two carry-on bags and two suitcases free of charge.
6. Traveling by bus affords passengers the chance to see sights and unspoiled beauty.
7. Compared to driving on a highway, train travel can be significantly faster than driving, especially considering the delays that accidents and construction cause on roadways.
8. Travelling by train is rarely faster than flying, and travelling on a train route that includes frequent stops is rarely faster than driving the same distance

10. In pairs, ask and answer questions.

• **Student A:**

- What is the safest way o travel?
- What is the most comfortable way to travel?
- How many ways are there of getting to Dnipro?
- When was the first time you travelled by plane?
- Is the railway transport system developed in Ukraine?
- Are highways free in Ukraine? Should they be free or paid?
- What is the speed limit for trains in Ukraine?

• **Student B:**

- What is the fastest way to travel?
- What is the most convenient way to travel?
- What is your favorite way to travel? Why?
- When was the first time you travelled by train?
- How many airports are there in Ukraine?
- Is there much traffic in Dnipro? What can be done to reduce it?
- What is the speed limit on Ukrainian highways?

11. Using the words below, make up sentences of your own.

Traffic lights _____

Boarding pass _____

Car park _____

Car crash _____

Cycle lane _____
Parking fine _____
Traffic jam _____
Pedestrian area _____
Road works _____
Rush hour _____
Seat belt _____
Speed camera _____
Speed limit _____
Ticket office _____

12. In pairs, ask and answer questions about transport in Dnipro.

1. What kind of public transport is there?
2. What time is the rush hour?
3. Are there often traffic jams?
4. What's the speed limit?
5. Are there speed cameras anywhere?
6. Are there any cycle lanes? Do many people use them?
7. Are there any pedestrian areas? Where?
8. Are there enough car parks? Are they expensive?
9. Do people usually wear their seat belt while driving?
10. Are the big trucks allowed to drive through the center?

GRAMMAR PRACTICE

Passive Voice

1. Consult with the Grammar Reference and do the exercises.

2. Put the verbs in brackets into the present simple passive.

There is a chimpanzee which *is called* (call) "Bubbles". It (own) by Michael Johnson. It (keep) in his home. It (feed) every day by Michael Johnson himself. It (always / dress) in funny clothes. It (said) that "Bubbles" is Michael Johnson's only friend.

3. Put the verbs in brackets into the past simple passive.

Two men *were seen* (see) breaking into a house in my street last night. The police (call) and they arrived very quickly. One man (catch) immediately. The other escaped, but he (find) very soon. Both men (take) to the police station where they (question) separately by a police officer. The two men (charge) with burglary.

4. Fill in the blanks using the correct tense or voice.

1. Listen! An old tune (play) on the radio.
2. Nobody (help) Mr. Green while the garage (paint).
3. Mary (have) a bath before she (call) by one of her friends yesterday.
4. The accountant (look) sad because the bills (pay) yet.
5. He felt sorry when he (realize) that his stamp collection (steal).
6. If I (be) him, I (not / treat) my father like that. He will be sorry for that in the future.
7. If she (see) me, she (get) angry with me, because I had promised to call her out but I didn't.
8. He (stop / smoke) since he (have) a heart attack.
9. As soon as she (finish / change) the baby's nappy, she (take) the children to school.
10. He said his car already (mend).

5. Supply the correct tense or voice.

1. After he (decide / give up) smoking, he (begin / carry) a pocket of sweets in his pocket (prevent) him from smoking.
2. He must have a break. He (drive) for hours.
3. My cousin, Tom (just / finish) his military service. He (look) for a good job since then. Yesterday he (receive) a letter from his old boss. In his letter, he says he needs him again, but Tom (not / want / work) with him. Because they (have) some problems before he (leave) his job.
4. After they (learn) the new words last term, they (start) the course book.
5. Please don't disturb us, we (record) the Director's conversation.
6. Just as I (get up) my brother (take) a photo of me.
7. Steve (have) a lot of girlfriends by the time he (get) married.
8. We are quite anxious about Jane now. She (leave) home a fortnight ago to spend her vacation with her friends but she (write) to us yet.

9. They (live) in bad conditions since the war (start).
10. Before I (come) to the USA, I (study) English in my own country.
11. I (not / have) any trouble with my car so far.
12. The building at the top of the hill (build) in 1920. A number of changes (make) since then.
13. When the boss (come) in the office, the letters (type) by secretary.
14. Barbara is a writer. She already (write) several novels. A few years ago, she (give) the Pulitzer Prize.
15. Tom's father (go/swim) every day. He says swimming (be) really good to keep fit.

6. Fill in the passive form of the appropriate tense.

1. (TV / invent / Baird)
TV was invented by Baird.
2. (Pyramids / build / Egyptians) _____
3. (milk / produce / cows) _____
4. (coffee / grow / in Brazil) _____
5. (chopsticks / use / in China) _____
6. (plants / water / every day) _____
7. (the thief / arrest / policeman / yesterday) _____
8. (the injured man / take to a hospital / now) _____
9. (the car / repair / tomorrow) _____
10. (the letter / send / last week) _____

7. Turn from active into passive.

1. The gardener has planted some trees.
Some trees have been planted by the gardener
2. Doctor Brown will give you some advice.
3. A famous designer will redecorate the hotel.
4. Steven Spielberg directed "E.T."
5. Someone has broken the crystal vase.
6. His parents have brought him up to be polite.
7. Fleming discovered penicillin.
8. They will advertise the product on television.
9. Someone is remaking that film.
10. Picasso painted that picture.

8. Turn from active into passive.

1. A pickpocket robbed me.
2. The mail-order company sent Mrs. Green a parcel.
3. My friend sent me an invitation.
4. The farmer is building a new barn.
5. The secretary has given Mrs. Jones some letters.
6. The traffic warden had already given him a ticket for illegal parking.
7. Someone had broken our door down.

9. Rewrite the following passages in the passive.

1. Some people saw a UFO in the sky above London last night. They reported it to the police. The army sent a helicopter to look at it more closely. The UFO shot the helicopter down and killed both men in it. People have given photographs of the UFO to the police. Experts are looking at them now.

2. Somebody has stolen a bus from outside the school. Some children saw the thief. The police are searching for the bus now. They will use the children's descriptions to catch the thief.

3. Someone broke into a local jeweler shop yesterday. The owner had just locked up the shop when a robber with a gun threatened him. The robber told him to unlock the shop and give him all the diamonds in the safe. Then the robber tied him up. The police have organized a search for the robber. They hope they will find him in a few days. Doctors are treating the owner of the shop for shock.

4. My uncle painted this picture. Someone has offered him a lot of money for it. He will deliver the painting tomorrow. When they give him the money, he will tell them the truth. He painted it one night while he was sleepwalking!

5. Our school is organizing a contest. The teachers will choose the best project about the environment. The students must include pictures and drawings in their projects. The students will also have to do all the writing themselves. The school will give the winner a set of encyclopedias.

10. Read each sentence. Then make two new sentences in the passive.

1. People say Tom Cruise is the richest movie star.
 - a) *It is said that* Tom Cruise is the richest movie star.

- b) Tom Cruise *is said to be* the richest movie star.
2. Everybody thinks that Hakan is a good football player.
 a) It _____
 b) Hakan _____
3. They say that his books are still popular.
 a) It _____
 b) His books _____
4. They report that at least 10.000 dolphins are caught in the nets of tuna fishers every year.
 a) It _____
 b) At least 10.000 dolphins _____
5. They estimate that 1500 square kilometers of rainforests is cut every year.
 a) It _____
 b) 1500 square kilometers of rainforests _____
6. We knew that pencil lead is made from graphite, clay, water and wax.
 a) It _____
 b) Pencil lead _____
7. They reported that the railway line was buried under tons of rock and earth.
 a) It _____
 b) The railway line _____
8. People don't think that inflation will go down.
 a) It _____
 b) Inflation _____
9. People expect that the third bridge will be built over the Bosphorus Strait.
 a) It _____
 b) The third bridge _____
10. People believe that he is living abroad.
 a) It _____
 b) He _____

UNIT 1.9. TRAIN STATIONS

VOCABULARY PRACTICE

1. Discuss the following questions.

1. What types of trains are there in Ukraine?
2. How many train stations are there in Dnipro? Which one do you like the best?
3. What would you improve about the train stations in Dnipro?

2. Match the columns.

1) couch	a) a train that stops at every station
2) first class	b) usually a little room on the train that can be converted for sleeping
3) departure	c) a train that has an option to transport your car & you on the same train
4) sleeping car	d) a ticket that is good for a specific amount of time or destinations
5) dining car	e) the most exclusive travel compartment in the train
6) platform	f) when you have to change on trains to get to your destination
7) boarding	g) usually the simplest way to travel in the train
8) rail pass	h) a train that stops only at main stations
9) timetable	i) when the train leaves
10) compartment	j) the place that holds bags, suitcases
11) auto car	k) a car that has compartments for sleeping
12) connection	l) a train car that is a restaurant
13) booking	m) a car in the train that sells snacks, hot & cold drinks
14) express train	n) where you enter the train
15) local train	o) entering a train
16) luggage rack	p) the person that checks the tickets
17) conductor	q) the schedule of arriving and departing trains
18) snack bar car	r) reservation

3. Answer the following questions.

1. Who is Agatha Christie? What is her relation to the trains?
2. What is the Orient Express?

3. Which station did the Orient Express depart from and which station did it arrive to?

4. Translate into Ukrainian.

Orient		magnificent	
snowfall		inauguration	
discovered		relations	
interrupted		stained glass	
to solve		vaults	
concurrently		molded cornices	
prominently		pilasters	
endpoints		witnessed	
showcase		occasions	
Rough		memorable	

5. Read the text.

THE ORIENT EXPRESS AND HAYDARPASHA

Murder on the Orient Express is a detective novel by British writer Agatha Christie. The elegant train of the 1930s, the Orient Express, is stopped by heavy snowfall, with many passengers. A murder is discovered, and Poirot's trip home to London from the Middle East is interrupted to solve the murder.

The **Orient Express** was a long-distance passenger train. The route and rolling stock of the Orient Express changed many times. Several routes in the past concurrently used the Orient Express name, or slight variations. Although the original Orient Express was simply a normal international railway service, the name became synonymous with intrigue and luxury travel. The two city names most prominently associated with the Orient Express are Paris and Constantinople (Istanbul), the original endpoints of the timetabled service. The Orient Express was a showcase of luxury and comfort at a time when travelling was still rough and dangerous.

Haydarpasa is Turkey's largest and most magnificent railway station which was built in the early 20th century by the German architects Otto Ritter and Helmuth Cuno. A monument to the close Turkish – German relations of the time, the station is in neo-renaissance style and has a U-plan. The

inauguration ceremony took place on 19 August 1908, just after the proclamation of the Second Constitution.

The facade is covered in textured sandstone, and the main facade overlooking Kadikoy Bay rests on a foundation of 1100 timber piles. The steep pitched roof is slated, and the interior is decorated with trailing foliage cartouches and garlands, and stained glass window. The ceiling of the circular room at the base of the southeast tower has ribbed vaults, and the upper landings have groin vaults. Flights of marble steps lead up from the quay to the monumental façade flanked by circular turrets with conical roofs, clock tower rising in the form of a crest at the center, baroque decoration, balconies, molded cornices, and pilasters.

This fantastic station building welcomes those arriving in Istanbul from Anatolia by train, and is the last sight of this enchanting city for those leaving. Since 1908 Haydarpasa Station has witnessed many memorable events, both tragic and joyful. During World War I troops boarded trains for the front from here, many never to return, and in 1917 it was badly damaged in a bomb attack. Crowds welcomed Mustafa Kemal Ataturk here on many occasions when he arrived from Ankara.

Once upon a time, passengers of the Orient Express arriving at Istanbul from Europe and those who wanted to continue towards Baghdad, had to take a boat across the Bosphorus and board the train from Haydarpasa station.[26]

[25]

6. Decide whether the statements are True or False.

1. The Orient Express was a short-distance passenger train.
2. The original Orient Express was simply a normal international railway service.
3. The Orient Express was a showcase of luxury and comfort at a time when travelling was still rough and dangerous.
4. Haydarpasa is Turkey's largest and most magnificent railway station which was built in the early 20th century by the Turkish architects.
5. The façade is covered in textured sandstone, and the main façade overlooking Kadikoy Bay rests on a foundation of 1000 timber piles.
6. The ceiling of the circular room at the base of the southeast tower has ribbed vaults, and the upper landings have groin vaults.

7. This gloomy station building welcomes those arriving in Istanbul from Anatolia by train, and is the last sight of this enchanting city for those leaving.
8. Passengers of the Orient Express arriving at Istanbul from Europe had to take a boat across the Bosphorus and board the train from Haydarpasa station.

7. In pairs, write a short description (about 15 sentences) of Dnipro's Train Station.

8. Read the conversation and unscramble the underlined words.

Anna: Hello, could you help me, please? I need to get a train to Boston, but I cannot see it on pratderues board.

Steve: To get to Boston you need to take the train to NYC.

Anna: Ok, what time does that leave?

Steve: It could leave at midday, but I am afraid it's ten minutes yedelda.

Anna: O, gosh, I am already so elat!

Steve: These things happen, I am afraid.

Anna: I guess so. Which fromptla does it leave from?

Steve: Fifteen.

Anna: Ok, can I buy a tcikte from you too?

Steve: Certainly. Would you like sngile or return?

Anna: A day return, please, I need to come back this evening.

Steve: No problem, that will be \$15, please.

Anna: Don't I get a sidcuont for the train being delayed?

Steve: Sorry, no.

Anna: Fine, here you go.

Steve: Thank you. Here is \$5 enchag.

Anna: Thanks for your pleh.

9. Make up your own sentences with the corrected underlined words.

Pratderues _____

Yedelda _____

Elat _____

Fromptla _____

Tcikte _____

Sngile _____
Sidcuont _____
Enchag _____
Pleh _____

10. Fill in the missing words.

train *platforms* *concourse*
landmark *firms*
design *tourist*
visitors *beautiful*

While most people call it Grand Central Station, this New York _____ is actually officially titled Grand Central Terminal. Either way, it is arguably the most famous _____ station in the U.S. and has repeatedly been named the most _____ station in the world. That explains why it's the sixth most visited _____ attraction in the world, bringing in over 26,000,000 _____ annually. It also happens to have the most _____ of any station in the world, with 44 platforms set on two separate levels.

The current Grand Central building was completed in 1913 and designed by the architectural _____ of Reed and Stem and Warren and Wetmore. Reed and Stem was responsible for the overall _____ while Warren and Wetmore added the Beaux-Arts style architectural details that make the building so iconic. The iconic clock in the main _____ was designed by Henry Edward Bedford.[27]

11. Match the columns.

- | | |
|-------------------------|--|
| 1. Conductor | a) someone at a station who takes the tickets from passengers as they get off the train; |
| 2. Engine driver | b) someone whose job is to manage a trail station; |
| 3. Guard | c) someone whose job is to control railroad signals; |

- | | |
|----------------------------|---|
| 4. Inspector | d) someone whose job is to check or repair railway lines; |
| 5. Linesman | e) someone whose job is to check people's tickets on trains; |
| 6. Signalman | f) someone whose job is to drive a train; |
| 7. Station master | g) someone on a train who checks passengers tickets and collects money; |
| 8. Ticket collector | h) someone on a train whose job is to look after passengers. |

12. Fill in the missing words.

<i>classes</i>	<i>occupy</i>	<i>department</i>	
<i>main</i>	<i>newspapers</i>	<i>booking-offices</i>	
<i>refreshment</i>	<i>railway</i>	<i>telegraph</i>	<i>various</i>

A _____ station is a place where trains stop. Here people, who have to alight, get down the train and those who have to go, get into the train. Some stations are small and some big. The big railway stations _____ a large area. Along the railway lines there are several platforms. On the _____ platform there is the station building. In it there are _____ where tickets of different _____ are issued. There are offices where parcels and goods are booked and delivered. There are _____ room, retiring rooms, and waiting rooms for passengers of each class and office-rooms for different officials of the railway _____. There is also a _____ office. There are separate waiting rooms for males and females. On the platform there is also a book-stall where books and _____ are sold. There are also tea-stalls on the platforms. One or more over-bridges connect the _____ platforms. Owing to them the passengers have no difficulty in going from one platform to another.

12. Write a short essay on the main train station in Dnipro.

GRAMMAR PRACTICE

Participle I and Participle II

1. Consult with the Grammar Reference and do the exercises.

2. Read the text; underline all the instances of using the Participle I.

Rushing to get to an interview the other day, I forgot to tie my shoe laces properly. I headed out of my flat but not looking where I was going I tripped and cut my head on the stairs.

Realising I wasn't going to get to the interview on time I called to rearrange the appointment for later that day. After making the call, I went back to my flat and started to clean myself up.

I was planning to make the rearranged interview but looking in the mirror I saw that the cut on my head was really quite bad.

Phoning my interviewee back, I told her that I wouldn't be able to make it after all. After hanging up I went straight to the hospital to get my head stitched.[28]

3. Complete these sentences with the words in brackets.

1. I couldn't see anything _____ (move).
2. I'm sure I heard him _____ (talk) to you.
3. Have you lost something? I noticed you _____ (look) under the chair.
4. Can you hear Sam _____ (sing)? It's beautiful.
5. It was so frightening. I could feel you _____ (shake) with fear.
6. She watched him _____ (walk) away.
7. I saw you _____ (hold) his hand.

4. Rewrite the sentences using the Participle I.

1. She was talking to her friend and forgot everything around her.
2. Since we watch the news every day we know what's going on in the world.
3. They are vegetarians and don't eat meat.
4. The dog wagged its tail and bit the postman.
5. While she was tidying up her room she found some old photos.
6. He was a good boy and helped his mother in the kitchen.

7. As they didn't have enough money they spent their holidays at home last year.
8. The man was sitting in the cafe. He was reading a paper.
9. Since I didn't feel well I didn't go to the cinema.
10. She walked home and met an old friend.

5. Chose the correct Past Participle form.

1. Dr. Smith has (knowed, known) me all my life.
2. Sheila had (brang, brought) her daughter to work a couple of times.
3. The restaurant has always (payed, paid) its employees on Fridays.
4. I felt terrible because I had (forgot, forgotten) all about the surprise party for Robert.
5. Professor James was sure he had (lain, laid) the exams on his desk.
6. Lisa has (went, gone) home already.
7. Lawrence had (drank, drunk) all of his Pepsi before his lunch arrived.
8. The prize-winning essay was (wrote, written) by my brother.
9. The (unshave, unshaven) man had wandered away from an assisted living facility.

6. Use the participles in the box below to complete the sentences.

<i>exciting</i>	<i>shocking</i>	<i>tiring</i>	<i>amazing</i>
<i>frightened</i>	<i>endangered</i>	<i>bored</i>	<i>shocked</i>
<i>surprising</i>	<i>tired</i>	<i>amazed</i>	<i>threatening</i>
<i>burning</i>	<i>boring</i>	<i>excited</i>	<i>surprised</i>
<i>upsetting</i>	<i>frightening</i>		<i>threatened</i>
	<i>burned/burnt</i>	<i>astounding</i>	

1. The _____ news made her cry.
2. The _____ three-hour class put me to sleep.
3. The panda is an _____ species.
4. The volcano made _____ noises as it expelled lava.
5. The _____ student fell asleep while writing in her journal.
6. She was overjoyed by the _____ news.
7. The children were _____ after watching the dull movie.
8. Your decision is _____. I was rather _____ by your choice.

9. After three hours in the _____ sun, the swimmers were terribly sun-_____.

10. I was so _____ I couldn't speak.

11. She has shown _____ resilience in the face of her difficulties.

12. The tourists were _____ when they saw the huge waterfall.

7. Translate into Ukrainian.

1. We were alarmed at the news of the earthquake.
2. It was alarming to think of the possible consequences.
3. He was amazed at what he saw.
4. It was amazing to watch them perform.
5. He was annoyed at/with the children.
6. It's annoying that there is no hot water.
7. He seems the most bored the most indifferent spectator there.
8. It was boring to sit there without anything to do.
9. I am a convinced authoritarian. I share none of those Utopian fancies.
10. He is a very convincing speaker.
11. I was disappointed at not finding her at home.
12. It is disappointing to analyze the results.
13. They were excited about the gift.
14. It is an exciting story.
15. It was embarrassing to fail the exam.
16. It embarrassed him to be caught cheating.
17. Her father was a tired and exhausted individual, loaded with years.
18. The journey was exhausting.

8. Choose the correct word.

1. Are you interesting/interested in football?
2. The football match was quite exciting/excited, I enjoyed it.
3. It's sometimes embarrassing/embarrassed when you have to ask people for money.
4. Do you easily get embarrassing/embarrassed?
5. I had never expected to get the job. I was really amazing/amazed when I was offered it.

6. She has really learnt very fast. She has made astonishing/astonished progress.
7. It was a really terrifying/terrified experience. Afterwards everybody was very shocking/shocked.
8. I didn't find the situation funny. I was not amusing/amused.
9. Why do you always look so boring/bored? Is your life really so boring/bored?
10. He's one of the most boring/bored people I've ever met. He never stops talking and he never says anything interesting/interested.

9. Use the correct the appropriate form of the Participle.

1. The (bore) meeting lasted forever.
2. I really love working with (excite) people.
3. The (lose) team said they would win the next game.
4. When Jane couldn't find her credit card, her (worry) mother called the credit card company to cancel it.
5. Two days later, Jane's supposedly (steal) card was found in her bedroom.
6. As the boys played ball outside, the sound of (break) glass announced that a ball had hit the window.
7. Some people are totally (fascinate) by the book that describes some codes in Leonardo da Vinci's paintings.
8. The da Vinci Code tells an extremely (fascinate) story.
9. Students who are (interest) in signing up for the history class should make a line here.
10. Professors become extremely (annoy) when cell phones go off in their classes.

10. Make a sentence of each pair below.

1. She walked out. She was smiling.
2. He lived alone. He had been forgotten by everybody.
3. The old man sat outside. He was smoking his pipe.
4. The girl entered the room. She was singing a song.
5. The boy stood up. He was showing himself to them.
6. There is a woman over there. She is crying her eyes out.
7. I didn't know what to do. I phoned the police.

11. Rewrite the sentences using the Participles.

1. Sam left school early because he felt sick.
2. The teacher was impressed by Daniel's work, so she gave him the highest score.
3. Because he didn't study hard enough for his exam, Ryan couldn't pass it.
4. As I haven't received all the applications yet, I am not eager to hire anyone.
5. The golden ring, which was stolen weeks ago, was found.
6. As I have an assignment to finish, I cannot come with you.
7. When my sister heard the good news, she wanted to cry.
8. Because I didn't want to lose my passport, I gave it to my father.
9. After he had been told to do the dishes, John entered the kitchen with a frown.
10. As I had been to England before, I knew where to find a good hotel.

UNIT 1.10. RAILROADS: UKRAINE, GREAT BRITAIN, THE USA

VOCABULARY PRACTICE

1. Answer the following questions.

1. What is the name of the Ukrainian railroad?
2. In your opinion, where was the first state railroad built?
3. How many rail lines are there in Ukraine now?

2. Translate into Ukrainian.

State		tendency	
enterprise		to reduce	
Cargo		to cease	
to provide		to exist	
Links		nevertheless	
Current		tracks	
configuration		to gain	
Network		to proclaim	

to receive		to launch	
Impetus		ordinary	

3. Read the text.

UKRAINIAN RAILWAYS

Ukrainian railways or “Ukrzaliznytsia” is the main state enterprise which specializes on cargo and passenger transportation. It has a well-developed structure that provides links between large cities of regional importance with nearby cities and villages, regional centers with the capital. Nowadays “Ukrzaliznytsia” is the fourth largest rail transporter on the Euro-Asian continent.

History of railways development

The first state railroad Lviv – Peremyshl (97,6 km long) was built in 1861. But the current configuration of Ukrainian railway network was formed mostly before the First World War.

During the Soviet period the development of Ukrainian railways received new impetus.

In 1940s the bulk of rail road construction and reconstruction was concentrated in such directions as “Donbass – USSR center”, “Donbass – Kryvvi Rig”, “Kyiv – Lviv – Chop”.

In the post-war period the pace of rail road construction had the tendency to reduce, and, moreover, some railway lines and the major part of logging railroads ceased to exist. Nevertheless, in 1987 the length of all tracks in use was 22,7 thousand km and Ukraine took one of the leading places in the USSR.

Administrative structure

After Ukraine gained its independence in 1991 the Cabinet of Ministers of Ukraine unified six state railroad companies and proclaimed “Ukrzaliznytsia” the only Ukrainian railway network operator.

Nowadays there are six basic railway lines, which have their own administrations, located in such cities:

- Kyiv – Southwestern branch;
- Dnipro – Near-Dnipro branch;
- Kharkiv – Southern branch;
- Lviv – Lviv branch;
- Odesa – Odesa branch;
- Donetsk – Donetsk branch.

Each branch is also divided into several affiliates.

Stages of development after independence

The beginning of 21st century gave the start to high-speed train development in Ukraine.

- The first capital express train “Kyiv – Kharkiv” was launched in 2002. Its travel time was twice as fast as the ordinary passenger train (maximum speed 140 km/hour). One year later the similar train was launched in the “Kyiv – Dnipro” route. Nowadays, the train Dnepropetrovsk – Kiev is a daily route, which is in high demand.
- In 2010 Ukrainian railways introduced premium service – travelling in saloon trains, which costed as much as 11 tickets in sleepers.
- On the eve of Euro 2012 Ukrainian railways bought ten high-speed trains from Hyundai Rotem (InterCity+) and two double-decker trains from Škoda Vagonka (InterCity).
- Between 1991 and 2013 approximately 2500 km of railroad tracks were electrified, thus lowering the cost price of transporting.
- By 2014 there were 9878 km electrified railroad tracks.

Types of passenger trains

According to the classification of Ukrainian railway lines, all trains designed for passenger transporting are divided into several groups:

Daytime trains:

- Euro City – Express trains on international routes offer high level services, 1st and standard classes;
- Regional Express – daytime trains that go throughout Ukraine have 1st, 2nd and 3rd classes;
- InterCity (InterCity+) – 1st and 2nd class high-speed trains. Ukraine ticket price is usually higher than for Regional Express carriages. By comparison, train Kiev – Lviv price (InterCity) is twice higher than the same route price on Regional Express train.
- Regional train (elektrychka) – carriages that go on regional routes.

Nighttime trains, including 2 or 4 berth coupe and platzkart classes:

- Night-Express (max speed 90 km/h);
- Night Fast (max speed 70 km/h);
- Night Passenger (max speed 50 km/h).

Largest railway stations in Ukraine

In connection with popular destinations such train stations as Kyiv-Pasazhyrs'kyi, Dnipro-Hlavnyi, Kharkov Pasazhyrs'kyi, Lviv-Hlavnyi, Odesa-Hlavnyi showed the highest rates of passability and importance.

<http://proudoofukraine.com/ukrainian-railways-history-structure-stations/>

4. Decide whether the statements are True or False.

1. Ukrainian railways or “Ukrzaliznytsia” is the main state enterprise which specializes on cargo and passenger transportation.
2. The first state railroad Lviv – Krakow (97,6 km long) was built in 1861.
3. In 1991 the Cabinet of Ministers of Ukraine unified seven state railroad companies and proclaimed “Ukrzaliznytsia” the only Ukrainian railway network operator.
4. Today there are six basic railway lines, which have their own administrations.
5. The beginning of 20th century gave the start to high-speed train development in Ukraine.
6. In connection with popular destinations such train stations as Kyiv-Pasazhyrs'kyi, Dnipro-Hlavnyi, Kharkov Pasazhyrs'kyi, Lviv-Holovnyi, Odesa-Holovnyi showed the highest rates of passability and importance

5. Fill in the missing words from the box below.

online	aware	station	timetable
increasingly	tickets	train	via
passing	points	offices	book

There are two ways of buying _____ tickets in Ukraine: in ticket _____ and _____ Internet. You can find ticket offices on the railway _____ or scattered all over the city. Be _____, that the lines in ticket offices are usually long so it's easier to _____ tickets _____.

With each _____ day information technologies are becoming _____ important in our lives. Without leaving your home or office you can book railway _____ online. All you need is:

- find Ukraine train _____ on any ticket booking website;
- enter the _____ of departure and destination.
- choose needed route, time and price;
- choose an appropriate route and make a payment.

6. Discuss the following questions.

1. In your opinion, what is British Rail?
2. When do you think the first railroad in Britain was opened?
3. What is a steam locomotive?

7. Translate into Ukrainian.

to create		to emphasize	
to inaugurate		movement	
public		major	
ownership		trunk lines	
to haul		money-losing	
carrier		branch	
freight		depot	
competing		route	
to combine		personnel	
measure		electrification	

8. Read the text.

BRITISH RAIL

British Rail – national railway system of Great Britain, created by the Transport Act of 1947, which inaugurated public ownership of the railroads. The first railroad built in Great Britain was the Stockton and Darlington, opened in 1825. It used a steam locomotive built by George Stephenson and was practical only for hauling minerals. The Liverpool and Manchester Railway, which opened in 1830, was the first modern railroad. It was a public carrier of both passengers and freight. By 1870 Britain had about 13,500 miles (21,700 km) of railroad. At the system's greatest extent, in 1914, there were about 20,000 miles (32,000 km) of track, run by 120 competing companies. The British government combined all these companies into four main groups in 1923 as an economy measure.

When World War II began in 1939, Britain's railroads were placed under government control. The Transport Act of 1947 nationalized the railways, which were taken over by the British Transport Commission (BTC) in 1948

and given the name British Railways. The BTC divided Britain's rail network into six (later five) regions on a geographic basis. A 1962 law replaced the BTC with the British Railways Board in 1963. The board's management emphasized mass movement over major trunk lines and the closing of money-losing branch lines and depots.

Between 1963 and 1975 the board shortened its routes from 17,500 miles (28,000 km) to 11,000 miles (17,000 km) and cut personnel from about 475,000 to about 250,000. As part of a modernization program, steam locomotives began to be replaced by diesels in the 1950s, and this was followed in the '60s by electrification. The board undertook track reconstruction, installed long, continuously welded rails, and introduced new signaling systems. A computerized freight service introduced in 1975 could monitor the movements of more than 200,000 freight cars. In 1966–67 the west-coast line from London to Birmingham, Manchester, and Liverpool was electrified, and in the early 1970s electrification was extended to Glasgow. Track improvements and the High-Speed Train (InterCity 125), a diesel train operating at speeds up to 125 miles per hour (200 km per hour), cut travel times between Britain's major cities. [30]

9. Decide whether the statements are True or False.

1. British Railways is railway system of Great Britain, created by the Transport Act of 1947, which inaugurated private ownership of the railroads.
2. The first railroad built in Great Britain was the Stockton and Darlington, opened in 1835.
3. The BTC divided Britain's rail network into five (later six) regions on a geographic basis.
4. Between 1963 and 1975 the board shortened its routes from 17,500 miles (28,000 km) to 11,000 miles (17,000 km) and cut personnel from about 475,000 to about 250,000.
5. In 1967–68 the west-coast line from London to Birmingham, Manchester, and Liverpool was electrified.

10. Fill in the missing words from the box below.

traffic

cracks

derailment

**restructured not-for-profit companies
throughout traffic rails created**

The British government _____ British Rail in 1993 prior to privatizing the company. Passenger _____ and freight _____ were divided into 25 train-operating units and six freight-operating _____, respectively, that were franchised to private-sector operators. A new state-owned company, Railtrack, was _____ in 1994 to own and manage the system's track, signals, land, and stations. Railtrack was privatized in 1996. A cracked rail led to a train _____ at Hatfield in 2000 that killed four people; trains were slowed down _____ the country as _____ were checked for _____. As a result, Railtrack announced losses of 534 million pounds in 2001. The British government formed a new _____ company, Network Rail, Ltd., that assumed Railtrack's business in 2002.[30]

11. Answer the following questions.

1. In your opinion, are railways popular in the USA? Why? Why not?
2. Which is the most popular railway company in the USA?
3. Who owns the railways in the USA?

12. Translate into Ukrainian.

rolling stock		collapse	
freight hauling		subsequently	
consolidation		entirely	
efficiency- building		Assets	
privately held		advent	
employees		jet age	
to own		commuter rail lines	
principally		heritage rail lines	
Partial		hub-and-spoke	
Amid		arrangement	

13. Read the text.

WHO OWNS THE RAILWAYS IN THE UNITED STATES OF AMERICA?

The majority of track, and rolling stock, in the US is for freight hauling, and decades of consolidation and efficiency-building have reduced the country to only a small number of Class I railroads – each quite large, all privately held. They are:

- Union Pacific – 32,100 miles of route length, 8,500 locomotives, 44,500 employees
- BNSF Railway – 32,500 miles of route length, 8,000 locomotives, 41,000 employees.
- CSX - 21,000 miles route length, 4,000 locomotives, 29,000 employees
- Norfolk Southern – 20,000 miles route length, 4,100 locomotives, 30,000 employees.
- Kansas City Southern – 6,000 miles route length, 1,200 locomotives, 6,500 employees
- Canadian National and Canadian Pacific both own track in the US, but are principally concentrated in Canada.

A number of smaller, Class II and short line freight railroads exist, also privately held. US freight rail did go through a period of partial government control in the latter part of the 20th century, when Conrail was created amid the collapse of many of the major east coast railroad players that came after WWII. Conrail's assets have subsequently been sold off, almost entirely to NS and CSX.

Passenger rail, on the other hand, is publicly held. Intercity passenger rail in the US collapsed even more thoroughly than rail freight did with the advent of the jet age and the interstate highways after WWII. Amtrak was created to take over passenger routes from Grand Trunk, Penn Central and other roads that were going bankrupt in mass in the 1960s. Amtrak only owns 730 route miles (most importantly the northeast corridor from Washington DC to Boston) but runs trains via lease arrangements over a further 20,000 miles of track operated by the freight companies (albeit the passenger trains get second priority, and often wind up having to lay over so a freight train can pass) Amtrak employs about 20,000 people with a fleet of 425 locomotives and 2,100 railcars.

Commuter rail is another major category of US rail systems. Commuter rail systems generally serve just one city in a hub-and-spoke arrangement, unlike the intercity service provided by Amtrak. These systems are also

generally either publicly held or government-run, though there may be a private management component. For instance, the MBTA owns almost all the rights of way it operates on, as well as its rolling stock, but contracts to Keolis for operations. Most of these rights of way were acquired from private railroads as they went out of passenger service or out of business entirely, after 1960.

Last but not least – heritage rail lines often maintain short rights-of-way for tourist excursions. These are often not particularly profitable and are run by various combinations of charitable foundations, railway philanthropists, and obsessive volunteers. Sometimes these are supported at the State level by either department of transportation or tourism agencies. [31]

14. Decide whether the statements are True or False.

1. The minority of track, and rolling stock, in the US is for freight hauling.
2. US freight rail did go through a period of partial government control in the latter part of the 20th century, when Conrail was created amid the collapse of many of the major west coast railroad players that came after WWII.
3. Intercity passenger rail in the US collapsed even more thoroughly than rail freight did with the advent of the jet age and the interstate highways after WWII.
4. Commuter rail systems generally serve just one city in a hub-and-spoke arrangement, unlike the intercity service provided by Amtrak.
5. Heritage rail lines often maintain short rights-of-way for tourist excursions.
6. Sometimes commuter rail systems are supported at the State level by either department of transportation or tourism agencies.

15. Make up ten questions to the text.

16. In pairs, ask and answer.

1. What comes to mind when you hear the word “trains”?
2. How important are trains in Ukraine, Great Britain, and the USA?
3. Do you like over ground or underground trains?
4. Which country has the best train network?

5. Which city has the best subway system?

GRAMMAR PRACTICE

Participle Constructions

1. Consult with the Grammar Reference and do the exercises.

2. Write down participle constructions for the following sentences.

1. "Lord of the flies", which was first published in 1954, is a book that is often read in schools.
2. It was perhaps the novel that was most discussed in the 1960s.
3. Everyone who reads the book will be shocked by the realistic description of the boys' behavior.
4. In the book, a group of small boys, who are aged between 6 and 12, has a plane crash on a small tropical island.
5. The children, who are left on their own without any adults, enjoy themselves at first.
6. But then tensions develop which break out into conflicts and which lead to fighting among the boys.
7. When we drove past the old church, we noticed that there was a strange light inside.
8. As she had lived in New York for many years, Sally had got used to the constant noise of police sirens.
9. When he did not find anyone to play with, John drove home from the club.
10. The injured driver was so shocked by the accident that he couldn't say a word at first.
11. As they had forgotten the tickets for the musical, they were not allowed to enter the theatre.
12. After they finished their lunch, they continued their hike.

3. Use a participle clause to add the information in italics to the main sentence.

1. They called a lawyer. The lawyer lived nearby.

2. We broke the computer. The computer belongs to my father.
3. The man is in the garden. The man is wearing a blue jumper.
4. We found a doctor. The doctor works at a hospital in Madrid.
5. People will not be allowed to enter. People have arrived late.
6. Don't wake the baby. The baby is sleeping in the next room.
7. Who is that boy? The boy is walking in the forest.
8. The man is over there. The man wants coffee.
9. Those books were mine. Those books had been lying on the table.
10. Julia is on the train. The train is arriving at Platform 3. [32]

4. Replace the relative clause by a participle construction while keeping the rest of the sentence unchanged.

1. The boy *who was waiting* in the hall expected a phone call.
2. Passengers *who wanted to go to Liverpool* had to change in Manchester.
3. The girl *who was picked up by her brother* was very nice.
4. The house *that stands at the end of the road* will soon be sold.
5. The conference *which was planned by non-governmental organizations* was about globalization.
6. Irish people *who live in Great Britain* have the right to vote in British elections.
7. A friend *who helps you in need* is a good friend indeed.
8. A picture *that shows the image of a person* is a portrait.
9. The problems *that were discussed* will be essential for your exam.
10. Animals *that eat plants* are called herbivores.

5. Combine the clauses using participle constructions (Present, Past or Perfect Participle).

1. We were sitting in the bus shelter and waited for the rain to stop.
2. The documentation which was telecast last Tuesday was impressive
3. We had great fun at the party. We played silly games.
4. He had saved a little money. He travelled to Australia.
5. They were chatting along and didn't see the car coming.
6. The reception had been prepared carefully and was a great success.

7. He was picked up by his mother and didn't have to wait for the bus.
8. She had finished her degree and started to work for an international company.
9. She was listening to the radio and didn't hear the doorbell.
10. The room had not been tidied up yet and looked like a battlefield.

6. Combine the clauses using participle constructions (Present Participle or Past Participle).

1. The boy who carried a blue parcel crossed the street.
2. The battle was fought at this place. The battle was very significant.
3. She lay in her bed and wept bitter tears.
4. The books which were sent to us are for my aunt.
5. She stood at the corner and talked to her friends.
6. The children went from house to house. They played trick or treat.
7. He was very tall. He became a basketball player.
8. He was waiting in the hall. He overheard a conversation.
9. The picture which was stolen from a museum was offered on eBay.
10. The song which was sung last night is still in my head. [33]

2. GRAMMAR PROGRESS TESTS

UNIT 2.1. VERBS *TO BE*, *TO HAVE*. PRONOUNS

1. Make up the sentences.

1. am / years / I / twenty-five /old _____
2. Venezuela / from / we / are _____
3. Anton / name / a / I'm / student / My / and / is _____
4. my / this / book /is _____
5. nice / today / day / It's /a _____

2. Change the following sentences into the negative form.

1. I have one brother.
2. He has a big cat.
3. You have many pens.

4. It has a long tail.
5. Peter has much money.

3. Replace the personal pronouns by possessive pronouns.

1. These pencils are (you) _____.
2. The blue ball is (I) _____.
3. The blue car is (we) _____.
4. That diamond ring is (she) _____.
5. We met the famous singers Paul and Jane last night. This house is (they) _____.
6. The luggage on the counter is (he) _____.
7. The pictures on the wall near the pillar are (she) _____.
8. In our garden in the summerhouse is a bird. The nest is (it) _____.
9. This smelly good for nothing cat is (we) _____.

UNIT 2.2. NOUN, NUMERAL, SUBJECT & VERB AGREEMENT

1. Underline the correct option.

- | | |
|----------------|-------------------------|
| 1. Rice | countable / uncountable |
| 2. Chair | countable / uncountable |
| 3. News | countable / uncountable |
| 4. Job | countable / uncountable |
| 5. Trip | countable / uncountable |
| 6. Pasta | countable / uncountable |
| 7. Information | countable / uncountable |
| 8. Homework | countable / uncountable |
| 9. Essay | countable / uncountable |
| 10. Luggage | countable / uncountable |

2. Write the numerals.

1. Ninety-nine _____
2. One hundred and three _____
3. Two hundred and twenty-one _____
4. Five hundred and thirty-eight _____
5. Seven hundred and sixty-six _____

3. Underline the subject (or compound subject) and then identify the verb that agrees with it.

1. Your friendship over the years and your support (has/have) meant a great deal to us.
2. Hamilton Family Center, a shelter for teenage runaways in San Francisco, (offers/offer) a wide variety of services.
3. The main source of income for Trinidad (is/are) oil and pitch.
4. The chances of your being promoted (is/are) excellent.
5. There (was/were) a Pokémon card stuck to the refrigerator.
6. Neither the professor nor his assistants (was/were) able to solve the mystery of the eerie glow in the laboratory.
7. Many hours at the driving range (has/have) led us to design golf balls with GPS locators in them.

UNIT 2.3. PRESENT SIMPLE TENSE & PRESENT CONTINUOUS TENSE

1. Fill the correct form of verb to do into the blanks do / does / don't / doesn't.

1. My mother _____ her housework every day.
2. The students _____ their homework after dinner.
3. My brother and sister _____ the dishes every day.
4. A: _____ you like this picture? B: No, I _____. It's not beautiful.
5. Diana _____ like cats, but she likes dogs.
6. Mr. Simpson _____ to work on Wednesday.
7. A: _____ your brother stay at home? B: Yes, he _____.
8. A: _____ they _____ that beautiful flowers? B: Yes, they do.
9. _____ make a loud noise! My son is sleeping.
10. Jessica _____ have cartoon books in her bag.
11. That boy _____ have a bike. He has an airplane.
12. I _____ have a new car. I have a BMX bike.
13. A bird _____ have four legs.

14. My friends _____ have enough money to buy ice-cream.

2. Write the words to fill the gaps. Put the verb in the present continuous tense.

1. I'm really busy.

I _____ (study) for the exam.

2. Right now we _____ (ride) camels!

3. They said they _____ (have) a great time.

4. Daisy _____ (download) an album.

5. What _____ (you do) at the moment?

6. They _____ (wait) for me in the café.

7. _____ (Oliver work) hard?

8. The weather's terrible, so we _____ (not go) walking much.

UNIT 2.4. PAST SIMPLE TENSE & PAST CONTINUOUS TENSE

1. Complete the sentences with the simple past of the verbs in parentheses.

1. They _____ (watch) TV last night.

2. Priscilla _____ (talk) to her friends all day.

3. I _____ (have) a terrible headache yesterday.

4. Bob _____ (come) home from school late.

5. They _____ (arrive) late and _____ (miss) the bus.

6. She _____ (study) hard and _____ (pass) the exam.

7. He _____ (call) the office to tell them he was sick.

8. I _____ (speak) to the director as he was leaving the room.

9. Dr. Johnson _____ (get up) early this morning.

10. Mary _____ (do) her homework and _____ (go) to school.

11. Chris _____ (find) a ten-dollar bill.

12. The dog _____ (follow) us down the road.

13. Those students _____ (work) hard last semester.

14. Lúcio _____ (stop) at the corner and _____ (call) us.
15. I _____ (try) to talk to Helen last night.

2. Complete the sentences with the past continuous form.

1. I _____ (run) when you saw me because I was late.
2. They _____ (wait) for a bus when the car crashed.
3. Gabi and Laura _____ (dance) at 8pm.
4. Tomek _____ (not / eat) a sandwich when Ben fell into the river.
5. What _____ Carol and Jack _____ (do) when Pedro phoned?

UNIT 2.5. MODAL VERB *MUST* AND ITS EQUIVALENTS

1. Fill in the blanks using *must, mustn't, don't have to, should, shouldn't, might, can, can't*.

1. Rose and Ted _____ be good players. They have won hundreds of cups!
2. You _____ pay to use the library. It's free.
3. I'm not sure where my wife is at the moment. She _____ be at her dance class.
4. Jerry _____ be working today. He never works on Sundays.
5. You _____ be 18 to see that film.
6. You _____ hear this story. It's very funny.
7. Dad _____ go and see a doctor. His cough is getting worse all the time.
8. You don't have to shout. I _____ hear you very well.
9. It _____ be him. I saw him a week ago, and he didn't look like that.
10. You look pretty tired. I think you _____ go to bed early tonight.
11. Let me look. I _____ be able to help you.
12. "Children, you _____ cross the street if the lights are red!"
13. You _____ sit so near the TV. It's bad for your eyes.
14. I'm sorry but I _____ give you a lift because my car is broken.
15. I _____ stop and talk to you now. I have to get to the library.

16. You really _____ go to the Louvre if you're in Paris. It's wonderful.
17. You _____ come to the party if you don't feel well.
18. I don't know where Kelly is. She _____ be at her sister's .
19. You have passed all your tests. You _____ be very pleased with yourself.
20. You _____ smoke in your car, especially if there are children sitting in the back.
21. You _____ work this evening. I can do the tasks for you.

UNIT 2.6. DEGREES OF COMPARISON, PRESENT PERFECT TENSE

1. Complete the sentences with a superlative.

1. This building is very old. It's the _____ in the town.
2. It was a very happy day. It was _____ of my life.
3. It's a very good film. It's _____ I've seen.
4. It was a very bad mistake. It was _____ in my life.
5. It was a very cold day. It was _____ of the year.
6. She's a popular singer. She's _____ in the country.
7. He's a very boring person. He's _____ I know.
8. This house is very big. It is _____ I've lived in.
9. My cousin is very tall. He is _____ I have seen.
10. Laura is a very pretty girl. She is _____ I know.

2. Choose the correct answer.

1. Tom's car is as big as / the biggest his friend's.
2. Who is shorter than / the shortest person in your family?
3. Who is more independent than / the most independent person you know?
4. These sofas are more comfortable than / the most comfortable ours.
5. My brother is taller than / the tallest in the class.
6. Is Jason's dog older than / the oldest yours?
7. Who is the best / better than singer in the world?

3. Fill in the correct form of the present perfect tense.

1. The earth _____ here for billions of years (be).
2. We _____ cards for the last few hours (play).
3. We _____ problems with our new car recently (have)
4. _____ on anything interesting lately? (you work)
5. I _____ care of my neighbor's cats while they are away (take).

UNIT 2.7. PAST PERFECT TENSE, FUTURE PERFECT TENSE

1. Fill in the gaps.

1. We had already eaten when John (come) home.
2. Last year Juan (pass) all his exams.
3. When I (get) to the airport I discovered I had forgotten my passport.
4. I went to the library, then I (buy) some milk and went home.
5. I opened my handbag to find that I (forgot) my credit card.
6. When we (arrive) at the station, the train had already left.
7. We got home to find that someone (break) into the house.
8. I opened the fridge to find someone (eat) all my chocolate.
9. I had known my husband for three years when we (get) married.
10. Julie was very pleased to see that John (clean) the kitchen.

2. Complete the sentences using the correct verb tense.

1. The homeless man told the reporter: "By next Thursday you" (die).
2. The Seahawks (win) by the end of the season.
3. According to the weather forecast, it (hail) by the end of the week.
4. The homeless man (be) right about the job prediction if she die.

UNIT 2.8. PASSIVE VOICE

1. Complete the sentences with the correct passive form of the verbs in brackets. Use the present simple.

1. English _____ (speak) in many countries.
2. The post _____ (deliver) at about 7 o'clock every morning.
3. _____ (the building/use) any more?
4. How often _____ (the Olympic Games (hold))?
5. How _____ (your name/spell)?

2. Complete the sentences with the correct passive form of the verbs in brackets. Use the past simple.

1. My car _____ (repair) last week.
2. This song _____ (not write) by John Lennon.
3. _____ (the phone/answer) by a young girl?
4. The film _____ (make) ten years ago.
5. When _____ (tennis/invent)?

3. Choose the correct form of the verbs in brackets.

FIAT

Fiat was started (started/was started) by a group of Italian businessmen in 1899. In 1903, Fiat, 1 _____ (produced/was produced) 132 cars. Some of these cars 2 _____ (exported/were exported) by the company to the United States and Britain. In 1920, Fiat 3 _____ (started/was started) making cars at a new factory at Lingotto, near Turin. There was a track on the roof where the cars 4 _____ (tested/were tested) by technicians. In 1936, Fiat launched the Fiat 500. This car 5 _____ (called/was called) the Topolino – the Italian name for Mickey Mouse. The company grew, and in 1963 Fiat 6 _____ (exported/was exported) more than 300,000 vehicles. Today, Fiat is based in Turin, and its cars 7 _____ (sold/are sold) all over the world.

UNITS 2.9 & 2.10. PARTICIPLE

1. Complete the following sentences using the Past/Present Participle form of the verb given in the brackets.

1. They were badly _____ in the battle (beat).
2. Recently the prices of essential commodities have _____ up (go).
3. He _____ us good-bye (bid).
4. I _____ him up last night (ring).
5. I _____ my duty (do).
6. Her voice gradually _____ to a whisper (sink).
7. His path _____ with thorns (strew).
8. As expected he _____ to the occasion (rise).
9. After the storm we _____ a spell of fine weather (have).
10. The faithful dog _____ his blind master (lead).
11. You never _____ me a chance to speak (give).
12. He _____ a clean pair of heels (show).
13. _____ the opportunity he had a very successful career in his field (give).
14. The big company _____ to the station was dressed in bright cloaks and hats (arrive).
15. He always behaved poorly, when _____ to boarding school (send).

2. Write down the Past Participle form of the verbs:

Arrive	_____	believe	_____
Deny	_____	understand	_____
Bring	_____	Seem	_____
Send	_____	realize	_____
Pay	_____	Wear	_____
Study	_____	Spend	_____
Learn	_____	Know	_____
Think	_____	Buy	_____

3. GRAMMAR REFERENCE

UNIT 3.1. VERBS *TO BE*, *TO HAVE*. PRONOUNS.

THE VERB TO BE

The verb to be is a link verb and it is used:

- With a noun phrase;
- With an adjective;
- With a prepositional phrase;
- To talk about age, state, etc.

Examples:

George W. Bush was the president of the US.

The food is very tasty.

The children weren't good.

Steve and his wife are from Boston.

To form Present Simple Tense of the verb *to be*:

Affirmative	Negative	Question
I am	I am not/'m not	Am I ?
You are	You are not/aren't	Are you ?
He is	He is not/isn't	Is he ?
She is	She is not/isn't	Is she ?
It is	It is not/isn't	Is it ?
We are	We are not/aren't	Are we ?
You are	You are not/aren't	Are you ?
They are	They are not/aren't	Are they ?

Examples:

He is 25 years old.

They are very attractive.

They aren't attractive at all.

Where are you from?

To form Past Simple Tense of the verb *to be*:

Affirmative	Negative	Question
-------------	----------	----------

I was	I was not/wasn't	Was I ?
You were	You were not/weren't	Were you ?
He was	He was not/wasn't	Was he ?
She was	She was not/wasn't	Was she ?
It was	It was not/wasn't	Was it ?
We were	We were not/weren't	Were we ?
You were	You were not/weren't	Were you ?
They were	They were not/weren't	Were they ?

Examples:

I was not at that party.

He was 25 years old, when he got his MA.

They were worried about the rapid increase in price.

They weren't worried about their future.

Was he there when the movie started?

To form future Simple Tense of the verb to be:

Affirmative	Negative	Question
I will be	I will not be/won't be	Will I be ?
You will be	You will not be/won't be	Will you be ?
He will be	He will not be/won't be	Will he be ?
She will be	She will not be/won't be	Will she be ?
It will be	It will not be/won't be	Will it be ?
We will be	We will not be/won't be	Will we be ?
You will be	You will not be/won't be	Will you be ?
They will be ...	They will not be/won't be	Will they be ?

Examples:

I will be at the party tomorrow.

He won't be at the party tomorrow.

Will they be very successful in future?

We will be in Paris this time next year.

THE VERB TO HAVE

- The verb to have is used with nouns

Examples:

I have a house.
 He has a car.
 They had a party last week.
 We will have success in future.

To form Present Simple Tense of the verb *to have*:

Affirmative	Negative	Question
I have	I don't have	Do I have ?
You have	You don't have	Do you have ?
He has	He doesn't have	Does he have ?
She has	She doesn't have	Does she have ?
It has	It doesn't have	Does it have ?
We have	We don't have	Do we have ?
You have	You don't have	Do you have ?
They have	They don't have	Do they have ?

Examples:

I have a car.
 He has a car.
 They don't have a car.
 She doesn't have a car.
 Does he have a car?

To form Past Simple Tense of the verb *to have*:

Affirmative	Negative	Question
I had	I didn't have	Did I have ?
You had	You didn't have	Did you have ?
He had	He didn't have	Did he have ?
She had	She didn't have	Did she have ?
It had	It didn't have	Did it have ?
We had	We didn't have	Did we have ?
You had	You didn't have	Did you have ?
They had	They didn't have	Did they have ?

Examples:

I had a car.
 He had a car.

They didn't have a car.
Did you have a car?

To form Future Simple Tense of the verb *to have*:

Affirmative	Negative	Question
I will have	I will not/won't have	Will I have ?
You will have	You will not/won't have	Will you have ?
He will have	He will not/won't have	Will he have ?
She will have	She will not/won't have	Will she have ?
It will have	It will not/won't have	Will it have ?
We will have	We will not/won't have	Will we have ?
You will have	You will not/won't have	Will you have ?
They will have	They will not/won't have	Will they have ?

Examples:

I had a car.
He had a car.
They didn't have a car.
Did you have a car?

PRONOUN

Pronoun	Possessive Pronoun	Objective Pronoun
I	My/Mine	Me
You	Your/Yours	You
He	His/His	Him
She	Her/Hers	Her
It	Its/Its	It
We	Our/Ours	Us
You	Your/Yours	You
They	Their/Theirs	Them

Examples:

This is my car.
This car is mine.
Give me this pen, will you?

UNIT 3.2. NOUN, NUMERAL, SUBJECT & VERB AGREEMENT

NOUNS

To make regular nouns plural, add -s to the end.

- cat – cats
- house – houses

If the singular noun ends in -s, -ss, -sh, -ch, -x, or -z, add -es to the end to make it plural.

- truss – trusses
- bus – buses
- marsh – marshes

In some cases, singular nouns ending in -s or -z, require that you double the -s or -z prior to adding the -es for pluralization.

- gas – gasses

If the noun ends with -f or -fe, the f is often changed to -ve before adding the -s to form the plural version.

- wife – wives
- wolf – wolves

Exceptions:

- roof – roofs
- belief – beliefs

If a singular noun ends in -y and the letter before the -y is a consonant, change the ending to -ies to make the noun plural.

- city – cities
- puppy – puppies

If the singular noun ends in -y and the letter before the -y is a vowel, simply add an -s to make it plural.

- ray – rays
- boy – boys

If the singular noun ends in -o, add -es to make it plural.

- potato – potatoes
- tomato – tomatoes

Exceptions:

- photo – photos

- piano – pianos
- halo – halos

If the singular noun ends in -us, the plural ending is frequently -i.

- cactus – cacti
- focus – foci

If the singular noun ends in -is, the plural ending is -es.

- analysis – analyses
- ellipsis – ellipses

If the singular noun ends in -on, the plural ending is -a.

- phenomenon – phenomena
- criterion – criteria

Some nouns don't change at all when they're pluralized.

- sheep – sheep
- deer – deer

You need to see these nouns in context to identify them as singular or plural. Consider the following sentence:

Mark caught one **fish**, but I caught three **fish**.

Plural Noun Rules for Irregular Nouns

Irregular nouns follow no specific rules, so it's best to memorize these or look up the proper pluralization in the dictionary.

- child – children
- goose – geese
- man – men
- woman – women
- tooth – teeth
- foot – feet
- mouse – mice
- person – people

SUBJECT & VERB AGREEMENT

Subjects and verbs must agree in number.

1. If the subject is singular, the verb must be singular too.
Example: **She** writes every day.
2. If the subject is plural, the verb must also be plural.
Example: **They** write every day.
3. When the subject of the sentence is composed of two or more nouns or pronouns connected by *and*, use a plural verb.
Example: **The doctoral student and the committee members** write every day.
Example: **The percentage of employees who called in sick and the number of employees who left their jobs within 2 years** are reflective of the level of job satisfaction.
4. When there is one subject and more than one verb, the verbs throughout the sentence must agree with the subject.
Example: **Interviews** are one way to collect data and allow researchers to gain an in-depth understanding of participants.
Example: **An assumption** is something that is generally accepted as true and is an important consideration when conducting a doctoral study.
5. When a phrase comes between the subject and the verb, remember that the verb still agrees with the subject, not the noun or pronoun in the phrase following the subject of the sentence.
Example: **The student**, as well as the committee members, is excited.
Example: **The student** with all the Master's degrees is very motivated.
Example: **Strategies** that the teacher uses to encourage classroom participation include using small groups and clarifying expectations.
Example: **The focus** of the interviews was nine purposively selected participants.
6. When two or more singular nouns or pronouns are connected by *or* or *nor*, use a singular verb.
Example: **The chairperson or the CEO** approves the proposal before proceeding.

7. When a compound subject contains both a singular and a plural noun or pronoun joined by *or* or *nor*, the verb should agree with the part of the subject that is closest to the verb. This is also called the rule of proximity.
Example: The student *or* the committee members write every day.
Example: The committee members *or* the student writes every day.
8. The words *each*, *each one*, *either*, *neither*, *everyone*, *everybody*, *anyone*, *anybody*, *nobody*, *somebody*, *someone*, and *no one* are singular and require a singular verb.
Example: Each of the participants was willing to be recorded.
Example: Neither alternative hypothesis was accepted.
Example: I will offer a \$5 gift card to **everybody** who participates in the study.
Example: **No one** was available to meet with me at the preferred times.
9. Noncount nouns take a singular verb.
Example: **Education** is the key to success.
Example: **Diabetes** affects many people around the world.
Example: The **information** obtained from the business owners was relevant to include in the study.
Example: The **research** I found on the topic was limited.
10. Some countable nouns in English such as *earnings*, *goods*, *odds*, *surroundings*, *proceeds*, *contents*, and *valuables* only have a plural form and take a plural verb.
Example: The **earnings** for this quarter exceed expectations.
Example: The **proceeds** from the sale go to support the homeless population in the city.
Example: **Locally produced goods** have the advantage of shorter supply chains.
11. In sentences beginning with *there is* or *there are*, the subject follows the verb. Since *there* is not the subject, the verb agrees with what follows the verb.
Example: There is little **administrative support**.
Example: There are many **factors** affecting teacher retention.

12. Collective nouns are words that imply more than one person but are considered singular and take a singular verb. Some examples are *group*, *team*, *committee*, *family*, and *class*.

Example: The group meets every week.

Example: The committee participate in various volunteer activities in their private lives.

NUMERALS

Numerals in English is a part of speech that defines the number or the order of items.

There are simple numerals (1-12), derivative numerals (13-19) and composite numerals (for example: 21, 67, 147).

There are **cardinal** and **ordinal** numerals in the English language.

1) **Cardinal numerals** show the number of certain items. They correspond to the interrogative word “How many?”

2) **Ordinal numerals** are used to show the order of items. They correspond to the question starting with the word “Which?”

- Such words as “a hundred”, “a thousand” and “a million” are nouns, not numerals. If these words are used in a singular form, they always go with the indefinite article “a” or the numeral “one”;

- These words are not usually used with the plural ending;

- Words “a hundred”, “a thousand” and “a million” could have the plural ending, if they are followed with the “of” preposition and a noun.

3) In a sentence numbers are usually used as attributes.

4) Numerals could have any function in a sentence if they don’t have any defined words.

UNIT 3.3. PRESENT SIMPLE TENSE & PRESENT CONTINUOUS TENSE

PRESENT SIMPLE TENSE

Present Simple Tense is used to refer:

- General truth;
- Current habits;

- Permanent situations and states;
- Telling jokes and other informal stories;
- Live sports commentary;
- Newspaper headlines;
- Reviews and summaries;
- Instructions and directions;
- Proverbs and sayings;
- The future for fixed events;
- The future (in time clauses).

To form Present Simple Tense positive, use:

Subject + V1.

Examples:

He goes to school five days a week.

They work on different projects every day.

She drives very fast.

Normally, I travel four times a year.

Every time we go to the supermarket, we meet George.

To form Present Simple Tense negative, use:

Subject + don't/doesn't + V1

Examples:

He doesn't go to school on weekends.

They don't work on any projects in summer.

We don't buy food on the farm markets.

It doesn't often rain in winter in Ukraine.

She doesn't usually get to work on time.

To form Present Simple Tense questions, use:

Do/Does + Subject + V1?

Examples:

Does he go to school every day?

Do they work on projects all the year round?

Does he travel a lot?

What time does the train to Maryupil depart?

Does the Sun rise in the East?

Markers of Present Simple Tense

today always never sometimes twice a week
every year every month every day
on week days on the weekend seldom rarely often
generally normally whenever nowadays these days

PRESENT CONTINUOUS TENSE

Present Continuous Tense is used to refer:

- Actions happening now;
- Actions happening around now;
- Temporary situations and series of actions;
- Changing and developing situations;
- Annoying or amusing habits (with always);
- Background information in jokes and other informal stories;
- The future for arrangements;
- The future (in time clauses).

To form Present Continuous Tense positive, use:

Subject + am/is/are + Ving

Examples:

They are studying now.
She is playing the guitar at the moment.
We are flying to New York next summer.
Look! Someone is watching us!
The sun is shining and the birds are singing.
In summer the days are getting longer.
At the moment he is working on his translation.

To form Present Continuous Tense negative, use:

Subject + am not/isn't/aren't + Ving

Examples:

They aren't studying now.
She isn't playing the guitar at the moment.
He isn't going on that business trip.
At the moment he is not working on his translation

They aren't going to classes tomorrow.
 We aren't buying that car for the world.

To form Present Continuous Tense questions, use:

Am/Is/Are + Subject + Ving?

Examples:

- Are they studying now?
- Is she playing the guitar at the moment?
- Who is talking on the phone now?
- Are you going on that business trip next month?
- What is he working on currently?
- Are we staying in Ukraine for the time being?

Markers of Present Continuous Tense

now	at the moment	Look!
Listen!	right now	
	currently	for the time being
at present	for now	it's the last time

Verbs are never used in the continuous form:

<i>Like</i>	<i>Know</i>	<i>belong</i>
<i>agree</i>	<i>Remember</i>	<i>matter</i>
<i>mind</i>	<i>Recognize</i>	<i>see</i>
<i>Own</i>	<i>Appear</i>	<i>look (=seem)</i>
<i>sound</i>	<i>Taste</i>	<i>smell</i>

UNIT 3.4. PAST SIMPLE TENSE & PAST CONTINUOUS TENSE

PAST SIMPLE TENSE

Past Simple Tense is used to refer to:

- Single completed actions;
- Repeated or habitual actions in the past;
- General truths about the past;

- Permanent situations and states in the past;
- The main events in a story in the past;
- The present (in conditional sentences);
- The present (after wish, it's time, would rather etc.).

To form Past Simple Tense positive, use:

Subject + V2 (V1 + ed for regular verbs)

Examples:

He went to school yesterday.
 They finished the project last month.
 She graduated eight years ago.
 I bought that car ages ago.

To form Past Simple Tense negative, use:

Subject + didn't + V1

Examples:

He didn't go to school yesterday.
 They didn't finish the project last month.
 She didn't get her degree in the past, and I think nothing will change.
 We didn't fly to Paris for the vacation.

To form Past Simple Tense questions, use:

Did + Subject + V1?

Examples:

Did he go to school yesterday?
 Did they finish the project last month?
 Did he win the game?
 Did you find the key?

Markers of Past Simple Tense

yesterday	last week	last month	last year
the day before yesterday	in July	in 1989	last season
ago	two weeks ago		

PAST CONTINUOUS TENSE

Past Continuous Tense is used to refer to:

- Actions in progress at a particular moment in the past;
- Actions in progress around a particular moment in the past;
- Temporary situations and series of actions in the past;
- Changing and developing situations in the past;
- Annoying or amusing past habits (usually with always);
- Background information in a story;
- Actions in progress over a period of time;
- Two actions in progress at the same time;
- The present and the future (in conditional sentences);
- The present and the future (after wish, it's time, would rather etc.).

To form Past Continuous Tense positive, use:

Subject + was/were + Ving

Examples:

They were studying the whole afternoon yesterday.
 She was playing the guitar from 2 till 4 p.m. yesterday.
 I was doing my homework the whole evening.
 We were playing football for two hours after school.

To form Past Continuous Tense negative, use:

Subject + wasn't/weren't + Ving

Examples:

They weren't studying the whole afternoon yesterday.
 She wasn't playing the guitar from 2 till 4 p.m. yesterday.
 I wasn't doing my homework the whole evening.
 We weren't playing football for two hours after school.

To form Past Continuous Tense questions, use:

Was/Were + Subject + Ving?

Examples:

Were they studying the whole afternoon yesterday?
 Was she playing the guitar from 2 till 4 p.m. yesterday?
 Was she doing her homework the whole evening?
 Were they playing football for two hours after school?

Markers of Past Simple Tense

for	for some time	the whole afternoon	the whole day
	from ... till...	from ... to ...	
	at the time/at that time	over	

Note: You can put a question word at the beginning:

Examples:

Who were you talking to on the phone last night?

What was John doing at the library?

Why were they drinking champagne yesterday?

Be careful! Some verbs are never used in the continuous form:

<i>Like</i>	<i>Know</i>	<i>belong</i>
<i>agree</i>	<i>Remember</i>	<i>matter</i>
<i>mind</i>	<i>Recognise</i>	<i>see</i>
<i>Own</i>	<i>Appear</i>	<i>look (=seem)</i>
<i>sound</i>	<i>Taste</i>	<i>smell</i>

Simple Past and Past Continuous:

The past continuous is often used together with the simple past to show that one thing happened while another thing was in progress:

Examples:

I was talking on the phone when my sister arrived.

He was drinking beer when he suddenly felt sick.

She took a photo as we were getting out of the bus.

We were waiting for the bus when we saw a car accident.

UNIT 3.5. MODAL VERBS (MUST AND EQUIVALENTS)

MUST

The modal verbs of English are a small class of auxiliary verbs used mostly to express modality. The principal English modal verbs are: **Can; Could; May; Might; Must; Shall; Should; Will; Would.**

The modal verb **must** is used in expressions of obligation and necessity.

Have to doesn't look like a modal verb, but it performs the same function. **Have to** can play the role of **must** in the past (**had to**) present, and future tenses. The main difference between **must** and **have to** can be the emotional context.

Must means that the obligation to do something comes from the speaker.

Have to means that the obligation comes from someone else. *Examples:*

I have to pay the bills because my wife is ill.

I must stop smoking. It's really bad for my health.

In negative sentences, **must** expresses a strict prohibition.

Examples:

You mustn't smoke in here.

Have to in negatives sentences expresses the idea that "you are not obligated to do something, but you can do it if you want to".

Examples:

You don't have to pay for this.

Also, the word **must** expresses submission to various general laws; that is, something needs to be done, because it is accepted as proper in society.

Have to expresses submission to private "laws," that is, you are following your conscience, moral principles, or duties.

Examples:

We must pay taxes.

He has to tell her the truth.

UNIT 3.6. DEGREES OF COMPARISON, PRESENT PERFECT TENSE

DEGREES OF COMPARISON

The three degree form of comparison:

1. Positive degree – this form is used when you compare two persons with the same quality.

as + base form of ADJ + as

Examples:

He is as tall as his sister.

She is as beautiful as her friend.

2. Comparative degree – this form is used when you compare two persons with unequal quality, THAN might be used as well.

er + base form of ADJ (one syllable adjectives)
more + base form of ADJ (two or more syllable adjectives and adjective ending with Y)
less + base form of ADJ

Examples:

She is smarter than her sister.
She is prettier than her sister.
She is more beautiful than her sister.
She is less attractive than her sister

3. Superlative degree – this form of adjective is used when we compare three or more persons with unequal quality.

The + base ADJ + est (of/in/among)
The + most + base ADJ (of/in/among)
The + least + base ADJ

Examples:

She is the smartest girl in the class.
She is the prettiest among them all.
She is the most beautiful of all.
She is the least attractive girl ever.

Exceptions:

Good	Better	the best
Bad	Worse	the worst
much/many	More	the most
Little	Less	the least
Far	Farther	the farthest
Far	Further	the furthest

PRESENT PERFECT TENSE

Present Perfect tense is used to refer:

- Situations and states that started in the past and are still true;
- A series of actions continuing up to now;

- Completed actions at a time in the past which is not important or relevant;
- Completed actions where the important thing is the present result;
- Actions completed recently;
- The future (in time clauses).

To form Present Perfect Tense positive, use:

Subject + have/has + V3

Examples:

I have been a member of this club for over five years.
He has done a BA so far.

To form Present Perfect Tense negative, use:

Subject + haven't/hasn't + V3

Examples:

I haven't seen him for ages.
He hasn't ever been to New York..

To form Present Perfect Tense questions, use:

Have/Has + Subject + V3?

Examples:

Have you finished your task yet?
Has he completed his course yet?

Markers of Present Perfect Tense

before never already yet just so far since
recently lately for ever so still until

UNIT 3.7. PAST PERFECT TENSE, FUTURE PERFECT TENSE

PAST PERFECT TENSE

Past Perfect Tense is used to refer:

- Situations and states before the past;
- Completed actions before a moment in the past;
- A series of actions continuing up to a moment in the past;

- Completed actions where the important thing is the result at a moment in the past.

To form Past Perfect Tense positive, use:

Subject + had + V3

Examples:

The film had already begun before they arrived.
 They had finished the project before they left for Poland.
 The train had just left when I arrived at the station.
 She had just left the room when the police arrived.
 I had just put the washing out when it started to rain.

To form Past Perfect Tense negative, use:

Subject + hadn't + V3

Examples:

He film hadn't begun before the lights went out.
 They hadn't finished the project before they left for Poland.
 I had not eaten at that restaurant before today.
 Samantha hadn't had time to explain her side of the story.
 My friends hadn't ever gone to France.
 My friends had never gone to the USA either.

To form Past Perfect Tense questions, use:

Had + Subject + V3?

Examples:

Had the film begun before they arrived?
 Had they finished the project before they left for Poland?
 What had they said that made him so angry?
 Why had he agreed to work for that salary?
 How much had he drunk before you got to him?

Markers of Past Perfect Tense

before

by the time

after

FUTURE PERFECT TENSE

Future Perfect Tense is used to refer:

- Completed situations before a certain time;
- Continuing situations up to a certain time.

To form Future Perfect Tense positive, use:

Subject + will have + V3

Examples:

It looks as if he will have lost his job by the end of the week.

This time next month I will have worked at the company for 10 years.

By this time next year we will have been married for 30 years.

If all goes well, by June 2012, I will have finished my university degree.

To form Future Perfect Tense negative, use:

Subject + won't have + V3

Examples:

She won't have finished the project by the end of the week.

They won't have done the homework by Friday.

He won't have finished his university degree until 2020.

To form Past Perfect Tense questions, use:

Will + Subject + have + V3?

Examples:

Will they have finished the project by the end of the month?

Will we have moved to the USA by the end of the year?

Will he have finished his university degree by 2020?

Markers of Past Perfect Tense

**by by the time
this time next week/month/year
by the end of the week/month/year**

UNIT 3.8. PASSIVE VOICE

PASSIVE VOICE

The Passive Voice is used to refer to:

- When we don't know does/did something;
- When it's obvious who does/did something;
- When it's not important who does/did something;

- To emphasize new information (which appears at the end of the sentence);
- To avoid starting clauses with long expressions;
- To produce a formal style.

Examples:

The car was stolen in the morning.

Having been introduced in 1988 the Road Traffic Act regulates all vehicle use on the UK roads.

This SUV was designed with passengers' safety in minds, so there are many safety devices inside the car.

This type of ship was developed during the First World War by the British.

We were astonished by the number of people trying to leave New York for the summer.

All the passengers are required to present their ticket to the inspector.

To form the Passive Voice Tenses, use:

Present Simple Passive:

Subject + am/is/are + V3

Examples:

The car is driven every day.

Past Simple Passive:

Subject + was/were + V3

Examples:

The car was driven yesterday.

Future Simple Passive:

Subject + will be + V3

Examples:

The car will be driven tomorrow.

Present Continuous Passive:

Subject + am/is/are + being + V3

Examples:

The subway is being built now.

Past Continuous Passive:

Subject + was/were + being + V3

Examples:

The subway was being built at that time.

Present Simple Perfect Passive

Subject + have/has + been + V3

Examples:

The paper has just been handed in.

Past Simple Perfect Passive

Subject + had + been + V3

Examples:

The paper had been handed in before the bell rang.

Future Simple Perfect Passive

Subject + will have + been + V3

Examples:

The paper will have been handed in by the end of the class.

The Passive is not normally used with the verbs in the present perfect continuous, past perfect continuous, future perfect continuous or future continuous tenses. Various prepositional phrases are used to avoid the passive in these tenses, including the following:

- in progress
- in training
- on display
- under consideration
- under construction, etc.

UNITS 3.9 & 3.10. PARTICIPLE

THE PARTICIPLES

Present participle

The present participle is often used when we want to express an active action. In English we add **-ing** to the infinitive of the verb.

Use of the present participle:

Continuous Tenses

Examples:

He is reading a book.

He was reading a book.

Gerund

Examples:

Reading books is fun.

He likes reading books.

Adjective

Examples:

Look at the reading boy.

He came reading around the corner.

He sat reading in the corner.

I saw him reading.

Past participle

The past participle is often used when we want to express a passive action. In English we add **-ed** to the infinitive of regular verbs. We use the 3rd column of the table of the irregular verbs.

Use of the past participle:

Perfect Tenses

Examples:

He has forgotten the pencil.

He had forgotten the pencil.

Passive voice

Examples:

A house is built.

A house was built.

Adjective

Examples:

Look at the washed car.

Together with other words

Examples:

The car washed yesterday is blue.
He had his car washed.

Compounds with the past participle

This combination is also known as perfect participle. It is used to form an active sentence with the past participle. There is a time gap between the actions.

Past participle and having

Examples:

Having read the book the boy came out of the room. (One action happened after the other)

Present participle

Examples:

The boy came reading out of the room (Both actions happened at the same time)

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Навчальне видання

Укладач:

Мунтян Антоніна Олександрівна

АНГЛІЙСЬКА МОВА

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Електронне видання

Відповідальний редактор А. О. Мунтян
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