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ІНТЕНСИВНИЙ КУРС ІНОЗЕМНОЇ МОВИ (АНГЛІЙСЬКА)

ПРАКТИКУМ

ДНІПРО 2025

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УКРАЇНСЬКИЙ ДЕРЖАВНИЙ УНІВЕРСИТЕТ НАУКИ І ТЕХНОЛОГІЙ

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Інтенсивний курс іноземної мови
(англійська)

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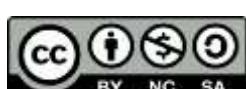
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Практикум призначений для тих, хто прагне вдосконалити свої знання з англійської мови. Посібник побудований за комунікативною методикою, що дозволяє розвивати всі мовні навички: аудіювання, говоріння, читання та письмо.

Призначений для опанування освітньої компоненти «Інтенсивний курс іноземної мови (англійська)» для ОПП «Переклад з англійської мови».

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MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE
UKRAINIAN STATE UNIVERSITY OF SCIENCE AND TECHNOLOGIES

T. V. Kyrpyta, T. A. Davydova

Intensive foreign language course (English)

PRACTICUM

DNIPRO
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Kyrpyta T. V., Davydova T. A.

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The practicum is intended for those who want to improve their English language skills. The book is based on a communicative methodology that allows to develop all language skills: listening, speaking, reading and writing.

It is intended for mastering the educational component “Intensive foreign language course (English)” in the specialty 035 “Translation from the English Language.”

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ВСТУП

Це навчально-методичне видання призначене для практичних занять з дисципліни «Інтенсивний курс іноземної мови (англійська)», що пропонується студентам на 4 курсі.

Мета вивчення дисципліни «Інтенсивний курс іноземної мови (англійська)» – активізувати у студентів раніше набуті знання фонетичних, граматичних, морфологічних та синтаксичних особливостей іноземної (англійської) мови, що допоможе їм підготуватися до іспиту для вступу на навчання для здобуття ступеня магістра.

У результаті вивчення дисципліни студенти опанують мовні лексичні та граматичні компетентності, зокрема – читати текст і вміти визначати мету, ідею висловлення; читати (з повним розумінням) тексти, побудовані на знайомому мовному матеріалі; читати та виокремлювати необхідні деталі з текстів різних типів і жанрів; диференціювати основні факти та другорядну інформацію; розрізняти фактичну інформацію та враження; розуміти точки зору авторів текстів; працювати з різноманітними текстами; переглядати текст або серію текстів з метою пошуку необхідної інформації для виконання певного завдання; визначати структуру тексту й розпізнавати логічні зв’язки між його частинами; встановлювати значення незнайомих слів на основі здогадки, схожості з рідною мовою, пояснень у коментарі; аналізувати й зіставляти інформацію; правильно вживати лексичні одиниці та граматичні структури; встановлювати логічні зв’язки між частинами тексту. Крім того, студенти володітимуть граматичним інструментарієм, необхідним як для формулювання власних висловлювань англійською мовою, так і виконання тестових завдань різного ступеня складності.

Частина 1. Лексика і граматика

Розділ 1

PRESENT SIMPLE / ТЕПЕРІШНІЙ ПРОСТИЙ ЧАС

| Стверджувальна форма | Заперечна форма | Питальна форма |
|---|--|---|
| 1/you/we/they play ... He/she/it plays ... | 1/you/we/they do not (don't) play . He/she/it does not (doesn't) play ... | Do 1/you/we/they play ...? Does he/she/it play ...? |

| Present simple вживається для опису: | Приклади |
|--|--|
| повторюваних дій у теперішньому часі | Marsha goes to dance lessons every Saturday . |
| типових ситуацій | Does Dan work at the cinema? |
| почуттів, думок, станів | I like the new James Bond film. |
| загальновідомих фактів | You play chess with 32 pieces. |

Present simple зазвичай вживається з виразами:

*every Monday/week/etc
each Monday/week/etc
once/twice a week/month/etc
three times a week/month/etc*

з прислівниками:
always; usually; often; sometimes; rarely; never

Як правило, ці прислівники ставляться перед смисловим дієсловом, але після дієслова *to be*.

- *I often play football with my friends.*
- *I am often late for my piano lessons.*

PRESENT CONTINUOUS / ТЕПЕРІШНІЙ ТРИВАЛИЙ ЧАС

| Стверджувальна форма | Заперечна форма | Питальна форма |
|--|--|--|
| I am ('m) playing ... He/she/it is ('s) playing You/we/they are ('re) playing ... | I am not ('m not) playing He/she/it is not (isn't/s not) playing You/we/they are not (aren't/re not) playing ... | Am I playing ...? Is he/she/it playing ...? Are you/we/they playing ...? |

| Present continuous вживається для опису: | Приклади |
|---|--|
| дій, що відбуваються у момент мовлення | Jan is watching a DVD upstairs. |
| дій, що відбуваються протягом обмеженого періоду часу | She is working at the museum until the end of the month. |
| негативних емоцій (роздратування, обурення тощо), зазвичай зі словом always | My brother is always borrowing my CDs without asking! |

Present continuous зазвичай вживається з: *now; right now; at the moment; today; this week/month/etc*

STATIC VERBS / ДІЄСЛОВА СТАНУ

| | | | |
|--|-------------------------------|---------|------------|
| Stative verbs – це дієслова, які описують почуття, думки, стани. Як правило, ці дієслова не вживаються в часах групи continuous. | Найпоширеніші дієслова стану: | | |
| | appear | include | see |
| | be | know | seem |
| | believe | like | taste |
| I like reading books in my free time. | belong to | love | think |
| I am liking reading books in my free time. | hate | need | understand |
| | have | prefer | want |

УВАГА! Дієслова **to be, to have, to think** можуть використовуватися в часах групи *continuous* у тому разі, якщо вони описують дію як процес.

Наприклад:

- ✓ What **do** you **think** about his new song? (думка, ставлення)
- ✓ I'm **thinking** about last night's match. (роздуми)

Вправа 1. Оберіть дієслово (A, B or C) яке зазвичай не вживається у present continuous.

| | | |
|-------------|------------|---------|
| 1. a) write | b) believe | c) cry |
| 2. a) hate | b) live | c) make |

| | | |
|-------------------|--------------|---------------|
| 3. a) leave | b) watch | c) know |
| 4. a) prepare | b) work | c) need |
| 5. a) study | b) mean | c) explore |
| 6. a) own | b) calculate | c) grow |
| 7. a) read | b) stay | c) prefer |
| 8. a) belong to | b) cook | c) rise |
| 9. a) play | b) seem | c) run |
| 10. a) understand | b) do | c) give |
| 11. a) explain | b) pack | c) like |
| 12. a) develop | b) realise | c) contribute |

Вправа 2. Доповніть речення. Напишіть правильну форму дієслів у дужках.

a) At the moment, my sister 1 ____ (do) her homework and it 2 ____ (rain) outside.

b) My uncle 3 ____ (own) a small boat, but he only 4 ____ (go)sailing in it at weekends.

c) We 5 ____ (learn) all about Chinese culture in our class this term because some students from China 6 ____ (visit) our school.

d) Although I 7 ____ (prefer) a cool climate to a hot one, I 8 ____ (hate) the idea of having a wet and miserable summer.

e) I 9 ____ (know) I have to finish this essay before I can go out, so that's why I 10 ____ (hurry) to get it done.

Вправа 3. Доповніть пари речень. Запишіть дієслова в дужках у формі теперішнього простого або тривалого часу.

1. I ____ it's going to be a fine day today. (think)
2. What ____ about? (think)
3. ____ that people spend too much time watching television? (you / feel)
4. I have to sit down. I ____ very well at the moment. (not feel)
5. My aunt ____ a baby. (expect)
6. I ____ our guests will come now. It's far too late. (not expect)

7. Whatever I do, I always ____ to do my best. (try)
8. What on earth ____ to cook with all those different ingredients? (you / try)

Вправа 4. Розкрийте дужки, поставивши дієслова в present continuous. Деякі речення можуть бути заперечними.

1. Gordon? I think he ____ (write) a letter at the moment.
2. Yes, the match is on TV now, but we ____ (lose).
3. Right now, Margaret ____ (have) a shower. Do you want to ring later?
4. Sally ____ (stay) with her aunt for a few days.
5. I ____ (lie)! It's true! I did see Madonna at the supermarket.
6. Josh ____ (always / use) my bike! It's so annoying.
7. We ____ (have) lunch, but I can come round and help you later.
8. ____ (you / play) music up there? It's really noisy!

Вправа 5. Оберіть правильний варіант відповіді.

1. I **work / am working** at the local library for the summer.
2. We **don't go / aren't going** to the theatre very often.
3. Stacy **gets / is getting** ready for school, so she can't come to the phone.
4. **Does Gary ever talk / Is Gary ever talking** about his expedition to the Amazon jungle?
5. In squash, you **hit / are hitting** a ball against a wall.
6. I **read / am reading** a newspaper at least once a week.
7. **Do you practise / Are you practising** the piano for two hours every day?
8. Nadine and Claire **do / are doing** quite well at school at the moment.
9. A good friend **knows / is knowing** when you're upset about something.
10. How **do you spell / are you spelling** your name?

Вправа 6. Заповніть пропуски, поставивши дієслова в present simple або present continuous. Деякі речення можуть бути заперечними.

| | | | | | | | |
|--------|----|------|------|------|------|-----|-------|
| belong | do | have | help | hold | move | use | watch |
|--------|----|------|------|------|------|-----|-------|

1. In Monopoly, you ____ around the board, buying houses and hotels.
2. ____ you ____ this programme or can I turn the TV off?
3. Regular exercise ____ you to stay healthy.
4. I ____ my brother's guitar until I get a new one.

5. ____ Simon always ____ the washing-up after lunch?
6. ____ you ____ any sweaters in a larger size?
7. You ____ the kite right. Let me show you.
8. Dad ____ to the local astronomy club.

PAST SIMPLE / МИНУЛИЙ ПРОСТИЙ ЧАС

| Стверджувальна форма | Заперечна форма | Питальна форма |
|---|--|---|
| I you/he/she/it/we/they played. | I/you/he/she/it/we/they did not (didn't) play. | Did I/you/he/she/it/we/they play? |

| | | |
|-----------------------------------|---|--|
| Past simple вживається для опису: | Приклади: | Past simple зазвичай вживається з: |
| завершених дій | I saw the new James Bond film yesterday. | <i>yesterday</i> |
| повторюваних дій у минулому | I went to the theatre four times last month. | <i>last week/summer/year/etc</i> <i>in January/2001/etc</i> |
| загальновідомих фактів у минулому | Fifty years ago, people didn't spend as much on entertainment as they do today. | <i>an hour/a week/a year ago</i> |
| послідовних дій у минулому | Josh pushed the door open and looked inside the room. | |

PAST CONTINUOUS / МИНУЛИЙ ТРИВАЛИЙ ЧАС

| Стверджувальна форма | Заперечна форма | Питальна форма |
|--------------------------------|--|-------------------------|
| I/he/she/it was playing | Whe/she/it was not (wasn't) playing | Was Vhe/she/it playing? |

| | | |
|---|---|------------------------------|
| You/we/they were playing | You/we/they were not (weren't) playing | Were you/we/they playing? |
|---|---|------------------------------|

| Past continuous вживається для опису: | Приклади | Past continuous зазвичай вживається з: |
|---|---|--|
| дій, які відбувалися в певний момент або період часу в минулому | At nine o'clock last night, I was watching TV. | <i>at that moment</i> |
| одночасних дій, що відбуваються в минулому | I was reading a book while you were doing the washing-up. | <i>at one/two/etc o'clock</i> |
| фону подій в оповіданнях | It was raining so Wendy decided to go to the cinema. | <i>while</i> |

Past simple і past continuous часто використовуються разом, коли потрібно показати, що одна дія відбувається під час іншої дії.

The phone **rang** while I **was watching** a DVD.

Past continuous не використовується для опису регулярно повторюваних дій у минулому.

- ✗ ~~Last year, I **was going** to the cinema **every weekend**.~~
- ✓ Last year, I **went** to the cinema **every weekend**.

USED TO + ІНФІНІТИВ

| Стверджувальна форма | Питальна форма | Заперечна форма |
|--|--|--|
| I/you/he/she/it/we/they used to work... | Did I/you/he/she/it/we/they use to work...? | I/you/he/she/it/we/they never used to work... I/you/he/she/it/we/they didn't use to work... |

Used to вживається для опису регулярно повторюваних дій у минулому.

Наприклад:

- ✓ When I was four, I **used to eat** ice cream **every day**.

Вправа 7. Заповніть пропуски в реченнях, поставивши дієслова в past simple. Деякі речення можуть бути заперечними.

come give go have know make send take

1. I got to the post office just before it closed and ____ the letter.
2. We invited Stephanie to the party, but she ____.
3. Jack lost his job because he ____ too many mistakes.
4. Everyone ____ that it was Bill's fault, but nobody said anything.
5. Karen ____ the keys from the kitchen table and ran out the door.
6. I was bored, so Mum ____ me some money to go shopping.
7. Do you remember the time we ____ to India on holiday?
8. It started raining, but luckily I ____ an umbrella in my bag.

Вправа 8. Поставте дієслова в дужках у правильну форму past simple.

1) Ron ... (not to break) that vase yesterday. 2) She ... (to try) to open the door, but it ... (not to move). 3) Alan ... (to miss) the lessons yesterday and ... (not to know) the homework. 4) Mary ... (to be) busy with the cooking and ... (not to hear) the doorbell ringing. 5) I ... (to ask) you a question but you ... (not to answer) it. 6) It ... (not to be) windy yesterday and the Robinsons ... (to decide) to have a picnic. 7) You ... (not to feed) the cat and it ... (to be) hungry. 8) Monica ... (not to read) the story and ... (to get) a bad mark at the Literature lesson last Thursday. 9) We ... (to wait) for you, but you ... (not to come). 10) I ... (not to think) you ... (to be) interested in this job.

Вправа 9. Розкрийте дужки, поставивши дієслова в past continuous.

1. Ted ____ (play) his guitar at half past seven.
2. At midnight, I ____ (sleep), but Jane ____ (listen) to music.
3. Luke ____ (stand) outside the bank when suddenly two robbers ran past him.
4. I know Doug ____ (work) late at the office because I saw him when I ____ (leave).
5. ____ you ____ (have) a shower when the earthquake happened?
6. Penny ____ (run) to catch the bus when she slipped and fell.
7. When you saw Eugene ____ he ____ (go) home?
8. At midnight? Erm ... we ____ (watch) a DVD, I think.

Вправа 10. Обведіть правильний варіант відповіді.

1. When we were in Canada, we went / were going skiing almost every day.
2. About four years ago, I decided / was deciding to become a chef.
3. Georgia had / was having a shower when someone knocked at the door.
4. Holly and I ran from the house to the taxi because it rained / was raining heavily.
5. Two men argued / were arguing outside, so I went to see what was happening.
6. Daniel called / was calling you at one o'clock yesterday, but you were here with me.
7. We ate / were eating breakfast when a letter came through the letter box.
8. As I walked past the window, I saw that Paula made / was making a cake.
9. I dreamt / was dreaming about my favourite band when the alarm clock went off.
10. While I practised / was practising the trumpet late last night, a neighbour came to complain.

Вправа 11. Заповніть пропуски, використовуючи used to у відповідній формі.

1. When I was younger, I ____ eat pizza almost every day!
2. ____ there ____ be a supermarket on the corner?
3. I ____ like eating cabbage, but now I love it!
4. Bradley is a teacher, but he ____ want to be a train driver.
5. ____ Rick ____ have blond hair when he was a little boy?
6. I know Lily ____ cook much, but now I think she makes dinner every day.

FAMILY, FRIENDS AND RELATIONS

Topic vocabulary

| | | |
|-----------------|-------------------|----------------|
| apologise (v) | generous (adj) | ordinary (adj) |
| boyfriend (n) | girlfriend (n) | patient (adj) |
| close (adj) | grateful (adj) | private (adj) |
| confident (adj) | guest (n) | recognise (v) |
| cool (adj) | independent (adj) | relation (n) |
| couple (n) | introduce (v) | rent (v, n) |
| decorate (v) | loving (adj) | respect (v, n) |

| | | |
|----------------|-------------------|--------------|
| defend (v) | loyal (adj) | single (adj) |
| divorced (adj) | mood (n) | stranger (n) |
| flat (n) | neighbourhood (n) | trust (v, n) |

Phrasal verbs

| | | |
|---------------|--|--|
| bring up | take care of a child until he or she becomes | Prepositional phrases by yourself in common (with) in contact (with) in love (with) on purpose on your own |
| fall out | an adult | |
| (with) | have an argument with sb and stop being | |
| get on (with) | friends | |
| go out with | have a good relationship (with) | |
| grow up | be the boyfriend/girlfriend of | |
| let down | become older (for children) | |
| look after | disappoint | |
| split up | take care of end a relationship | |

Word formation

| | | | |
|-----------|---------------------------|-----------|----------------------------------|
| able | ability, disabled, unable | forgive | forgave, forgiven, forgiveness |
| admire | admiration | introduce | introduction |
| care | careful, careless | lie | liar, lying |
| confident | confidence | person | personality, personal |
| honest | dishonest, honesty | relate | relative, relation, relationship |

Word patterns

| adjectives | nouns | verbs |
|------------|-----------------------|-----------------------------|
| fond of | admire sb for | an argument (with sb) about |
| jealous of | apologise (to sb) for | a relationship with |
| kind to | argue (with sb) about | |
| married to | care about | |
| proud of | chat (to sb) about | |

Вправа 12. Заповніть пропуски словами, наведеними в рамці.

| | | | | | |
|-------------|-----------|------|----------|----------|----------|
| close | confident | cool | divorced | generous | grateful |
| independent | loving | | loyal | ordinary | patient |
| private | single | | | | |

1. Thanks for looking after my dog for the weekend. I'm really ____.
2. Judy is one of the most ____ people I know. She's always giving me presents!
3. I don't want a girlfriend. I like being ____.
4. It will take a while for Simon to forgive you. You'll just have to be ____.
5. Adam's parents are ____ , so he only sees his dad at the weekend.
6. Cats are more ____ than dogs. They live their own lives and don't need human company.
7. I'm very ____ to my best friend. I'd never talk about her behind her back.
8. Sandy's such a ____ dog. He's always so happy to see us when we come home!
9. I'm not a very ____ person. I get nervous when I have to speak in public.
10. My diary is ____ . No one is allowed to read it apart from me.
11. I tell my sister all my problems and secrets. We have a very ____ relationship.
12. My uncle's really ____ ! He's in a rock band!
13. I'm just a/an ____ person with a normal life – but I'm quite happy!

Вправа 13. Заповніть пропуски словами, складеними з цих букв.

1. Don't you think Ben and Angie make a lovely ____ ? LEOPUC
2. How many ____ are staying at the hotel at the moment? S T U G E S
3. All our ____ are coming to the wedding. SNOREALIT
4. A ____ is just a friend you haven't met yet! G R A N T E R S
5. How long have you been going out with your ____ ? DRINFEYOB
6. Why are you in such a bad ____ ? ODOM
7. My grandparents live in a really quiet ____ . OHIDROUGHBONE
8. My cousin has just moved into a ____ in the city centre. A T L F
9. I'm going to the cinema with my ____ tonight. REDGINFLIR

Вправа 14. Поміняйте місцями виділені слова таким чином, щоб речення мали сенс.

1. I was first **respected** to Jake at a party.
2. I shouldn't have **rented** you. Now I know you can't keep a secret!
3. Our house is being **recognised** so we're staying with my grandparents at the moment.
4. Everyone **apologised** Mr Turner because he was strict but fair.
5. Have you **introduced** to Kelly for losing her CD?
6. Sarah said I was a liar but Carol **trusted** me and said I wasn't.
7. We **decorated** a small house in the countryside for the summer.
8. No one **defended** Phil when he came to the party dressed as an old man.

Вправа 15. Оберіть правильний варіант відповіді.

1. I thought I could trust you! You've really let me **off** / **down**.
2. Do you get **on** / **in** well with your older sister?
3. As children grow **off** / **up**, they want more independence from their parents.
4. Dave has fallen **off** / **out** with Jason and they're not talking to each other at the moment.
5. Ed was brought **in** / **up** by his aunt because his parents lived abroad.
6. I used to go **out** / **by** with Tony but we split **off** / **up** about a year ago.
7. I hate looking **after** / **over** my baby brother!

Вправа 16. Впишіть по одному слову в кожен пропуск.

Advice for parents of teenagers

You've always (1) up your children to come to you when they're in trouble. You feel it's your job to (2) after them when they're having problems. But now, as your children are (3) up, they often don't want to share their problems with you. That's perfectly normal, so don't worry! Of course, you want to (4) on well with your children, but that means you have to give them some freedom. Maybe they've (5) out with their best friend and feel upset and angry. Maybe they've just (6) up with the boyfriend or girlfriend they've been (7) out with. Maybe they've been (8) down by a friend who they trusted. Teenagers go through all these problems. If they want to talk to you about it, then that's fine. But if they don't, don't force them. They'll come to you when they're ready.

Вправа 17. Виправте виділені прийменники.

1. Are you still **on** contact with any friends from university?
2. I'm going to split up with Dan because we've got nothing **from** common.
3. I don't think I'd like to live **on** myself.
4. Would you like to live **by** your own?
5. Fiona didn't break your MP3 player **with** purpose. It was an accident!
6. Guess what! Mike and Julie are **at** love with each other.

Вправа 18. Заповніть пропуски, перетворюючи виділені слова так, щоб вони граматично та лексично відповідали змісту речень.

1. I'm asking for your ____ ! FORGIVE
2. Doug is such a ____ I never believe a word he says! LIE
3. Be ____ ! I've just painted the walls and they're wet. CARE
4. Lying to your dad like that was really ____ HONEST
5. My brother is ____ but that doesn't stop him from doing lots of sport. ABLE
6. I haven't got the ____ to go up to a stranger at a party and introduce myself. CONFIDENT
7. My best friend gives me lots of help with my ____ problems. PERSON
8. My ____ with Chris lasted for over three years. RELATION

Вправа 19. Допишіть слова так, щоб вони граматично та лексично відповідали змісту речень.

1. Liz has got a really lively **person** ...
2. Roger is always losing things. He's so **care**...
3. I really admire you for your **honest**...
4. I have a lot of **admir**...for Linda. She's achieved such a lot.
5. Uncle Alan has an amazing mental **ab**... – he can guess the number you're thinking of.
6. In the **introduc**... to this book, it says that moving house is extremely stressful.
7. Most of my **relat**... live in Canada so I don't see them very often.

Вправа 20. Впишіть по одному слову в кожен пропуск.

I'm very fond (1) ____ my husband, William. I've been married (2) ____ him for over sixty years. I know he cares (3) ____ me now just as much as when we first met all those years ago. I'd got lost, and I asked him for directions. He was so kind (4) ____ me. He offered to drive me wherever I wanted to go. It was love at first sight and since then my relationship (5) ____ him has always been wonderful.

William is proud (6) ____ my success as an artist, and he's never been jealous (7) ____ my fame. I really admire him (8) ____ supporting me so much over the years. Every evening, we chat (9) ____ each other (10) ____ the day's events. Of course, we do sometimes argue (11) ____ things. All couples do. But whenever I have an argument (12) ____ him, we soon start laughing and both apologise (13) ____ each other (14) ____ getting angry. I can't imagine life without him!

PRESENT PERFECT SIMPLE / ТЕПЕРІШНІЙ ДОКОНАНИЙ ЧАС

have/has + III форма смислового дієслова

| Стверджувальна форма | Заперечна форма | Питальна форма |
|--|--|---|
| I/you/we/they have ('ve) learnt ... | I/you/we/they have not (haven't) learnt ... | Have I/you/we/they learnt ...? Has he/she/it learnt ...? |
| He/she/it has ('s) learnt ... | He/she/it has not (hasn't) learnt ... | |

Present perfect simple вживається для опису:
результату дії
дій, які в момент мовлення сприймаються як такі, що відбулися дій або станів, які почалися в минулому і тривають зараз момент

Приклади:
They've all **done** their homework.
I've **already read** that book.
Mrs Jenkins **has been** the head teacher for three years.

Present perfect simple зазвичай вживається з:

| | |
|---------------------|---|
| for | She's taught German here for over five years. |
| since | Mr Gray has taught French here since 2006. |
| just | We've just done this exercise. |
| already | We've already done this exercise. |
| yet | We haven't checked the answers yet . |
| ever | Have you ever had guitar lessons? |
| never | I've never understood why they give us so much homework! |
| it's the first time | It's the first time we've watched a video in class. |

УВАГА! Present perfect simple не вживається, якщо точно вказано час виконання дії.

У таких випадках вживається past simple.

- ✓ I did my homework last night.

Present perfect simple використовується в тому випадку, коли важливий результат, а не час виконання дії.

- ✓ I've **finished!** Can I go home now?

PRESENT PERFECT CONTINUOUS / ТЕПЕРІШНІЙ ДОКОНАНО-
ТРИВАЛЬЙ ЧАС

have/has + been + -ing

| Стверджувальна форма | Заперечна форма | Питальна форма |
|---|--|--|
| I/you/we/they have ('ve) been studying... | I/you/we/they have not (haven't) been studying ... | Have I/you/we/they been studying ...? |
| He/she/it has ('s) been studying ... | He/she/it has not(hasn't) been studying ... | Has he/she/it been studying ...? |

| | |
|---|--|
| Present perfect continuous вживається для опису: дій, які почалися в минулому і тривають у теперішній час або | Приклади We've been doing grammar exercises for over an hour. Can we have a break |
|---|--|

| | |
|---------------------------------|---|
| завершилися до моменту мовлення | now? They're having a break now they've been working so hard. |
|---------------------------------|---|

Present perfect continuous зазвичай вживається з:

| | |
|-------|--|
| for | I've been learning English for over three years. |
| since | He's been learning Chinese since 2004. |
| just | I've just been reading the school newspaper. |

УВАГА! Present perfect simple підкреслює результат дії.

- ✓ She's written an article for the school newspaper. (вона закінчила статтю)
Present perfect continuous підкреслює тривалість дії, а не її результат.
- ✓ She's been writing an article for the school newspaper. (вона почала статтю, але ще не закінчила її)

Вправа 1. Розкрийте дужки, поставивши дієслова в present perfect simple.

1. I ____ (see) this film already.
2. John and Julie ____ (had) their car for about a year.
3. She ____ (not / take) her driving test yet.
4. Sue ____ (be) a tour guide since she left university.
5. ____ (you / ride) into town on your new bike yet?
6. This new computer ____ (make) my life a lot easier.
7. We ____ (not / decide) what to get Mark for his birthday yet.
8. (Paul / ever / meet) a famous person?

Вправа 2. Виберіть правильний варіант відповіді.

4. Carol and I ____ to the cinema three nights ago.
A) have been B) went

5. It's the first time ____ our flat, isn't it?
A) you've visited B) you visited

6. They ____ the baby a name yet.
A) haven't given B) didn't give

7. ____ to New York when you went to the States last summer?
A) Have you been B) Did you go

8. ____ an e-mail before?
A) Have you ever sent B) Did you ever send

Вправа 3. Обведіть правильний варіант відповіді.

1. I think I've **heard / been hearing** that song before.
2. They haven't **arrived / been arriving** yet, but they should be here soon.
3. You've **written / been writing** that e-mail for over an hour. How long is it going to take you?
4. Have you **talked / been talking** on the phone since eight o'clock?
5. Jo has already **invited / been inviting** Shirley to dinner.
6. I've **read / been reading** an interview with Brad Pitt, but I haven't finished it yet.
7. Have the boys **played / been playing** computer games since this morning?

Вправа 4. Заповніть пропуски словами, наведеними в рамці.

already ever for just never since yet

1. I haven't listened to their new CD _____. Is it any good?
2. We've been waiting for you ____ over an hour. Where have you been?
3. Have you ____ been to the UK before?
4. I'm afraid we've ____ made plans for this weekend, so we won't be free.
5. Pedro has been having English lessons ____ he was five years old.
6. It's strange that you mention the film Crash. I've ____ been reading about it in the paper.
7. I've ____ heard of a 'sudoku'. What is it?

Вправа 5. Прочитайте пронумеровані речення. Визначте, чи є твердження після них правильними чи неправильними.

1. I've recently joined the show.

I am a new cast member. T/F

2. I have never been to Los Angeles.

I went to Los Angeles a long time ago. T/F

3. I've just finished Jimmy's book.

I finished it a little while ago. T/F

4. Have you ever seen this movie? T/F

I want to know when you saw the movie.

5. Arlene asks you, "Have you read any good books lately?"

Arlene wants to know about a book you read last year. T/F

6. She's visited New York several times.

This is her first visit to New York. T/F

7. She has become very popular.

She is popular now. T/F

Вправа 6. Складіть речення, використовуючи минулий доконаний час.

1) The Presleys/ to move/ into a new flat/ before last Easter. 2) Mike/ to injure/his leg/ so/ he/ couldn't skate/ yesterday. 3) We/ to write/ the test/ by 2 o'clock/ yesterday. 4) Molly/ to/ cook/ breakfast/ before/ Harry/ woke up. 5) By the time/ we/ reached/ the seaport/ our ferry/ to leave. 6) Tom/ apologized/ because/ he/ to miss/ the seminar. 7) Nora/ looked/ wonderful/ after/ she/ to lose/ a few kilos. 8) After/ they/ to put/ a tent/ they/ made a fire. 9) Fred/ to phone/ me before/ I/ left/ home. 10) Everybody/ enjoyed/ the visit/ to the museum/although/ we/ already/ to be/ there.

Вправа 7. Складіть реченнях у минулому доконано-тривалому часі (Present perfect continuous)

1) I/to read/this book/for three days. 2) We/to play volleyball/ for twenty minutes. 3) She/to clean/the flat/for more than an hour. 4) Peter/to swim/for half an hour. 5) Anna/to speak/on the phone/for an hour now. 6) You/to wait/for a bus/for ten minutes only. 7) Nelly and Mary/to do the shopping/since early morning. 8) It/to snow/since last night. 9) Jack and his friend/ to ride bikes/for three hours now. 10) The teacher/to explain/ a grammar rule/since the beginning of the lesson.

Вправа 8. Поставте дієслова в дужках у теперішній доконано-тривалий час.

1) Helen ... (to wash) the dishes for fifteen minutes. 2) My classmates ... (to write) a dictation since the beginning of the lesson. 3) Sam ... (to drive) a car for five hours now. 4) I ... (to look) for information on the subject since last Friday. 5) Molly ... (to paint) this picture for three days now. 6) The tourists ... (to do) the sightseeing since nine o'clock. 7) You ... (to work) as a computer programmer for more than fifteen years. 8) The wind ... (to blow) since yesterday. 9) My grandfather ... (to collect) coins since he was a boy. 10) Andy and Den ... (to discuss) the plans for their winter holidays for two hours now.

Вправа 9. Поставте речення у питальну та заперечну форми.

1) You have been writing a report since morning. 2) We have been working in the garden for three hours. 3) I have been typing letters since ten o'clock. 4) Tom has been running for twenty minutes. 5) A cat has been sitting in the tree for an hour. 6) Jane has been studying English for two years. 7) They have been building this house for more than a year. 8) My parents have been travelling for a week. 9) I have been having a lesson for fifteen minutes now. 10) They have been walking since afternoon.

PAST PERFECT SIMPLE / МИNUЛІЙ ДОКОНАНИЙ ЧАС

had + III форма смислового дієслова

| Стверджувальна форма | Заперечна форма | Питальна форма |
|--|--|--|
| I/you/he/she/it/we/they had ('d) written ... | I/you/he/she/it/we/they had not (hadn't) written ... | Had I/you/he/she/it/we/they written ...? |

| Past perfect simple вживається для опису: | Приклади |
|---|---|
| - дій або станів, які закінчилися до певного моменту або іншої дії у минулому | I'd finished my homework a few minutes before the lesson started. Mrs Cross had been a teacher for twenty years before she became a head teacher. |

| | |
|---|--|
| - результату дії, яка закінчилася до певного моменту у минулому | We were happy because we'd all done our homework. |
|---|--|

Past perfect simple зазвичай вживається з:

| | |
|-------------|---|
| by | I'd finished my homework by eight o'clock. |
| by the time | By the time I got to class, the lesson had started. |
| before | The teacher had checked the answers before the lesson. |
| after | I left after I'd finished the test. |
| just | Simon had just finished the test when the bell rang. |
| when | I left when I'd finished the test. |

УВАГА! Вживання past simple або past perfect simple може змінити сенс речення.

- ✓ The lesson started when I arrived. (я прийшов, а потім почався урок)
- ✓ The lesson had started when I arrived. (урок почався, а потім я прийшов)

PAST PERFECT CONTINUOUS / МИNUЛИЙ ДОКОНАНО-ТРИВАЛИЙ ЧАС had + been + -ing

| Стверджувальна форма | Заперечна форма | Питальна форма |
|--|---|---|
| I/you/he/she/it/we/they had been writing ... | I/you/he/she/it/we/they had not (hadn't) been writing ... | Had I/you/he/she/it/we/they been writing ...? |

| Past perfect continuous вживається для опису: | Приклади |
|---|---|
| дій, які почалися до певного моменту в минулому і тривають у цей момент, або завершилися до цього моменту | We'd been doing grammar exercises for over an hour, so we were really bored! They had a break because they'd been working so hard. |

Past perfect continuous зазвичай вживається з:

| | |
|-------------------|--|
| for | Tony had been studying for hours, so he had a headache. |
| since | She'd been hoping to win the competition since the summer. |
| before | We'd been talking about the Internet before the lesson started. |
| all day/night/etc | I'd been studying all day . |

УВАГА! Past perfect simple зазвичай підкреслює результат дії.

- ✓ She'd written the article before she phoned the editor. (вона закінчила статтю)
Past perfect continuous підкреслює тривалість дії, а не її результат.
- ✓ She'd been writing the article for an hour before she phoned the editor. (вона почала писати статтю, але ще не закінчила її)

Вправа 10. Поставте дієслова в дужках у минулому доконаному часі.

- 1) He ... (to watch) this TV programme before his parents came home.
- 2) Sheila and Witty ... (to send) the invitations for the conference before Friday.
- 3) A group of tourists ... (already to visit) this cathedral before the guide told them about its history.
- 4) His nephew ... (to move) to a new flat by the beginning of September.
- 5) The accident ... (to happen) before Henry understood anything.
- 6) It ... (to stop) raining by the evening.
- 7) John and Andrew ... (to get) to the hotel before night.
- 8) You ... (to make) a decision before our talk.
- 9) I ... (to meet) your brother before we both entered university.
- 10) We ... (to make) photocopies of the documents by six o'clock yesterday.

Вправа 11. Поставте дієслова в дужках у минулому доконаному часі і прочитайте оповідання.

Fortune Teller

Many hundreds of years ago a king went to see a fortune teller to know about his future life. The fortune teller told the king, «Your wife will die this year». But the king didn't believe what the fortune teller ... (to predict). Later that year the king's wife died. The king remembered what the fortune teller ... (to tell) him and thought that she ... (to cause) the death of his wife. So he decided to put the fortune teller to death. After the soldiers ... (to bring) the fortune teller to the king, he reminded her of what she ... (to predict). «If you are a real fortune teller, you must know the day

of your own death», said the king. The fortune teller realized that the king ... (to decide) to kill her. So she thought very carefully and then answered, «I'll die three days before you do, your majesty».

Вправа 12. Поставте речення у питальну й заперечну форми.

1) Mary had booked the tickets before. 2) We had been to this exhibition. 3) You had received the invitation before Wednesday. 4) The bus had arrived before 5 o'clock. 5) Tom had heard that story before. 6) They had gone to the railway station before 6 o'clock. 7) My father had returned from his business trip by the weekend. 8) We had met Eric before the lesson. 9) The taxi had come by 7 o'clock. 10) They had used this key before.

Вправа 13. Поставте дієслова в дужках у Past Perfect Continuous Tense.

1) My sister ... (to practise) for two months before that concert. 2) The boys ... (to fish) for three hours before Tom caught the first fish. 3) We ... (to discuss) that problem for more than an hour before we found the right solution. 4) Henry ... (to wait) for half an hour before he saw his girlfriend getting off the tram. 5) Driving to the hospital was difficult as it ... (to snow) all night. 6) Polly ... (to study) economy since she entered university. 7) Ron's collection of coins was valuable as he ... (to collect) them since he was a schoolboy. 8) When Sam returned home we ... (to watch) that TV programme for a quarter of an hour already. 9) Bill's coat and mittens were wet because he ... (to play) snowballs with his friends in the yard. 10) David was irritated because the police inspector ... (to ask) him questions for more than an hour.

Вправа 14. Зробіть речення заперечними та питальними.

1) Brian had been trying to find a better job for three weeks. 2) Little Johnny had been riding his new bike all day yesterday. 3) Robert and Frank had been fixing that computer for two hours yesterday. 4) Julia had been typing the report all the morning yesterday. 5) It had been raining all night last Tuesday. 6) The Smiths had been building their house for four years. 7) We had been skating for three hours yesterday. 8) You had been decorating the classroom for more than two hours last Saturday. 9) The twins had been fighting in the backyard when their mother saw them. 10) Molly had been speaking on the phone for an hour and a half yesterday evening.

Вправа 15. Поставте дієслова в дужках у правильну форму.

1) Where ... Robert ... (to work) since 4 o'clock yesterday? – He ... (to fix) a fence in the garden. 2) What ... Wendy ... (to do) in the studio for three hours last Monday? – She ... (to prepare) some of her pictures for the exhibition. 3) Why ... you ... (to hurry) when I met you last Friday, James? – I ... (to go) to the railway station to meet my uncle. I was afraid to be late. 4) It ... (to rain) heavily when Mr Scott stopped his car in front of a café. He wanted to have lunch because he ... (not to eat) since early morning. 5) What ... the students ... (to write) since 9 o'clock yesterday morning? – They ... (to write) a test on Psychology. 6) How long ... Janet ... (to work) in the office before she went home yesterday? – She ... (to make) photocopies of some documents for the boss for about an hour and then she ... (to type) some letters for two hours before her working day was over. 7) The government ... (to carry) on negotiations with the terrorists for three days before they reached some agreement. 8) Stuart ... (to try) to call you for a quarter of an hour before you finally answered the phone. 9) Emily felt horrible yesterday because she ... (not to sleep) all night. 10) Why was Janet so angry last Friday? – Because she ... (to argue) with her parents for an hour.

HOME

Вправа 16. Подивіться на зображення (1–4). В будинку якого типу ви живете?





[3, с. 24]

Вправа 17. Яке з цих слів ви б використали, щоб описати кожен тип місця?
Заповніть таблицю. Деякі слова можуть відповідати більш ніж одному типу місця. Потім попрацюйте в парах, щоб порівняти свої ідеї.

| | | | | | | |
|----------------------------------|------------------------|--------------------|----------------------|-------------------|--------------------------|--------|
| Bustling picturesque urban | charming provincial | congested quiet | industrial remote | peaceful rural | sprawling traditional | trendy |
| city | | | | | | |
| town | | | | | | |
| village | | | | | | |
| country farm | | | | | | |

Вправа 18. Установіть відповідність між словами або словосполученнями (1–6) та їхніми визначеннями (a–f).

| | |
|------------------|---|
| residential | the system of buses, trains, etc. provided by the government or council for people to use |
| public transport | the parts of a town or city furthest from its centre |
| high-rise | an area with private housing rather than offices, shops or factories |
| suburb | connected with the activities of the local government |
| outskirts | a neighbourhood outside the centre where people live |
| municipal | a very tall building with a lot of floors |

Вправа 19. Подивіться ще раз на зображення у вправі 1. Який тип місцевості описують наведені вище слова?

Вправа 20. Прочитайте кроки, які потрібно зробити при купівлі нерухомості. Виберіть правильне слово в кожному реченні (1–8).

Buying a flat or a house can be a lengthy and difficult process. Here are some steps you can take to make it easier.

1. Find out how much you can **borrow/lend**.
2. Decide what you are looking for in a(n) **estate/property**.
3. Select and register with an estate **agency/office**.
4. Scan the newspapers and the Internet. If you see a property you are interested in, arrange a **watching/viewing**.
5. Have a(n) **experiment/survey** done on your future house to check its general condition.
6. Ask for a **sale/reduction** in price (if any defects were detected).
7. Pay a **deposit/saving** to secure the deal.
8. Take out a(n) **interest/mortgage** from the bank to finance your purchase.

Вправа 20. Доповніть текст словами з поля.

| | | | |
|-------------|------------------|-----------|---------|
| amenities | energy-efficient | flatmates | housing |
| maintenance | self-contained | tenancy | |

Are you looking for student accommodation? Here are some basic things to check before you sign a contract. Make sure you are getting your money's worth!

What type of place are you looking for? If you are looking for a quiet property, avoid (1) ____ estates next to busy roads and motorways!

What kind of property can you afford? If you have to be careful about how much you can spend, a (2) ____ flat with its own entrance and all mod cons is probably more than you can afford.

Who are you going to live with? If you have to move into shared accommodation, it's important that you choose somewhere both you and your (3) ____ like.

How close is the property to local (4) ____ for example, shops, cafés, parks and public transport?

What's the landlord/landlady like? Does he/she repair things quickly? Will you have to cover all (5) ____ costs?

Is the place equipped with (6)____ appliances? Unless you want to run up big electricity bills, make sure it is!

How much will you pay and when? How long is the contract? Does your (7)____ agreement contain all this information?

Вправа 21. Зіставте слова (1–6) з їхніми визначеннями (а–f).

| | |
|----------------------|--|
| 1. utility bill | a) having beds, tables, chairs, etc. |
| 2. rent gas, etc. | b) a document that requests payment for electricity, heating, water, |
| 3. communal | c) shared by a group of people, especially people who live together |
| 4. renovated | d) sheets, pillowcases, etc. |
| 5. furnished | e) money that you regularly pay so that you can use |
| 6. linen | a) house, room, etc. |
| | f) repaired and decorated to look like new |

Вправа 22. Доповніть питання (1–7) словами та словосполученнями з таблиці. Дайте відповіді на питання.

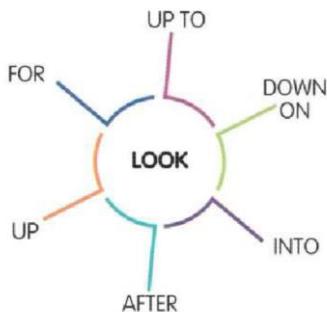
| | | | |
|------------------|-------------|----------------------|-------------|
| compost | electricity | energy | consumption |
| energy-efficient | heating | non-recyclable waste | recycling |

Ecologically-friendly living

1. Is paper, plastic, metal and glass collected from your house, or do you take it to a ____ centre?
2. Does your household use ____ from the local grid or do you generate your own power? If you generate your own, how do you do this?
3. What type of ____ do you use in your home (e.g. central, gas, electric, coal-fired)?
4. On average, how much ____ does your household generate in a week?
5. Which types of kitchen waste is it possible to ____? Does your family do this? Why?/Why not?
6. In what ways can you reduce ____ in your home? (e.g. turn off lights)?
7. What ____ appliances do you use, if any?

Фразові дієслова

Вправа 23. Зіставте фразові дієслова з *look* з їхніми визначеннями (1–6).



[2, с. 29]

1. admire and respect somebody
2. try to find in a dictionary or other reference
3. watch over and take care of
4. investigate
5. disapprove of or consider to be of low quality
6. try to find

Вправа 24. Доповніть речення (1–6) фразовими дієсловами з дієсловом *look*

з вправи 23. Використовуйте правильні дієслівні форми.

1. I don't know why she _____ her neighbours. For some reason, she thinks she's better than they are.
2. I _____ my mobile phone for an hour before I finally found it!
3. I _____ my sister's children three days a week while she's at work.
4. Could you _____ these words in the dictionary and make sure you've got the correct meanings?
5. Pamela really _____ her older sister. In fact, I think she'd like to be exactly like her.
6. Someone will _____ the matter of the missing money and they will definitely find out what happened to it, I promise.

Розділ 2

ФОРМИ ВИРАЖЕННЯ МАЙБУТНЬОГО ЧАСУ

PRESENT CONTINUOUS / ТЕПЕРІШНІЙ ТРИВАЛИЙ ЧАС

| Present continuous вживається для опису: | Приклад |
|---|--|
| запланованих дій, зазвичай за наявності домовленості | We're driving to Berlin this weekend. |

УВАГА! У випадках, коли важливо привернути увагу до факту наміру вчинити дію, вживається зворот *be going to*.

* ~~I'm becoming an explorer when I grow up.~~

✓ **I am going to** become an explorer when I grow up.

У випадках, коли йдеться про припущення щодо майбутніх дій, вживається *will* або зворот *be going to*.

* ~~Do you think you're enjoying your trip to Berlin next week?~~

✓ Do you think you **will / are going to** enjoy your trip to Berlin next week?

FUTURE SIMPLE / ПРОСТИЙ МАЙБУТНІЙ ЧАС

will + інфінітив без частки to

| Стверджувальна форма | Заперечна форма | Питальна форма |
|--|---|--|
| I/you/he/she/it/we/they will ('ll) go ... | I/you/he/she/it/we/they will not (won't) go ... | Will I/you/he/she/it/we/they go ...? |

| Future simple вживається для опису: | Приклади |
|-------------------------------------|--|
| дій або подій у майбутньому | The new airport will be the biggest in Europe. |
| припущені | You'll have a great time in the Bahamas. |
| прохань і пропозицій | We'll help you get ready for your holiday. |
| спонтанних рішень | I know! I'll go to China this summer. |

УВАГА!

Для утворення пропозиції зробити послугу чи виконати спільну дію із займенниками **I** та **we** використовується питальна форма **Shall ...?**

✓ **Shall I** drive you to the airport? – Відвезти тебе до аеропорту?

✓ **Shall we** watch this film? – Давай подивимося цей фільм?

Future simple не використовується для вираження запланованих дій. У таких випадках вживається Present continuous.

- * ~~We'll visit my grandma this weekend.~~
- ✓ We **are visiting** my grandma this weekend.

BE GOING TO

be going to + інфинітив

| Стверджувальна форма | Заперечна форма | Питальна форма |
|--|---|---|
| I am ('m) going to travel. He/she/it is ('s) going to travel. | I am ('m) not going to travel. He/she/it is not (isn't /'s not) | Am I going to travel? Is he/she/it going to travel ? |
| You/we/they are ('re) going to travel. | going to travel. You/we/they are not (aren't / 're not) going to travel. | Are you/we/they going to travel? |

| Be going to вживається для опису: | Приклади |
|---|--|
| намірів майбутніх дій, ознаки яких очевидні дій або подій у майбутньому | I'm going to become an explorer when I grow up. It's going to rain , so take an umbrella. The new airport is going to be the biggest in Europe. |

PRESENT SIMPLE / ПРОСТИЙ ТЕПЕРІШНІЙ ЧАС

| Present simple вживається для опису: | Приклад |
|--------------------------------------|--------------------------------|
| дій, які відбуваються за розкладом | My plane leaves at six. |

Вправа 1. Побудуйте речення, використовуючи Future Simple Tense.

- 1) Amanda/move/to a new flat/next month.
- 2) Daniel/attend/language courses/next year.
- 3) His cousin/buy/the tickets for the plane/in two days.
- 4) Our students/study/philosophy/next term.
- 5) I/do the ironing/after dinner.
- 6) We/have/History exam/in three days.
- 7) Larry and Tom/go/to the skating-rink/in an hour.
- 8) You/write/the invitations/for the party/tomorrow.
- 9) Mark/go/to the swimming-pool/next Tuesday.
- 10) They/leave/for Berlin/in a week.

Вправа 2. Утворіть питальні й заперечні речення.

- 1) They will sail this yacht next summer.
- 2) He will show you our city.
- 3) Nora will plant flowers tomorrow.
- 4) They will organize the meeting next Friday.
- 5) You'll spend next month in the language camp.
- 6) Monica and Sam will clean the flat tomorrow.
- 7) She will put on her warm sweater.
- 8) He will buy some fruit.
- 9) People will travel to other planets in future.
- 10) It will rain tomorrow.

Вправа 3. Зіставте дві частини речень і вивчіть прислів'я.

| | |
|------------------------------------|-----------------------------|
| 1) When the cat is away | a) will learn to howl. |
| 2) Who keeps company with the wolf | b) will clutch a straw. |
| 3) A small leak | c) the mice will play. |
| 4) A drowning man | d) and he will take a yard. |
| 5) Give him an inch | e) will sink a great ship. |

Вправа 4. Складіть питання до підкресленої частини речення.

Write questions to the underlined words.

- 1) The postman will deliver fresh newspapers in the morning.
- 2) We will have a picnic in the park.
- 3) Her brother will translate this article next week.
- 4) Alex will return home at seven o'clock.
- 5) You will read my report very attentively.
- 6) My friend will soon send me an e-mail letter.
- 7) Her cousin will give you some discs in two days.
- 8) Jane will learn this poem.
- 9) My mother will feed the fish in the evening.
- 10) They will drive to the country next Sunday.

Вправа 5. Оберіть правильний варіант.

- 1) It **will/is going to be** Friday tomorrow. 2) I'm afraid it **won't/isn't going to be** sunny tomorrow. 3) She has bought a computer. She **will/is going to** attend computer courses. 4) Watch out! Your bike **will/is going to** fall down! 5) I think Nick and Andy **will/are going to** take part in this competition. 6) Sue has finished her work so she **will/is going to** have a rest tonight. 7) We have saved enough money so we **will/are going to** buy a new fridge. 8) Probably, Helen **will/is going to** visit us next Saturday. 9) One day people **will/are going to** live on other planets. 10) It's getting cold. I **will/am going to** put on my warm sweater.

Вправа 6. Оберіть правильний варіант.

- 1) Next month he **is going to have/has** trainings on Tuesdays and Fridays. 2) Sam can't meet you. He **will leave/is leaving** for Lviv tomorrow morning. 3) I'm sure Kate **will/is going to** look after your dog. 4) We **are having/have** dinner with the Carters tomorrow evening. We have already agreed it. 5) Don't be late on Wednesday. The bus **arrives/is going to arrive** at half past nine. 6) She **will give/is giving** a lecture next Thursday. Can you come? 7) I know that Robert **will visit/visits** his dentist tomorrow morning. 8) Jack **is coming/is going to come** from the USA. 9) I think Samantha **will/is going to** know the results of the test in three days. 10) This shop **opens/is going to open** at eight o'clock.

Вправа 7. Поставте дієслова в дужках у майбутньому простому або теперішньому тривалому часі.

- 1) It ... (to be) September in a week. 2) We ... (to meet) our new teacher tomorrow at three o'clock. 3) I need some new clothes and tomorrow my friend and I ... (to go) shopping. 4) His aunt ... probably ... (to help) him to buy everything for the baby. 5) Ted thinks we ... (not to find) the perfect singer for our popgroup. 6) Monica and Paul ... (to go) to the conference next Tuesday. They have already booked the rooms in the hotel. 7) We ... (to take part) in the Art Festival in a fortnight. ... you ... (to join) us? 8) Her parents ... (to come) back from the vacation in two days. She should clean the room by this time. 9) The Franks ... (to have) a party next Saturday. We have already got the invitation. 10) Perhaps you ... (to read) the results of the investigation a bit later.

Вправа 8. Поставте дієслова в дужках у майбутньому простому, теперішньому простому або теперішньому тривалому часі.

- 1) Ron has packed his suitcase. He ... (to go) to visit his old friend in another town.
- 2) Diana ... (probably to look) for a new job. 3) When ... you mother ... (to come)? – She ... (to come) in two days. Her bus ... (to arrive) at eleven o'clock in the morning.
- 4) I think Sam ... (to pass) his driving test well. 5) It ... (to be) Easter next Sunday.
- 6) May I watch TV? – No we ... (to leave) in ten minutes. 7) I'm hot. – I ... (to give) you a glass of cold lemonade. 8) My daughter ... (to be) sixteen in November. 9) The Sharons ... (to celebrate) their wedding anniversary on Friday. 10) The train ... (to depart) at five o'clock tomorrow.

PREPOSITIONS OF TIME AND PLACE / ПРИЙМЕННИКИ ЧАСУ ТА МІСЦЯ
Прийменник *in* вживається з обставинами часу та місця.

| Час | | Місце | |
|--|--|---|---------------------------------------|
| місяці | Paris is wonderful in April. | міста | There's a famous castle in Edinburgh. |
| роки | I first went to Poland in 2005. | країни та материки | My brother is in Mexico. |
| пори року | We often go skiing in winter. | території та регіони | What's life like in the desert? |
| час дня (ранок, день, вечір) | My train leaves in the afternoon. | усередині предмета | Your passport is in the drawer. |
| Прийменник <i>in</i> використовується у словосполученнях: · <i>in a minute/an hour</i> · <i>in front of</i> · <i>in the middle (of)</i> · <i>in the future</i> | всередині кімнати усередині будівлі | I've left the tickets in the living room! Sharon has been in the travel agent's for an hour! | |

Прийменники **in**, **on**, **at** зазвичай не вживаються з дієсловами руху (come, go, move, run, walk тощо). У цих випадках використовується прийменник **to**.

- ✓ Was it hot when you went to Japan?

Прийменник **on** вживається з обставинами часу й місця.

| Час | | Місце | |
|---|-------------------------------|----------------------|---|
| дні тижня | I got a new car on Saturday. | острови | Last year, we stayed on Mykonos. |
| дати | My birthday is on 19th March. | сторінки | There are some useful Italian phrases on page 97. |
| Прийменник on використовується у словосполученнях: <i>on the beach</i> <i>on the left/right</i> <i>on my birthday</i> | | на поверхні предмета | Did you put your car keys on the kitchen table? |
| | | на площині, поверхні | There's a timetable on the wall. |

УВАГА! Прийменник **in** використовується у словосполученнях *in the morning/afternoon/ evening*, прийменник **on** використовується у словосполученнях *on Monday morning/Wednesday evening* тощо.

- ✓ We're flying to Washington *in the morning / on Tuesday morning*.

Прийменники не використовуються зі словами: *tomorrow, yesterday, tomorrow morning, yesterday evening* тощо.

- ✓ We're flying to Washington *tomorrow afternoon*.

Прийменник **at** вживається з обставинами часу та місця.

| Час | | Місце | |
|---------------------------------------|----------------------------------|-------------------------------|-------------------------------------|
| час (у годинах і хвилинах) | There's a bus at ten past three. | певні точки на земній кулі | What's it like at the North Pole? |
| святкові дні | What are you doing at Christmas? | адреси із зазначенням будинку | My cousin lives at 132 London Road. |
| Прийменник at використовується | | будівлі, в яких | I think John is at the |

| | | |
|---|---|--|
| у словосполученнях: <i>at the moment</i> <i>at night</i> <i>at the top/bottom</i> <i>at the door/window</i> | відбуваються ті чи інші заходи події | cinema, watching Titanic. Rania isn't here. She's at a party. |
|---|---|--|

УВАГА! Прийменник *in* використовується з іменниками, що позначають великий простір.

Прийменник *at* використовується з іменниками, що позначають обмежений простір.

- ✓ We're spending our next holiday *in* the countryside.
- ✓ Let's meet *at* the railway station.

Вправа 9. Якщо виділений прийменник використовується правильно, поставте плюс. Якщо ні, виправте помилку.

1. We first visited China **on** 2006.
2. My birthday is **at** the second of July.
3. Let's meet **on** five o'clock, shall we?
4. School starts again **in** September.
5. There's a party at Emily's **at** Saturday.
6. What do you want to do **on** the morning?
7. Let's go and see Grandma **on** Easter.
8. Where do you usually go **in** Christmas Day?

Вправа 10. Заповніть пропуски прийменниками *on*, *in*, *at*.

1. There are lots of people the restaurant.
2. The people who live number 44 are away on holiday.
3. You should go to the Louvre when you're Paris.
4. Gorillas live forests in Africa and eat fruit.
5. What does that sign the wall say?
6. What did Ethan say his letter?
7. Have you heard of the strange statues Easter Island?
8. Do you really want to spend the whole day the beach?

Вправа 11. Подивітесь на малюнки і вставте відповідний прийменник.



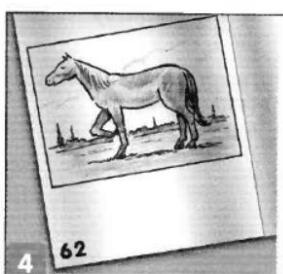
1



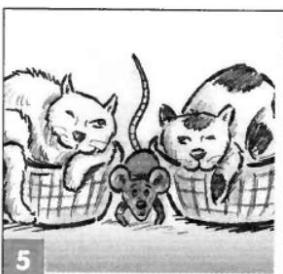
2



3



4



5



6



7



8

[1, с. 34]

| | |
|---------------------------------------|-----------------------------|
| 1. This photo was taken _____ winter. | 5. It's _____ the middle. |
| 2. We're _____ a concert. | 6. He's _____ an island. |
| 3. She's _____ the sea. | 7. It's _____ the mountain. |
| 4. It's _____ page 62. | 8. They're _____ a wedding. |

Вправа 12. Заповніть пропуски, використовуючи слова в рамці.

| | | | |
|----|----|----|----|
| at | in | on | to |
|----|----|----|----|

1. My aunt and uncle have decided to move _____ New Zealand.
2. Do you want to go _____ the theatre tomorrow?
3. We stayed _____ a great hotel in Dubai.
4. Wait _____ the end of the street and I'll come and meet you.
5. You can come _____ my house for dinner, if you like.
6. Connor was walking _____ the corner shop when he realised he'd lost his wallet.
7. We drove all night and finally arrived _____ Lisbon at eight o'clock.
8. Did you leave your book _____ the teacher's desk, so she can see it?
9. Look at those sheep _____ that field over there.
10. It takes about six hours to fly _____ Asia from here.

Вправа 13. Обведіть правильне слово.

1. I'm meeting Andy **at** / **on** the cinema in an hour.
2. Have you seen the new building **at** / **in** front of the school?

3. My new job starts **in / on** the first day of August.
4. We're going to Martin's to see their new baby **in / on** Wednesday evening.
5. See if there are any tomatoes **at / in** the fridge, will you?
6. We'll all have computers connected to our brains **at / in** the future.
7. I don't feel like playing chess **at / on** the moment.
8. I think there's someone **at / in** the door. I'll go and check.

Вправа 14. Впишіть слово в кожен пропуск.

Jetlag

When you travel (1) ____ the other side of the world, jetlag is a real problem. You find yourself awake (2) ____ the middle of the night and you feel like going to bed (3) ____ the morning, just when everyone around you is getting up.

Jetlag happens when you go (4) ____ a country where the time is very different. For example, you might leave London (5) ____ midday and fly (6) ____ Los Angeles. The flight takes about eleven hours, so when you arrive (7) ____ Los Angeles airport, your body thinks you're there (8) ____ 11 pm. But Los Angeles is eight hours behind London, so you actually get there (9) ____ 3 pm local time. So, (10) ____ midnight Los Angeles time, your body (which still thinks it's (11) ____ London) says it's 8 am. It takes a few days for your body clock to change.

VOCABULARY

LEARNING AND DOING

Topic vocabulary

| | | |
|-------------------|-----------------------|----------------------|
| achieve (v) | guess (v, n) | report (n) |
| brain (n) | hesitate (v) | revise (v) |
| clever (adj) | instruction (n) | search (v, n) |
| concentrate (v) | make progress (v phr) | skill (n) |
| consider (v) | make sure (v phr) | smart (adj) |
| course (n) | mark (v, n) | subject (n) |
| degree (n) | mental (adj) | take an exam (v phr) |
| experience (v, n) | pass (v) | talented (adj) |
| expert (n, adj) | qualification (n) | term (n) |
| fail (v) | remind (v) | wonder (v) |

Phrasal verbs

| | | Prepositional phrases |
|------------|--|-----------------------|
| cross out | draw a line through sth written | |
| look up | try to find information in a book, etc | by heart |
| point out | | for instance |
| read out | tell sb important information | in conclusion |
| rip up | say sth out loud which you are | |
| rub out | reading | |
| turn over | tear into pieces | |
| write down | remove with a rubber turn sth so the other side is towards you write information on a piece of paper | |

Word formation

| | | | |
|---------|-----------------------------------|----------|-------------------------|
| begin | began, begun, beginner, beginning | instruct | instruction, instructor |
| brave | bravery | memory | memorise, memorial |
| correct | correction, incorrect | refer | reference |
| divide | division | silent | silence, silently |
| educate | education | simple | simplify, simplicity |

Word patterns

| | | | |
|------------|------------------|-------|---------------------|
| Adjectives | capable of | | help (sb) with |
| | talented at | | know about |
| Verbs | cheat at/in | | learn about |
| | confuse sth with | | succeed in |
| | continue with | Nouns | an opinion about/of |
| | cope with | | a question about |

Вправа 15. Вставте у речення слова з рамки, за потреби поставивши їх у правильну форму.

| | | |
|---------|------|------|
| achieve | fail | pass |
|---------|------|------|

1. We had our English exam this morning. I hope I've ____.
2. Pete couldn't answer any questions, so he thinks he has ____.
3. Our teacher said that we've all ____ a lot this year.

| | | |
|-------------|------------|--------|
| instruction | experience | degree |
|-------------|------------|--------|

4. I've left you a list of ____ on the kitchen table. Make sure you follow them!
5. Meeting Brad Pitt was an amazing ____!
6. My sister left Warwick University after she got her ____.

| | |
|--------|---------------|
| course | qualification |
| skill | |

7. Being able to use a computer is a very useful ____.
8. I'm thinking of going on a computer ____.
9. You can only apply for this job if you've got a ____ in website design.

| | | |
|---------------|-----------|---------|
| make progress | make sure | take an |
| exam | | |

10. You've all ____ a lot of ____ this year. Well done!
11. I always get nervous before I ____.
12. I ____ that I'd answered all the questions and then I handed in my test paper.

Вправа 16. Оберіть правильне слово.

1. I **search** / **wonder** how difficult the maths test tomorrow will be.
2. It's nearly the end of **term** / **mark**, so it will be the holidays soon!
3. Could you **revise** / **remind** me to take this book back to the library?
4. Carl is a computer **brain** / **expert**. Why don't you ask him to fix your computer?
5. Rosalind is a really **smart** / **talented** musician, but she doesn't practise enough.
6. Rebecca is really **clever** / **mental**. She always knows the answer!
7. I wasn't sure of the answer so I **guessed** / **hesitated** and I was right!
8. Have you ever **concentrated** / **considered** becoming a professional singer?
9. After every experiment in chemistry, we have to write a **subject** / **report** on what happened.

Вправа 17. Фразові дієслова: вставте пропущені прийменники.

24th June

We had our English exam today. It was a disaster! We all sat there nervously, waiting for _____ Mrs Jennings to say we could start. Finally, she told us to furn our exam papers (1) _____. Then she read (2) _____ the instructions to make sure we all understood. We had to write three essays in two hours! We weren't allowed to look (3) _____ any words in the dictionary, and we had to write in pen. That meant we couldn't rub anything (4) _____ if we made a mistake. We had to cross it (5) _____ neatly or just rip (6) _____ the whole piece of paper and start again. So, I read through the three questions very carefully and thought about what I was going to write. I'd just written my name (7) _____ at the top of the first piece of paper, and was about to start writing the first essay, when Mrs Jennings pointed (8) _____ that there were only five minutes left. Oh dear!

Вправа 18. Prepositional phrases. Кожне з виділених жирним шрифтом слів стоять не в тому реченні. Поміняйте їх місцями, щоб речення мали сенс.

1. We learnt that poem by **conclusion** but I've forgotten it now.
2. Are you in **general** of teenagers leaving school at the age of sixteen?
3. I thought the exam would be difficult but, in **instance**, it was really easy.
4. Many people, for **heart** my brother, prefer to do something active rather than do homework.
5. In **fact**, the teachers at this school are really nice, but some are nicer than others!
6. It's a good idea to start the final paragraph of your composition with the phrase 'In **favour**'.

Вправа 19. Word formation. Доповніть речення словами, поставивши їх у відповідну форму.

1. Do you think you get a good _____ at your school? EDUCATE
2. I'm not an expert. I'm only a _____. BEGIN
3. The police are going to give Tracy an award for _____. BRAVE
4. I'm writing in _____ to your advertisement for a guitar teacher. REFER
5. I want _____ at all times during the exam. SILENT

6. Rupert is an ____ at a local extreme sports centre. INSTRUCT
7. I'm afraid that answer is ____ so you haven't won today's top prize. What a shame! CORRECT
8. You don't understand ____? Look! Twelve divided by four is three. It's easy! DIVIDE
9. This is really difficult to understand. Why don't we ____ it a little? SIMPLE
10. Actors have to ____ a lot of words when they are in a play. MEMORY

Word patterns

Вправа 20. Впишіть по одному слову в кожен пробіл.

1. You didn't cheat ____ the exam, did you?
2. We're learning ____ dinosaurs at the moment at school.
3. What's your opinion ____ children going to school at a very young age?
4. I think you've confused astronomy ____ astrology – they're not the same!
5. I hope Mr Aziz doesn't ask me a question ____ the book because I haven't read it!
6. I can't cope ____ all this homework I've got to do!

Вправа 21. Доповніть кожне друге речення, використовуючи подане слово так, щоб воно мало схоже за значенням до першого речення. Напишіть від двох до п'яти слів.

1. Sasha is a really good tango dancer. **Talented**
Sasha is really ____ tango dancing.
2. Our teacher wasn't feeling well but she didn't stop the lesson. **Continued**
Our teacher wasn't feeling well but she ____ the lesson.
3. I've got no experience at designing clothes. **Know**
I ____ designing clothes at all!
4. Dan couldn't do his homework on his own so I've been helping him. **Helping**
I've been ____ his homework because he couldn't do it on his own.
5. No one can learn all that in one day! **Capable**
No one ____ all that in one day!
6. I really hope you find a solution to the problem. **Succeed**
I really hope you ____ a solution to the problem.

PASSIVE VOICE / ПАСИВНИЙ СТАН

Present Simple, Past Simple, Future Simple

бе у відповідній формі + III форма сімислового дієслова

| Стверджувальна форма | Заперечна форма | Питальна форма |
|-----------------------------|--|-----------------------------|
| Everyone is invited! | Some people aren't (are not) invited. | Is everyone invited? |

| | Активний стан | Пасивний стан |
|----------------|---|---|
| Present simple | They always invite Grandma. | Grandma is always invited. |
| Past simple | They invited Uncle Adrian. | Uncle Adrian was invited. |
| Future simple | They will / won't invite the neighbours. | The neighbours will / won't be invited |

| | |
|---|--|
| Пасивний стан уживається: коли особа, яка виконує дію, невідома коли немає необхідності називати особу, яка виконує дію | Приклади My sister's bike was stolen yesterday. Was Simon invited? |
|---|--|

Для того щоб правильно побудувати речення в пасивному стані, спочатку утворимо речення в активному стані.

Активний стан: Someone stole my sister's bike yesterday.

Пасивний стан: My sister's bike was stolen yesterday.

У реченні в активному стані *stole* – присудок, а *my sister's bike* – додаток.

- У реченні в пасивному стані додаток *my sister's bike* стає підметом.

My sister's bike ...

- Далі ставимо дієслово *to be* у відповідну часову форму. У цьому прикладі

використовується past simple, тому дієслово to be слід вжити у формі was.
My sister's bike was ...

- Далі додаємо III форму смислового дієслова, у цьому випадку – stolen.
My sister's bike was stolen .
- Речення закінчене!

My sister's bike was stolen yesterday.

Вправа 1. Перепишіть виділені частини речень правильно.

1. Every year, several prizes **are giving** to the best students.
2. When the pizza **was delivering**, it was cold.
3. You will **be telling** when you can come in.
4. That song **doesn't played** on the radio very often, is it?
5. Your money **was stealing** out of your bag?
6. We **haven't allowed** to use a dictionary in the exam yesterday
7. That film **won't have shown** in our local cinema for a long time
8. **I will be** picked up from the station on Saturday?

Вправа 2. Розкрийте дужки, використовуючи дієслова у відповідних часових формах пасивного стану.

1. When people ____ (**arrest**), they ____ (**take**) to the police station.
2. Milk ____ (**usually / keep**) in the fridge.
3. ____ (**we / tell**) what's in next week's test?
4. How did people communicate over long distances before the phone ____ (**invent**)?
5. ____ (**you / allow**) to come to the party next Saturday?
6. You ____ (**give**) your exam results next Monday.
7. ____ (**Aidan's bike / find**) yesterday?

Вправа 3. Подивіться на картинки та закінчіть речення, використовуючи дані дієслова у відповідних часових формах пасивного стану. Додайте необхідні за змістом слова.

| | | | | | |
|------|-------|------|-------------|-----|------|
| call | catch | find | investigate | rob | send |
|------|-------|------|-------------|-----|------|



[1, с. 43]

1. At ten o'clock yesterday morning, the local bank in the high street ____.
2. At one minute past ten, the police ____.
3. A few minutes later, the police arrived at the bank. The crime scene ____.
4. At twenty past ten, the robbers' fingerprints ____.
5. At half past eleven, the robbers ____.
6. Next week, they ____.

Вправа 4. Дайте відповіді на запитання, використовуючи власні ідеї.

1. Where are cars usually fixed?

They ____.

2. Where will the next Olympic Games be held?

They ____.

3. Who are Oscars usually awarded to?

They ____.

4. What are you not allowed to do at school?

I ____.

5. What were you given for your birthday last year?

I ____.

6. What will you be given for your next birthday?

I'll probably ____.

Вправа 5. Доповніть кожне друге речення таким чином, щоб за змістом воно збігалося з першим реченням. Використовуйте від двох до п'яти слів, включно з виділеним словом.

1. Will they send the letters first class? **sent**

Will ____ first class?

2. I'm not sure if they eat pizza in China. **is**

I'm not sure if ____ in China.

3. Someone told me that they don't make cars in the UK anymore. **Made**

Someone told me that ____ in the UK anymore.

4. Do they usually feed the animals three times a day? **fed**

Are ____ three times a day?

5. Mr Jones is ill, so he won't give us a geography test today! **be**

Mr Jones is ill, so ____ a geography test today!

6. Did they take her to hospital in an ambulance? **She**

Was ____ to hospital in an ambulance?

Вправа 6. Впишіть по одному слову в кожен пропуск.

The National Trust

There are lots of beautiful, large houses in Britain. Many of them (1) ____ built hundreds of years ago. In the past, they (2) ____ owned by very rich families. Today, many of them (3) ____ owned by an organisation called The National Trust, which (4) ____ created to look after them. The houses (5) ____ kept in perfect condition, and visitors (6) ____ allowed to look round them. It's interesting to learn how different life was in an old house. Milk was (7) ____ kept in the fridge, because they didn't have fridges! Washing machines (8) ____ only invented very recently, so washing (9) ____ done by hand. In some cases, the house (10) ____ still lived in today. When this happens, visitors (11) ____ only shown part of the house. The private rooms (12) ____ kept closed to the public. These houses often have beautiful gardens, too. The gardens (13) ____ looked after by professional gardeners.

You usually have to pay to look round National Trust houses. Members of the National Trust (14) ____ given a discount. This year, millions of people (15) ____ be given the chance to see what life in an old country house was like.

The passive (present continuous, present perfect simple, past continuous, past perfect simple, be going to, modals)

| Стверджувальна форма | Заперечна форма | Питальна форма |
|---|---|---|
| The pizzas are being delivered at eight o'clock. | The pizzas aren't (are not) being delivered until eight o'clock. | Are the pizzas being delivered at eight o'clock? |

| | Активний стан | Пасивний стан |
|--------------------|--|--|
| Present continuous | My aunt is doing the washing-up. | The washing-up is being done by my aunt. |
| Present perfect | My cousin has sent the invitations. | The invitations have been sent by my cousin. |
| Past continuous | My uncle was cleaning the car. | The car was being cleaned by my uncle. |
| Past perfect | Our neighbours had taken the twins to the zoo. | The twins had been taken to the zoo by our neighbours. |
| be going to | They're going to invite Phil to the party. | Phil is going to be invited to the party. |
| Модальні дієслова | They might invite Kyle to the party. | Kyle might be invited to the party. |
| | We should tell Jenny about the party. | Jenny should be told about the party. |
| | We must tell Dominic about the concert. | Dominic must be told about the concert. |
| | We can hold the party at Jack's house. | The party can be held at Jack's house. |

УВАГА! Прийменник **by** використовується для того, щоб підкреслити, ким виконується дія.

✓ My sister's bedroom was painted by my parents. (My parents painted my sister's bedroom.)

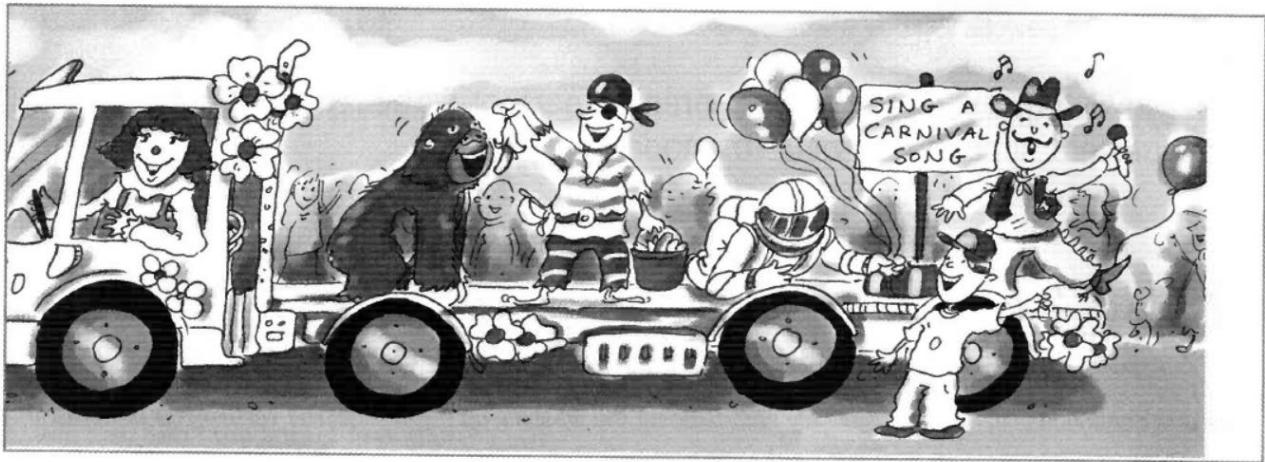
Прийменник **with** використовується для того, щоб підкреслити, за допомогою чого відбувається дія.

✓ (You usually use a spoon to eat soup.) Soup is usually eaten with a spoon.

Якщо невідомо, хто виконує дію, прийменники **by** і **with** не використовуються.

✓ Mrs Fisher was taken to hospital yesterday.

Вправа 7. Подивіться на картинку і з'єднайте дві частини речення.



[1, с. 46]

| | |
|--------------------------|--|
| 1. The carnival lorry is | A. been given a banana by the pirate. |
| 2. The lorry has | B. going to be given a balloon by the astronaut. |
| 3. The gorilla has | C. be sung by the cowboy. |
| 4. Everyone watching is | D. being driven by a clown. |
| 5. The best song might | E. been bought from a fancy-dress shop? |
| 6. Have the costumes | F. been decorated with lots of flowers. |

Вправа 8. Ще раз подивіться на малюнок і виберіть правильне слово.

1. The balloons had all been **blowing** / **blown** up before the carnival started.
2. The bananas **haven't** / **aren't** all been eaten yet.
3. The lorry isn't **been** / **being** driven by the gorilla.
4. A young boy **was** / **has** just taken a balloon from the astronaut.
5. A prize is going to **have** / **be** given to the person in the best fancy dress.
6. The prize might not be **awarding** / **awarded** to the clown.
7. **Has** / **Is** the lorry been decorated well?
8. Can songs be sung **by** / **with** people in the crowd, too?

Вправа 9. Вставте *by* або *with*.

1. That book was written ____ my uncle!
2. Are the best photos usually taken ____ digital cameras?
3. That song has been sung ____ lots of famous singers.
4. Is your hair cut ____ a professional hairdresser?
5. Should the paper be cut ____ a pair of scissors?
6. All the candles had been lit ____ the same match.
7. The film isn't going to be directed ____ Steven Spielberg after all.

Вправа 10. Доповніть кожне друге речення таким чином, щоб за змістом воно збігалося з першим реченням. Використовуйте від двох до п'яти слів.

1. I think John has taken my jacket.

I think my jacket ____ John.

2. You should cook the chicken for at least an hour.

The chicken ____ for at least an hour.

3. They're showing that film at the cinema in town.

That film ____ at the cinema in town.

4. They hadn't invented digital cameras when we took that photo.

Digital cameras ____ when that photo was taken.

5. When I got there, Carly was doing the ironing, so I didn't have to do it!

When I got there, the ironing ____ Carly, so I didn't have to do it!

6. They were using hot soapy water to wash all the cars.

All the cars ____ hot soapy water.

VOCABULARY

WORKING AND EARNING

Topic vocabulary

| | | |
|----------------------|------------------|----------------|
| ambition (n) | earn (v) | poverty (n) |
| application (n) | fame (n) | pressure (n) |
| bank account (n phr) | goal (n) | previous (adj) |
| boss (n) | impress (v) | profession (n) |
| career (n) | income (n) | retire (v) |
| colleague (n) | industry (n) | salary (n) |
| company (n) | interview (v, n) | staff (n) |
| contract (n) | leader (n) | strike (n) |
| department (n) | manager (n) | tax (v, n) |
| deserve (v) | pension (n) | wealthy (adj) |

| Phrasal verbs | | Prepositional phrases |
|---------------|---------------------------------------|-----------------------|
| call off | cancel | at the moment |
| give back | return sth you have taken/borrowed | in charge (of) |
| go on | happen | on business |
| put off | delay to a later time | on strike |
| set up | start (a business, organisation, etc) | on time |
| stay up | go to bed late | on/off duty |
| take away | remove | |
| take over | take control of (a business, etc) | |

Word formation

| | | | |
|------------|------------------------------------|---------|-------------------------|
| assist | assistant, assistance | occupy | occupation |
| beg | beggar | office | officer, (un)official |
| boss | bossy | retire | retired, retirement |
| employ | (un)employment, employer, employee | safe | save, unsafe, safety |
| unemployed | | succeed | success, (un)successful |
| fame | famous | | |

Word patterns

| Verbs | Adjectives | Nouns |
|-----------------|-----------------|-----------|
| careful with | apply for | a kind of |
| difficult for | depend on | |
| fed up with | inform sb about | |
| ready for | refer to | |
| responsible for | work as | |
| | work for | |

Вправа 11. Виберіть правильний варіант відповіді.

1. Bob joined the ____ about six years ago.
 A) ambition B) fame C) pension D) company
2. We lost £10 million last year because of the workers' ____ over money.
 A) strike B) department C) colleague D) tax
3. I'm sure it's good to be well known, but ____ isn't everything.
 A) boss B) interview C) fame D) poverty
4. Don't sign the ____ until you've read every word of it!
 A) industry B) contract C) staff D) profession
5. My grandfather stopped working two years ago and now he gets a ____.
 A) pressure B) leader C) pension D) department
6. Charles worked in the same job for almost the whole of his ____.
 A) colleague B) manager C) industry D) career
7. You should be able to save a little money with a/an ____ of €30,000 per year.
 A) application B) income C) leader D) goal
8. Can I introduce you to Isaac, a ____ of mine from work?
 A) profession B) department C) colleague D) salary

Вправа 12. Заповніть пропуски словами, складеними з цих букв.

1. I had a lot more responsibility in my ____ job. IORVUEPS

2. Why not open one of our new Supersaver bank ____ ? CSNOAUCT
3. It's always been my ____ to work in advertising. B T M O I I A N
4. Frank left university and got a job in the computer ____ . DYTURSIN
5. The family lived in ____ after Mr Bucket lost his job. T O Y V E P R
6. His parents left him a lot of money and now Neil is extremely ____ . AEHYLTW
7. You usually need a degree and some training to join the teaching ____ . ORIOFSPNSE
8. All members of ____ here get three weeks holiday a year. A T F S F

Вправа 13. Заповніть пропуски, використовуючи відповідну форму дієслів, поданих у рамці.

| | | | | | |
|---------|------|---------|-----------|--------|-----|
| deserve | earn | impress | interview | retire | tax |
|---------|------|---------|-----------|--------|-----|

1. Isabelle really ____ her manager and soon she was given a better job.
2. My dad said that he wants to ____ when he's sixty.
3. We ____ everyone who applies for a job before making our decision.
4. The government ____ everyone who works and then spends the money on roads, hospitals and things like that.
5. Wendy works hard for the company and I think she ____ a more challenging job.
6. I read recently that women still ____ less than men for the same job and I don't think it's fair.

Вправа 14. Фразові дієслова. Впишіть пропущене слово.

1. A Japanese company has ____ over the place where I work and I might lose my job.
2. The boss came into the office when we were laughing and wanted to know what was ____ on.
3. Do you think we could ____ the meeting off until next Thursday?
4. The computer in my office broke down so they ____ it away to fix it.
5. Many of the staff were ill with flu that week, so the director decided to off the meeting.
6. I'm tired because I had to ____ up last night to finish some work.
7. My car belonged to the company, so when I lost my job I had to ____ it back.
8. Janice is thinking of ____ up her own restaurant.

Вправа 15. Прийменникові словосполучення. З'єднайте дві частини речення.

| | |
|--|---|
| 1. I'm afraid we're not looking for new workers at | A) business a lot of the time so he's never at home for long. |
| 2. They said on the news that bus drivers are on | B) strike, so you might need to take a taxi to work. |
| 3. In his new job, Paul is away travelling on | C) duty for about eight hours every night. |
| 4. I was quite nervous the first time I was in | D) charge of the whole department. |
| 5. Anne works as a security guard and she's on | E) the moment, but you could try again next month. |
| 6. My boss said that if I wasn't on | F) time for work more often I would lose my job. |

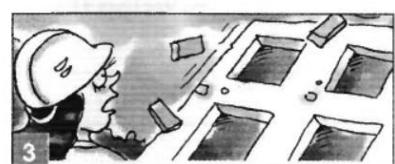
Вправа 16. Словотвір. Доповніть, змінивши форму слова з великої літери.



He's a
BEG



He's an
. ASSIST



It's
SAFE



They're
EMPLOY



He's
RETIRE



She's a police
OFFICE

[1, с. 114–115]

Вправа 17. Виправте помилки, змінивши форму виділених слів.

1. The manager told me I was too **boss** and that I should discuss things with my colleagues rather than telling them what to do all the time.
2. Being a firefighter is a very stressful **occupy**.
3. It takes a lot of hard work to be **succeed** in this business.

4. I wouldn't like to become so **fame** that I couldn't go out in public!
5. Kate is 60 next week and she's leaving, so remember to wish her 'Happy **Retire**'.
6. It took Ralph a long time to find a new job – he was **employ** for nearly two years.

Вправа 18. Word patterns. Обведіть правильний варіант відповіді.

1. I don't know why but I've always wanted to work **as / of** a farmer.
2. They want a computer programmer at the office down the road and Fiona has applied **about / for** the job.
3. I'll look after the office while you're away – you can depend **on / with** me.
4. My mum is a neurologist, which is a kind **from / of** doctor.
5. I think it's time for a change. I'm fed up **on / with** working here.
6. Tessa is responsible **for / with** answering the phone and taking messages.

Вправа 19. Word patterns. Впишіть пропущене слово.

1. I wanted to become a vet, but the course was too difficult ____ me.
2. Roberto got up late and only had ten minutes to get ready ____ work.
3. When they informed me ____ the hours I had to work, I couldn't believe it.
4. Please be careful ____ my laptop. I need it for work.
5. Is it a good idea in the interview to refer ____ your previous job?
6. I like working ____ a large company because there are lots of opportunities.

Частина 2: Читання

Розділ 3

Вправа 1. Заповніть пропуски (1–10) у статті словами або словосполученнями з поля.

| | | |
|------------------------|--------------|------------------------|
| birth rate | breadwinners | childbirth |
| childcare | | |
| divorce rates | households | nuclear family |
| offspring | | |
| registered partnership | | single-parent families |

WHAT IS A 'TYPICAL FAMILY'?

The British find it hard to define. It seems that the conventional model of a(n) 1 (a married couple with children) is not the only option people choose. Many people

simply live together with a partner for a time before moving on to a different relationship. And even those who decide to live with a partner often prefer a(n) 2 (also referred to as a civil union) to a legal marriage contract. Also, the number of 3 (mothers or fathers raising kids alone) has tripled in the past 30 years. Britain also has one of the highest 4 in Europe: two in every five marriages will probably fail. But some things are more resistant to change. Household chores (e.g. ironing) are still mainly carried out by women, while men are the 5 earning a higher salary than their female partners. In addition to the discrimination in wages, women are also responsible for providing 6.

The average age of first-time mothers in the UK is now 29 – compared in Europe: two in every five marriages will probably fail. But some things are more resistant to change. Household chores (e.g. ironing) are still mainly carried out by women, while men are these earning a higher salary than their female partners. In addition to the discrimination in wages, women are also responsible for providing 7.

The average age of first-time mothers in the UK is now 29 – compared to 26 in the 1970s – and women are having fewer?

This in turn has led to a decline in the 8 which is now averaging 1.8 children per couple. With rates of 9 and marriage down, and divorce and single-person 10 up, is Britain at risk of becoming a nation of loners?

Вправа 2. Прочитайте текст. Доберіть правильні відповіді до питань.

Why Fathers Want to Look after the Baby

One of the most extensive surveys of fathers has now shown that, far from the stereotype, most men would like to share childcare duties with their partners or wives. The survey made by the Equal Opportunities Commission shows a modern type of father: the New Dad. He takes part in day-to-day childcare and does not mind helping with the vacuuming and washing-up – if only when his partner asks him to. The EOC interviewed sixty-four fathers and their partners about their home and work life. Most fathers agreed that it was important to ‘be there’ for their children for key events such as school sports day, their first appearance in the school play and for at least one meal a day. Many agreed that parenting classes would be a good way to give them more confidence around the home.

Based on the survey results, four types of fathers were defined, from the traditional type of dad to the perfect New Dad, who is as much involved in taking care of the

children as the mother. The survey found that the majority of men were somewhere between these two types.

In the first category comes Enforcer Dad, the old-fashioned disciplinarian who does not see himself as involved in the day-to-day care of his children. He sees his responsibilities as setting clear limits for them and being a role model. Most fathers do not see this as their only role.

The two biggest categories are Entertainer Dad and Useful Dad. Entertainer Dad is at his best keeping his children laughing while his partner gets on with household chores and arranging the children's school and extra activities. Useful Dad is willing to help out around the house, even though he expects the mother to be the "team leader" in all things domestic.

Finally, and probably every woman's dream, is Fully Involved Dad. He is equally engaged in running the home and the family, and sees the role of the father and the mother as practically identical. Fully Involved Dads adjust their work arrangements to their partners' professional duties. "I do have definite childcare commitments," said one father in this category. "There are certain times or occasions where it is non-negotiable and I just leave the office on time."

Julie Melior, chairwoman of the EOC, said that fathers were still not given enough flexibility at work and mothers would feel fully supported only if employers treated (and paid) both sexes equally. "Mums and dads should be able to choose how they want to share the responsibilities of bringing up children and working outside the home," she said. "But until we have equal pay, decent childcare and more opportunities to work flexible hours, many fathers will continue to find it hard to be there for their children and many women will continue to be disadvantaged at work. This is not necessarily the best solution for parents, children or employers. Equality at work or home depends on both mums' and dads' family responsibilities being acknowledged," Melior said.

1. Which of the following topics does the headline of the article reflect?

- A Fathers can choose how they want to share the responsibilities of bringing up children
- B Fathers should be encouraged to participate in childcare more actively
- C Fathers are ready to participate in taking care of children
- D Working women want their partners to take over some childcare responsibilities

2. Why would many fathers like to attend parenting classes?

A So they can be more confident in dealing with domestic issues

B So they can learn how to do day-to-day childcare

C Because they think it's important to be involved in the day-to-day care of children

D Because they want to attend important school events

3. How do Enforcer Dads view their role in childcare?

A They don't see childcare as their responsibility

B They teach their children discipline by setting an example for them

C They keep children amused while their partner gets on with housework

D It's important for them to be involved in the day-to-day care of their children

4. How do Fully Involved Dads find time to share childcare responsibilities with their partners?

A They fit their work commitments to their partner's arrangements

B They often leave the office early

C They run the home and the family, so their partners can focus on their professional duties

D They think it's their partner's responsibility to negotiate flexibility at their workplace

5. What does Julie Mellor think employers should do?

A They should give women more support so they can take on more of the childcare responsibilities at home

B They should allow parents to work from home so they can look after their children

C They should pay women more because they are often disadvantaged in the workplace

D Employers should provide both parents with equal pay and flexible working hours

Вправа 3. Прочитайте тексти нижче. Знайдіть відповідники. Є два зайдів варіанти відповідей.

Dealing with Difficult People

1. **Gossips** might seem harmless, but when they're talking about you, it can be extremely upsetting and embarrassing. Gossips take great delight in passing on bad news: "Did you hear about poor..." They are not that worried about the truth either. As long as it sounds good, they're more than willing to pass the story on, usually

exaggerating it in the process. The gossip will often try to find out what you know in order to tell someone else later on, but avoid getting involved. If necessary, be direct: “Sorry. I’m just not interested in gossip!” Gossip usually dies down quickly when no one wants to listen or contribute.

2. The **steamroller** can be very hostile and aggressive and will walk all over you without a second thought. They may shout, make threats and even physically intimidate their victims to get what they want. It is essential to be calm when dealing with a steamroller so that they don’t get even angrier. Don’t shout back or appear scared or nervous as this is what they want – for you to be afraid of them. Let the steamroller see that you take them seriously, even admit they may have a point, but be assertive and firmly state your case. Sometimes you have to stand up for yourself and not back down.

3. The **know-it-all** thinks they know it all! They can have valuable opinions to offer, but the problem is, they can’t stand being wrong. The know-it-all tends to dominate conversations and often tries to make other people feel small because of their lack of knowledge. One way to deal with these kinds of people is not to get involved in whatever they are talking about: stay neutral or admit to seeing both sides of an issue. Don’t forget that the most important thing for know-it-alls is winning an argument. If they try to drag you into one, let them know that you couldn’t care less about winning. They’ll soon get bored if they can’t show off!

4. The whinger complains about absolutely everything! It doesn’t matter how trivial or bizarre the complaint (“The ice cream was far too cold!”), the whinger will go on and on about it as if it’s the end of the world. They see the downside of everything and dismiss solution you come up with. The problem is that deep down they love moaning. One way to handle a whinger is to agree with them completely: “You’re absolutely right. I don’t know how you put up with it all.” Whingers often just want a little bit of sympathy; once they get it, they should complain less.

5. No matter what you do, you cannot get a word in edgeways; the **chatterbox** talks on and on ... and on! These people are sociable and often have big hearts, but they don’t listen to what you have to say and as a result it’s impossible to get anything done around them! Try taking control by interrupting them firmly and saying something like “Wait a minute, let me ask you a question about that.” You can also try listening to these people for a while – after all, they may just be lonely – and then

say, with a smile, ‘Ok, well nice talking to you but I really have to get back to this now,’ and hope they get the message!

6. When a **drama queen** stubs a toe, it’s a life-threatening injury, but when they find a plaster it’s as if they’ve won an Oscar! They exaggerate everything that happens to them and share it with the world through tears of pain and joy. The thing to do is react as little as possible. By taking an interest in their latest triumph or tragedy, you are just encouraging them to keep blowing things out of proportion.

Which person/ people...

- A loves/love having a good time?
- B does/do not let you take part in the conversation?
- C is/are easily disorganized, unable to concentrate?
- D grumbles/grumble about everything and makes/make things seem worse?
- E could be made worse by your behaviour?
- F wants/want you to feel less important?
- G should you refuse to listen to?
- H gives/give excessively emotional performances or reactions?

Вправа 4. За допомогою словника поясніть різницю в значеннях слів у групах 1–8.

| | |
|----------------------------------|-------------------------------|
| 1. friend/mate/flatmate | 5. colleague/business partner |
| 2. sister/sister-in-law | 6. acquaintance /stranger |
| 3. brother/sister/sibling | 7. aunt/great-aunt |
| 4. boyfriend / husband / partner | 8. half-sister / step-sister |

Вправа 5. Словосполучення – це слова, які часто вживаються разом. Доповніть речення 1–4 словами а–f. Зверніть увагу, як вони поєднуються зі словами, виділеними курсивом.

- a) abilities
- c) apart
- e) non-identical
- b) adulthood
- d) lifelong
- f) older

1. Twins have a(n) *bond* that other siblings may envy: they share their own language, play their own games from early childhood, share bedrooms and birthday parties.

2. James and his brother Frank are ____ *twins*, and they don't look alike at all.
3. A few years ago we sent out a questionnaire to pairs of twins asking about their *psychic* ___, and one identical twin in five reported some kind of telepathy.
4. Surprisingly, the 'twin effect' can become stronger as twins *grow* ___ and *move* ___. Often the older one will be dominant until they *reach* ___.

Вправа 6. Підкресліть в тексті слова, що стосуються теми «Сім'я».

Widows and widowers whose spouses pass away without making a will are set to receive bigger inheritance payout from next month. If a person dies without making a will, the amount left automatically to his or her spouse or civil partner is changing from £125,000 to £250,000 where there are children.

Experts have welcomed the change, which takes effect on February 1, but emphasise that it is still important to make a will, particularly if you are unmarried or separated but not divorced. However, people should not be misled into thinking that these changes mean that they do not need to make a will. It still remains the case that unmarried couples are not entitled to receive anything on the death of their other half if he or she has not made a will.

Modern family life is becoming ever more complicated, with second marriages and children from more than one relationship. A will is the only way to ensure that those you love or are obliged to care for are adequately provided for. After the spouse has received his or her legal share, the rest of the estate is shared by children or grandchildren. If there are none, surviving parents will get a share. If there are none of these, any brothers and sisters who shared the same two parents as the deceased will receive a share.

If your family circumstances have changed, it is important that you make or update a will to ensure that your money and possessions are distributed according to your wishes. For example, you may be separated and your ex-partner now lives with someone else. If you are married or enter into a registered civil partnership, this will invalidate any previous will you have made.

Вправа 7. Постановіть слова і словосполучення з їх тлумаченням.

| | |
|-------|---|
| dow | a) a husband or wife, considered in relation to their partner |
| dower | (formal) |
| ouse | b) a former member of an established couple |

| | |
|-----------------|---|
| ill | c) to have stopped living together as a couple |
| heritance | d) somebody's wife, husband or partner |
| -partner | e) a person who has recently died |
| e) separated | f) a woman whose husband has died and who has not married again |
| e) divorced | g) money or property which you receive from somebody who has died |
| her half | h) a man whose wife has died and who has not married again |
| ormal) | i) a document in which a person declares what should be done with their money and property after they die |
| state | j) to be legally separated from a husband or wife because the marriage has ended |
| ceceased (noun) | k) to prove that an argument, conclusion, or result is wrong or cause it |
| nvalidate | l) to be wrong all the money and property somebody leaves behind them when they die |
| | Family and relationships |

Вправа 8. Наступний уривок складається з п'яти розділів, А–Е. Виберіть правильний заголовок для розділів а–е зі списку пронумерованих заголовків 1–9. Чотири заголовки зайві.

List of headings

1. New families: beneficial or harmful?
2. The government reaction
3. The typical western family
4. Political families
5. The disappearance of the traditional model
6. Families: then and now
7. The first criticisms of 'family'
8. The 'happy family' model
9. The function of families

Section A

The family has often been regarded as the cornerstone of society. In premodern and modern societies alike it has been seen as the most basic unit of social organization and one which carries out vital tasks, such as socializing children.

Section B

Until the 1960s few sociologists questioned the importance or the benefits of family life. Most sociologists assumed that family life was evolving as modernity progressed, and that the changes involved made the family better suited to meeting the needs of society and of family members. A particular type of family, the nuclear family (based around a two-generation household of parents and their children), was seen as well adapted to the demands of modern societies.

Section C

From the 1960s, an increasing number of critical thinkers began to question the assumption that the family was necessarily a beneficial institution. Feminists, Marxists and critical psychologists began to highlight what they saw as some of the negative effects and the 'dark side' of family life.

In the following decades the family was not just under attack from academic writers. Social changes also seemed to be undermining traditional families. Rising divorce rates, cohabitation before marriage, increasing numbers of single-parent families and single-person households, and other trends all suggested that individuals were basing their lives less and less around conventional families.

Section D

Some have seen these changes as a symptom of greater individualism within modern societies. They have welcomed what appears to be an increasing range of choice for individuals. People no longer have to base their lives around what may be outmoded and, for many, unsuitable conventional family structures. Others, however, have complained about the changes and worried about their effect on society. Such changes are seen as both a symptom and a cause of instability and insecurity in people's lives and in society as a whole. This view has been held by traditionalists who want a return to the ideal of the nuclear family. For them, many of society's problems are a result of increased family instability.

Section E

Alongside these developments in society and sociology, family life has become a topic of political debate. Politicians have become somewhat more willing to comment on families. Sometimes they have devised policies to try to deal with perceived problems surrounding the family. In short, the family has come to be seen as more problematic than it was in the past. The controversies that have come to surround families and households are the subject of this chapter.

Вправа 9. Цей уривок для читання складається з 5 розділів, А–Е. Виберіть правильний заголовок до розділів А–Е зі списку пронумерованих заголовків (1–8).

List of Headings

1. The science of marriage
2. The importance of honest communication
3. The power of thought
4. The likelihood of marrying again
5. Technological advances
6. The benefits of avoiding arguments
7. The real predictor for a lasting marriage
8. The consequences of early dissatisfaction

Section A

Marriage is a much-researched topic, and the way married couples communicate in particular has been the subject of many studies. These days, research into marriage often involves hours of recordings, followed by a thorough analysis of data with the help of modern software applications.

Section B

One such study analysed five years' worth of data, obtained from 750 participating couples. At the start of the study, participants who felt they were in a harmonious relationship reported having happy marriages. In other words, low levels of conflict corresponded to a perceived higher degree of happiness. At the end of the five-year period, however, many of these couples had separated or had started divorce proceedings. The outcome of this study suggests that keeping the peace rather than talking about problems and working through them can have harmful effects on a relationship.

Section C

In a more recent, larger scale study, people were observed over a fifteen-year period. The researchers recorded the timings of marriages, divorces and remarriages and discovered patterns that helped them estimate how likely divorce was. If participants admitted the possibility of divorce to themselves during the first year of the study, the probability of it actually happening was ten times greater than for those couples who had not thought about it at all. Clearly, once the idea of divorce is in somebody's mind, they are more likely to act on it.

Section D

Yet another piece of research confirms that the way men and women feel at the beginning of their marriage makes a difference to its eventual outcome. Those who feel disappointed, perhaps because marriage itself is different from their expectations, or because their lifestyle is not what they had envisaged, are more likely to divorce.

Section E

Having said that, relationships are complex and their development is the result of many different influences. The end of a marriage is unlikely to be brought about by one particular factor, and is more probably the result of a combination of small incidents that add up over time. It is also worth bearing in mind that in most countries it is the minority of marriages that fail. No one can truthfully claim that their marriage is happy or perfect all the time, but the fact remains that most married people stay together for life. The secret of a happy marriage, it seems, lies where most people have always thought it does: in the effort made on a daily basis by both partners to treat each other with consideration and courtesy, and to cheerfully accept each other's faults as well as their good qualities.

Вправа 10. Питання 1–4 стосуються тексту наведеного нижче. Вони мають бути в тому ж порядку, що й інформація в тексті, але вони були переплутані. Поставте запитання в правильному порядку. На питання відповідати не потрібно.

1. How important are communication skills in sales?
2. What is active listening?
3. What is good communication?
4. What is good management?

The key to good communication is to pay attention to what other people have to say. Good communicators are definitely not those who like the sound of their own voice. Forget the gift of the gab; communication is all about establishing a rapport with your customers, work colleagues or boss.

The ability to sell is the ultimate test of communication skills. But in the modern world salesmen do not sell, customers choose to buy, says Jon Naylor, the customer service director of PC World. 'You have to empathise with the customer and build a relationship. Listening to the information given and asking the right questions is very important.'

Not listening costs money in the hard world of sales – returned goods, refunds and the loss of repeat custom. But the ability to listen is as important on the top floor as it is on the shop floor and can have just as profound an effect on the bottom line. 'If you ask what makes a good manager, people almost always say "they listen to what we have to say and consider our needs",' says Dr Paul Dobson, a senior lecturer at Cass Business School.

Dr Dobson gives MBA students lessons in 'active listening', which is listening and asking appropriate questions, then clarifying and responding to the answers. 'The fundamental thing is to listen to what people say, which means that you have to be motivated to want to know the answers,' Dr Dobson says.

Вправа 11. Вставте в пропуски відповідні слова.

Many people claim to be able to know when someone is lying. According (1) _____ popular belief, all you have to do is look at a person's body language; when a person is lying he becomes nervous and fidgety, touches his nose, and bites his nails. However, a researcher at Portsmouth University, England, has arrived at an entirely (2) _____ conclusion. Dr Samantha Mann carried (3) _____ research on the behaviour of suspects who had given (4) _____ statements in police interviews

Mann discovered that liars actually stay quite (5) _____. This is because they are aware that people are looking for body language that could suggest they are lying. Therefore, liars actually touch their noses 20% less than people who tell the truth. The same (6) _____ for eye contact. While it is generally thought that liars (7) _____ eye contact and blink rapidly, in reality, people who are lying (8) _____ sure to maintain eye contact and control their blinking. With the findings of her research in mind,

Mann claims that the best way to (9) ____ a liar is to look for people who are trying too hard to (10) ____ truthful.

| | | | | | | | | |
|-----|---|------------|---|-----------|---|----------|---|-----------|
| 1. | A | from | B | by | C | to | D | with |
| 2. | A | another | B | different | C | other | D | the other |
| 3. | A | up | B | down | C | in | D | out |
| 4. | A | closing | B | false | C | mistaken | D | open |
| 5. | A | stationary | B | at rest | C | still | D | slow |
| 6. | A | goes | B | comes | C | stays | D | moves |
| 7. | A | avoid | B | run | C | prevent | D | escape |
| 8. | A | keep | B | make | C | take | D | do |
| 9. | A | exhibit | B | develop | C | emerge | D | spot |
| 10. | A | view | B | display | C | show | D | appear |

Вправа 1. Прочитайте тексти. Встановіть відповідність між варіантами (1–8) до текстів (A–F). Є два варіанти, які вам не потрібно використовувати.

Which home ...

1. had its roof removed? ____
2. isn't what the owner intended to buy? ____
3. only has space for essential items? ____
4. lacks natural light inside? ____
5. has plenty of facilities, despite being unusual? ____
6. isn't suitable for small children? ____
7. helped the owner escape an urban environment? ____
8. is popular with tourists? ____

A

Gina can only get to her home by cautiously walking across a narrow wooden plank. She's been living with her partner Tom and 18-month-old daughter Kyra on a 15-metre canal boat for just over a year. Living on a boat is an exercise in making the most of every centimetre of space. 'It's really hard to keep it tidy; says Gina. 'The space is just enough at the moment, but there's no room for stuff you don't need.

And I can't imagine how it's going to be as Kyra gets bigger.' At the moment, Kyra seems to love it, most of all because she's surrounded by ducks!

B

Have you ever thought of getting away from it all – escaping from conventional ways of living. That's exactly what Nick Weston did when he moved out of London, He spent £170 on wood, and built a tree house in West Sussex. Constructing the house was hard. Due to the limited budget, Nick and his friends had to cut down nearby trees to make support posts for the house. Nick managed to live off the land for six months, eating mainly the things that he could grow in his vegetable garden, or find in the countryside. The practical advice on how he did it is an inspiration to anyone considering this way of life.

C

If you'd asked me what kind of property I wanted to buy with an eighteen-month-old and a three-month-old baby, I would have said, 'something that I can just move straight into.' So why, oh why, did I buy a house that an old lady and her ten cats had just vacated – a house that needed the electrics and central heating replacing as well as a new kitchen and new bathroom? That's not to mention the flooring, decorating, fences, etc. The list goes on and on. But, although it certainly wasn't what I had in mind when I first started looking, now that we've done all the work, it's absolutely perfect!

D

If you're looking for a cool property to live in, then why not consider a double-decker bus? There's a double bedroom, bathroom, kitchen, lounge and toilet. It also has a 200-litre water tank and has been fully wired by its electrician owner, so there are all the modern-day comforts on board that you'd expect from a normal home, such as a television, a microwave and a coffee machine. The bus is currently located in the town of Horsham, but the beauty of living on a bus is that if you need a change of scenery, you can just start up the engine and drive your property somewhere else. There are plenty of caravan sites in the UK that will be happy to have you on site!

E

It's easy to see how the so-called 'shark house' in Oxford got its name. It was in 1986 that a local journalist, Bill Heine, decided it would be a good idea to have a giant shark installed on the roof of his house. The shark is 7.5 metres long and made of fibreglass. Heine's modest red-brick terraced property soon became a major

attraction with many people posting comments and photos of it online. Oxford City Council ordered Heine to remove the shark, saying he did not have the necessary building permission to put it there. However, it is still there today.

F

This home is similar to the traditional Mongolian tent called a yurt. Freddie and Maya Stark wanted to feel more closely connected to nature. The interior of the yurt is dark because the windows are small, and the only heating comes from a central wood-burning stove. 'We don't mind the darkness – it's cosy – and with the countryside right outside, we see the seasons and the weather change. We can't imagine living anywhere else.' We asked them whether living together in one small room was a problem. 'Sometimes,' Maya said. 'But it's easy to get some personal space – by going out for a long walk!'

Вправа 2. Прочитайте текст нижче. Установіть відповідність між варіантами (А–Н) та (1–5). Є три варіанти, які вам не потрібно використовувати.

Homes Differ

1. _____

Detached houses are more likely to be the property types we all dream of owning. They tend to be more private as they are single standing properties, and do not share walls with other houses. Due to its privacy, detached houses are a lot more expensive and high in demand.

2. _____

Semi-detached properties are a lot more common for homeowners to purchase/rent. There are a lot more semi-detached properties in the UK as they save a lot of space as they are houses paired together by a common wall. Semi-detached properties are fantastic options for homeowners to extend at the back and side and have an element of privacy too.

3. _____

A manor house was historically the main residence of the lord of the manor. The house formed the administrative centre of a manor in the European feudal system; within its great hall were held the lord's manorial courts, communal meals with manorial tenants and great banquets. The term is today loosely applied to various

country houses, frequently dating from the late medieval era, which formerly housed the gentry.

4. _____

When you think of a cottage, you automatically associate the British rural countryside and more times than not, cottages have and will always be in the rural regions of the UK. Cottages were purposefully built to have thick walls to withstand the bitter cold weather, small windows, structural pillars, low ceilings and most distinctively a thatched roof. Cottages in the Middle Ages were built for agricultural workers and their families.

Modern cottages now have all the comforts of any home in the country, including electricity and running water.

5. _____

The word 'bungalow' originates from the Indian word 'Bangla', which in the 19th century referred to houses that were built in a Bengali style. Houses that were made in Bengali style were traditionally very small and only one storey high and detached. A wide veranda was adopted by the British as well as low roofs.

The distinction of a bungalow compared to a cottage is that of style, history and the price tag. Bungalows are generally a lot cheaper to purchase. Bungalows were appropriate housing types to deal with tropical climates such as South East Asia where many bungalows originated.

- A) High-rise block of flats.
- B) A house type which is currently out of fashion.
- C) A house for people who can afford to live without neighbours.
- D) The most ancient type of house.
- E) The countryside traditional house.
- F) The house 'borrowed' from the Orient.
- G) A house for those who do not mind having close neighbours.
- H) A type of house intended for child free families.

Вправа 3. Прочитайте текст нижче. На запитання (1–5) оберіть правильну відповідь (A, B, C або D).

Holiday Home

We visited this area a couple of times and we really liked it. We looked at some very remote places but decided to be in a town. It was important to us that it was easy to

get to for short holidays too so the fact that there is an airport nearby was a key factor. And finally, we were looking for somewhere in contrast to where we live the rest of the year. We love both of our houses even though they are very different in style and in very different places. How did you find this particular property? We did some research into the area we liked and we looked at adverts on the Internet, which gave us an idea of what was available. Then we went to an agency which specialised in property in the area where we were looking. They were really helpful and in three days they took us to a number of different houses as well as some empty plots of land with potential for building a new property.

It's not a big house; there are only two bedrooms, but it is exactly what we were looking for. It has a fantastic terrace with views of the mountains and because it is high up we can see right over the town too. It's very picturesque. It has a wonderful big fireplace too so is nice and warm in winter. In fact, it is a beautiful place to have a holiday at any time of the year.

We spend lots of holidays here ourselves and sometimes friends and family join us, but we also let friends and family stay in it by themselves if they want to. It means the house is occupied more, and the more it is used the better. It would be a shame if it were empty a lot of the time.

We also like that we have met some good friends here. It is so nice each time we come out to have a group of people to spend time with and social events to go to. We are lucky to have helpful neighbours and friends who live nearby and can keep an eye on the house for us. In the very cold weather last winter the pipe to the outside tap froze and split but the postman noticed and sealed it for us. We had a problem with the hot water tank once too. We arrived one time and turned it on and suddenly water started pouring down the stairs. We were able to get a plumber to come and look at it and then arranged for a new one to be fitted so it wasn't too bad. One advantage of not always being here is that we have been able to have both the bathrooms redecorated.

Some friends of ours did all the work for us and it worked out really well.

Next year we will both retire and then we will be able to spend much more time here. We might come for a month or more at a time instead of a week or two as we do now. But we bought it as a holiday home or second home not somewhere to live all the time. We like having both our homes and don't want to give up either of them. We are very lucky that we can enjoy spending time in two lovely houses.

1. The most essential reason to buy the house was the fact that_____ .
 - A) it was quite remote from the town
 - B) the surrounding scenery was picturesque
 - C) to rest there was cheap
 - D) an airport was in the close distance
2. The house was chosen through_____ .
 - A) posting adverts on the Internet
 - B) analysing adverts on the Internet
 - C) consulting a specialised agency
 - D) following friend's agency
3. The owners prefer to utilise the house_____ .
 - A) all year long
 - B) when the scenery around it is picturesque
 - C) only when their friends come to be the guests
 - D) only for summer holiday
4. The owners' neighbours and friends_____ .
 - A) assisted them in redecorating the house
 - B) helped them to fix a new hot water tank
 - C) try to use their property for their own needs
 - D) help to take care of the house
5. After soon retirement the owners are going to_____ .
 - A) spend all summers long there
 - B) never return to their old house
 - C) start paying more attention to their old house
 - D) enjoy both houses equally

Вправа 4. Прочитайте наведені нижче тексти. Знайдіть відповідність між варіантами (А–Н) та (1–6). Є два варіанти відповідей, які вам не потрібно використовувати.

1. My accommodation is good for a family, adventurer, and group of friends looking to enjoy and relax in a unique space, away from the hustle and bustle. Beautiful house with a stunning garden and swimming pool. Cozy corners to relax and enjoy a good book or friendship. No neighbours...

2. Quiet location, just behind Justin Village with easy access, set in its own garden. Large living-room, fully furnished with 2 sofas, LCD TV, UBC satellite, DVD surround stereo, Wi-Fi Internet. Two bedrooms with an air-conditioning system and double beds. Fully equipped kitchen with 2 gas hobs, fridge, microwave/grill, rice cooker, toaster, kettle, water boiler, plates, etc.

3. Standalone executive house available for rent. The house has 3 bedrooms, 2 bathrooms and 1 guest toilet. It also has a pool, beautiful garden, veranda and ample garage space. The house is fully furnished and available from the 1st of December for USD... (negotiable). It can also be leased out unfurnished...

14. Summer is approaching and the weather outside is getting nicer. Do you like the outdoors, wood panelling, rustic room? Then I have an extra room for rent. I just cleaned and swept out the tree house in my backyard. It is on the level of the second story of my house on a very sturdy tree. It has a plastic door, solid roof, and a durable rope ladder. It also has a pully system so you can pull up items that you don't feel comfortable carrying on the rope ladder. The tree house has a bedroom (comes furnished with a mattress) which is separate from the common area (comes furnished with a beanbag). As for the kitchen you may want to eat out...

5. Sip you coffee while watching the ferry go by on your massive wrap around deck. Enjoy the warmth of your fireplace inside as you admire the beautiful ocean views while your dinner cooks in your brand-new kitchen. This upstairs suite has one of the best views of the ocean found on Country Club Drive. There are 3 bedrooms and 1 full bathroom. There is a fireplace, new gas furnace and gas stove...

6. Rent the full house, 2 units, 8 Beds, 3 baths, 3 kitchens, 3 living rooms. This newly constructed home contains two units. Large groups can rent the entire house and take advantage of the rooftop deck, large garage level storage, off street parking, 8 beach passes. The home is within walking distance to the beach, boardwalk, bay, grocery story, pharmacy, and much more...

According to the rental advertisements which house _____?

- A) can be rented on one of quite different conditions
- B) needs further reconstruction by a new renter
- C) can boast the highest level of technical equipment
- D) is the closest to the nature due to its originality
- E) provides the most spectacular scenery view

- F) is decorated in Oriental style
- G) provides real calmness for renters
- H) is constructed to be rented by more than one family

Вправа 5. Прочитайте текст нижче. Виберіть із запропонованих варіантів (А–Н) той, який найкраще підходить до кожного з пропусків (1–6). Є два зайві варіанти.

Flat Sharing

(1)_____ is never easy but is it better to share with your family or friends or complete strangers?

Living with your family is certainly not uncomplicated; (2)_____ , but at least with your family you know the other people in your house very well. And generally, you like each other and try to be nice to each other.

At some point though most of us want some independence and (3)_____ . Nowadays it is unusual for young people to be able to afford to rent somewhere by themselves and living alone can be frightening and lonely, especially if it is in a strange new city, (4)_____ . If you have friends in the same place in similar situations then it makes sense to live together and this can be very successful.

However, living with someone will put all kinds of pressures on your friendships. You find out all sorts of things about someone when you share the same living room, kitchen and bathroom. Choice of TV programme, (5)_____ are all common causes of disagreement. (6)_____ to move in with someone who is not your friend. That way their annoying behavior will not change an existing relationship and if you get on they could become a new friend.

- A) so lot of people decide to share
- B) tidiness and length of time spent in the bathroom
- C) Sharing your living space
- D) and you should not forget about your family
- E) Sometimes it is better
- F) it can cause all sorts of problems
- G) Trying to live alone
- H) so we end up moving out of the family home

Вправа 6. Прочитайте текст нижче. На запитання (1–10) оберіть правильну відповідь (A, B, C або D).

Prehistoric Houses. Ice age humans lived in caves some of the time but they also made tents from mammoth skins. Mammoth bones were used as supports. When the ice age ended a new way of life began. By 8,000 BC people in the Middle East had begun to farm. Food was cooked in ovens. The people of Jericho knew how to make (1)____ bricks and they used them to make houses.

About 7,000 BC a few people lived in Jericho and they had learned to make mortar. They used it to plaster walls and floors. The houses were made of mud brick. Houses were built touching against each other.

They did not have doors and were (2)____ through holes in roofs. (3)____ houses were built touching each other the roofs must have acted as streets! People must have walked across them.

There were no panes of glass in windows and houses did not have chimneys. Instead, there were only holes in the roofs to (4)____ the smoke. Inside houses often had painted murals of people and animals on the walls. People slept on platforms. The dead were buried inside houses.

When people began farming, they stopped living in tents made from animal skins and they began to live in huts made from stone. Bronze Age people lived in round (5)____ huts with thatched roofs.

Egyptian Houses. Rich Egyptians lived in large, comfortable houses with many rooms. Walls were painted and the floors had coloured tiles. Most wealthy houses had enclosed gardens with pools. Inside their homes, rich Egyptians had wooden furniture such as beds, chairs, tables, and chests for storage. However, instead of pillows, they used wooden headrests.

Toilets (6)____ of a clay pot filled with sand. It was emptied regularly. Ordinary people lived in simpler homes made of mud bricks with perhaps four rooms. People could sleep on the flat roof when it was hot and they did most of their work outside because of the heat. The (7)____ was very basic.

Ordinary Egyptians sat on brick benches around the walls. They used reed chests or wooden pegs on walls to (8)____ things.

In the 6th century BC the city of Babylon built up an Empire in the Middle East. Ordinary people in Babylon lived in simple huts made from sun-dried mud bricks. (9)____, if the owner was wealthy they might have an (10)____ story. The rich lived

in palaces with central courtyards. The walls were decorated with painted murals. There were even bathrooms with pipes for drainage.

| | | | | | | | | |
|-----|---|-----------|---|-----------|---|-------------|---|-----------|
| 1. | A | sun-dried | B | sun-burnt | C | sun-covered | D | sun-fried |
| 2. | A | reached | B | entered | C | touched | D | invited |
| 3. | A | Because | B | Since | C | That is why | D | However |
| 4. | A | let out | B | let in | C | let away | D | let from |
| 5. | A | wooden | B | tree | C | bush | D | wool |
| 6. | A | composed | B | consisted | C | created | D | Combined |
| 7. | A | signature | B | miniature | C | furniture | D | picture |
| 8. | A | store | B | collect | C | put | D | hold |
| 9. | A | Moreover | B | However | C | Never | D | Forever |
| 10. | A | upper | B | up | C | deep | D | close |

Вправа 7. Прочитайте текст нижче. На запитання (1–10) оберіть правильну відповідь (A, B, C або D).

Real Property in England

Most people in England live in urban areas. Towns and cities are spreading into their surrounding environment to cope with the increasing population. In England, an average of 7,000 hectares of farmland, countryside and green space are converted to urban use every year. This is almost the equivalent size of 9,600 international football pitches!

More people (1)____ their own homes nowadays than in the past. About two thirds of the people in England and the rest of Britain (2)____ are in the process (3)____ their own home. Most (4)____ live in houses or flats (5)____ they rent from a private landlord, the local council, or housing association.

People buying their property almost always pay for it with a special loan (6)____ a mortgage, which they (7)____ repay, with interest, over a long period of time, usually 25 years. Most houses in England (8)____ of stone or brick from the local area where the houses are built.

(9) many terms for houses such as property, accommodation, lodgings, dwellings, home, abode, etc., many more types such as castle, mansion, palace and they (10) through the centuries.

| | | | | | | | | |
|-----|---|-----------------|---|--------------------|---|------------------|---|----------------|
| 1. | A | are buying | B | were buying | C | bought | D | will be buying |
| 2. | A | neither own nor | B | either own or | C | or own or | D | either own nor |
| 3. | A | of buying | B | to buy | C | of buy | D | of been bought |
| 4. | A | another | B | others | C | other | D | the other |
| 5. | A | that | B | those | C | this | D | these |
| 6. | A | calling | B | had called | C | have been called | D | called |
| 7. | A | must | B | must to | C | could | D | had to |
| 8. | A | made | B | are made | C | are making | D | making |
| 9. | A | There is | B | There are | C | It is | D | They are |
| 10. | A | have changed | B | are having changed | C | changing | D | have changing |

Вправа 8. У наведеному нижче уривку є три абзаци а–с. У яких абзацах згадується наступне? Один і той самий абзац може підходити до кількох пунктів.

1. a rescue operation
2. the high numbers of disappearing facilities
3. an example of a fund-raising activity

A

According to the Rural Shops Alliance, 600 country shops closed last year. Add the post office closure programme into the mix and thousands of neighbourhood hubs are being lost.

B

The people of Avebury, in Wiltshire, are among those trying to reverse the process. In April last year, their village shop closed when the adjoining post office shut down. Last Sunday, however, it reopened. The villagers, led by a small steering group,

banded together to raise enough money to save it: 241 people bought £10 shares, with €3,000 coming from local donations and £25,000 from charitable schemes.

C

The National Trust, the organisation which owns the building, offered a minimal rent, a local blacksmith and carpenter made the shop sign and fitted out the interior, and one volunteer bakes cakes to sell. The shop, manned by a part-time manager and more than 30 volunteers, will stock everyday items such as sweets and washing-up liquid, as well as newspapers and fresh bread. There will also be post office facilities four half-days a week.

Вправа 9. Наведений нижче уривок складається з трьох абзаців, позначених а-с. У яких абзацах згадується наступне? Ви можете використовувати будь-яку літеру більше одного разу.

1. a countryside issue
2. an example of a successful protest
3. a reason why pubs close
6. an organisation that encourages partnerships
5. a well-known person

A

According to recent figures from the British Beer & Pub Association, 39 pubs close every week. These days, it's far cheaper to buy alcohol in supermarkets to drink at home than it is to visit the local boozer. But that's not deterring the drinkers who are banding together to save their local pubs.

B

In Hesket Newmarket, Cumbria, 125 people raised £1,500 each and bought the Old Crown: each of them now has a say in how it is run. The pub in Charlton Horethorne, Dorset, was virtually derelict and about to be turned into a car park until the village rallied, set up a 'save the pub' group and had planning permission for the car park turned down: the Kings Arms reopened for business earlier this month. There are other examples up and down the country.

C

The rural pub is the heart of the community – we've got to keep it as the heart,' says Pub Is the Hub, a scheme initiated by the Prince of Wales, which encourages breweries, pub owners, licensees and local communities to work together to support

pubs in isolated rural areas. Pub Is the Hub (www.pubisthehub.org.uk) offers support and suggestions on how to go about things: it has assisted more than 350 pubs since its formation in 2001.

Вправа 10. Наведений нижче уривок складається з семи абзаців, позначених літерами А–Г. В яких абзацах згадується наступна інформація? Вам не обов'язково використовувати всі абзаци.

1. the relationship between local environment and behaviour.
2. the benefits of asking around
3. becoming an organiser
4. partnerships against crime
5. problems which are not really problems.
6. aspects of neighbourhood research

Will you love your neighbours?

A

When you are interested in buying a house, it's easy to check the location and specifications of the house, but how can you assess an area's community spirit – not just if the neighbours are friendly, but whether people will get involved in helping to deliver public services, setting up social enterprises and tackling local issues? Here are some tips for finding out what an area's community spirit is like.

B

If an estate agent shows you around, ask for the vendor's phone number. 'Meeting the seller is an opportunity to find out what an area is like,' says Chris Gittins, manager of Streets Alive (streetsalive.org.uk), which works with residents, councils and voluntary groups to build communities by hosting events and activities in streets. It is also worth trying to meet the neighbours to find out more about an area. If you don't find anyone at home, or don't get a clear response, talk to people in the pub or the corner shop.

C

Living Streets (livingstreets.org.uk), which promotes safe, active and enjoyable streets, says steer clear of heavy traffic. Its research shows that people living on busy streets shield themselves from noise, don't go outside and restrict their children's independence – all of which reduces interaction with neighbours. And although an

open space may seem like an asset, it can also become a source of conflict, says Dominic Church, senior adviser at the Commission for Architecture and the Built Environment. 'If they are not kept clear and nobody is clearly responsible for the maintenance, they can become breeding grounds for graffiti, antisocial behaviour and kids mucking about,' he says.

D

Local police can tell you whether there is a Neighbourhood (or Home) Watch scheme in your area (mynhw.co.uk). Living in an area with a scheme doesn't just reduce your insurance premiums and ensure that the police tackle local issues such as theft: research shows that even when neighbours have nothing in common they share a desire to create a safe area and create a community spirit. If there isn't a scheme, find out why.

E

Councils have lists of local voluntary organisations that can help to reveal the interests and activities of local communities. Some councils also run award schemes, which may include prizes for active and inspirational groups. Search the web, use social media and post queries on forums to find out residents' views. This may give you more varied and up-to-date information than the council. Look at newschoolsnetwork.org to see if there are any plans to set up a new free school in the area. This is a sign of socially engaged parents and community motivation.

F

Floods, high crime levels and other issues can give a neighbourhood a bad image, but they can boost community spirit. In my case, the floods of 2007 brought people together to tackle climate change, which led to a low-carbon group that this year won two national competitions worth more than £800,000. The CrimeMapper website (maps.police.uk) provides information on crime and antisocial behaviour by area and police force. You can search by five types of crime and get details of your local neighbourhood policing team, its contacts, and the next 'Have Your Say' meeting.

G

If you are confident about the house, you could go ahead with the purchase and hold a street party to boost community spirit. 'People who have just moved into a house are critical to setting up street parties,' Gittins says. 'After two or three years it

becomes harder – they meet neighbours, get set in their routines, and feel less motivated.'

Розділ 4

Вправа 1. Підберіть слова 1-7 до визначень а-г.

| | |
|------------------------|--|
| 1. a compass | a) a flat, semi-circular piece of plastic or metal which is used for measuring angles |
| 2. a test tube | b) an area of land that contains the main buildings of a university or college |
| 3. a protractor | c) a building with rooms or flats, usually built by universities or colleges, in which students live during the term |
| 4. a laboratory | d) a hinged V-shaped instrument that you use for drawing circles |
| 5. a hall of residence | e) a small tube-shaped container made from glass, used in laboratories |
| 6. a lectern | f) a room containing scientific equipment where students are taught science subjects such as chemistry |
| 7. a campus | g) a high sloping desk on which someone puts their notes when they are standing up and giving a lecture |

Вправа 2. Підкресліть щонайменше п'ять слів або фраз, пов'язаних з темою освіти, в наступному тексті. За потреби скористайтеся словником.

If you send your child to a boarding school you can be looking at fees of almost £8,000 per term. Eton will charge £7,896 a term from September - a rise of 5.8% on last year's fees. Winchester's fees have gone up 5% from £7,457 to £7,833 a term. Day schools are cheaper, but even these are charging an average of £2,796 a term – £8,388 a year. If you have a baby this year and plan to send him or her to a private day school for secondary education, it will set you back about £150,000, according to an independent adviser.

If your child is starting senior school this September, the school fees between 11 and 18 will total an average of £75,500, assuming the fees rise by 7% a year.

Вправа 3. Зіставте слова 1-10 з визначеннями а-ј.

| | |
|-------------------------------|--|
| 1. a day school | a) a school for pupils between the ages of 11 or 12 and 17 or 18 |
| 2. a special needs school | b) a school for children between the ages of 5 and 11 |
| 3. a boarding school | c) a school suitable for the majority of children |
| 4. a mainstream school | d) a school in Britain for children aged between 11 and 18 who have a high academic ability |
| 5. a secondary/senior school | e) a state school in which children of all abilities are taught together |
| 6. a private school (Britain) | f) a school for children who need special help or care, for example because they are physically or mentally disabled |
| 7. a college | g) a school which is not supported financially by the government and which parents have to pay for their children to go to |
| 8. a primary school | h) a school where the students go home every evening and do not live at the school |
| 9. a grammar school | i) an institution where students study after they have left school |
| 10. a comprehensive school | j) a school which some or all of the pupils live in during the school term |

Вправа 4. З'ясуйте значення слів і фраз, виділених курсивом 1-6, ознайомившись з їхнім контекстом у наведеному нижче уривку.

A grandmother has set up her own school to cater for her autistic grandson. Joshua, 7, was unable to cope at the local school and his parents were struggling to get his needs met.

'I used to take Joshua to his mainstream school,' says his mother. 'He would literally (1) *howl* all the way down the very long drive. I used to feel like a monster.'

She took Joshua out of the school on the advice of his teachers, but (2) *hit a brick wall* with the local education authority, who wanted to place him in a school for 90 children with a huge range of learning difficulties – contrary to the modern expertise on (3) *autism*, which recommends specialist care in small units.

Now, Joshua is (4) *flourishing* in a small school for autistic youngsters. 'It is costing us £15,000 a year but it's worth it to see Joshua making progress. He is a different child.' The special needs school recently passed its first inspection from the Office for Standards in Education with a (5) *glowing* report. Despite this, the education authority has refused to pay for Joshua's education there.

Receiving a diagnosis of a learning disability is a terrible blow to families, and the realisation that you face years of fighting to obtain the education that will help your child is (6) *devastating*. Many parents cannot face the struggle and many children are denied the chance to improve their quality of life.

| | |
|---|--|
| 1. howl | 4. flourishing |
| a) cry loudly to express pain or unhappiness | a) flowering |
| b) sing loudly | b) developing rapidly and successfully |
| c) run quickly | c) studying |
| 2. hit a brick wall | 5. glowing |
| a) have an accident | a) satisfactory |
| b) agree about most things | b) expressing approval |
| c) be unable to make progress | c) with an intense colour and shine |
| 3. autism | 6. devastating |
| a) a type of mental condition, present from early childhood | a) difficult in the beginning |
| b) a type of cold or flu | b) not pleasant |
| c) a mental illness characterised by a refusal to eat | c) causing shock or distress |

Вправа 5. Використовуючи НЕ БІЛЬШЕ ТРЬОХ СЛІВ, дайте відповіді на наступні запитання.

1. Why do private providers feel they need to pay as much as children's centres?
2. What is the most a senior nursery nurse could earn?
3. Out of all children, how many take up places in private nurseries?
4. What types of nurseries do fathers and mothers prefer?

Parents face a sharp increase in nursery fees from January as new government-subsidised children's centres drive up staff costs for private daycare.

Children's centres are offering up to £7,000 a year more for managers and nursery nurses to staff their premises, forcing private providers to match the pay offer or risk losing their best employees. Fees are private nurseries' only source of income so they have no option but to pass on the 12-15 per cent salary increases to parents. Salaries account for 80 per cent of running costs and fees are an average of £140 a week.

The annual pay survey for *Nursery World* magazine found that the salary of a nursery manager in the private sector had risen by an average of 12.3 per cent this year, to £21,547, as owners attempted to hang on to their staff. Despite the increase, children's centres are offering about £27,000 for a manager. Senior nursery nurses have had an average 17 per cent increase this year, with salaries of about £14,000, but could still earn up to £17,000 if they switched to a children's centre.

'Children's centres are heavily subsidised and are offering much bigger salaries than anywhere else in the sector,' said Claire Schofield, head of membership at the National Day Nurseries Association. 'Shouldn't the subsidy be available across the board?' Private providers currently account for 78 per cent of all nursery places. The Government plans to open 3,500 children's centres by 2010 – five in each parliamentary constituency. Each centre will offer daycare and other services for children and parents. The Department for Education and Skills estimates that the cost of each place will be about £250 a week, well above private sector fees. But a generous subsidy administered by local authorities brings the fees down to about £137 a week.

Liz Roberts, editor of *Nursery World*, predicted that many nurseries would face financial difficulties as a result. 'Nurseries will put up their fees a bit, but there is a limit to what parents can afford so it is becoming terribly difficult. Some nursery owners barely pay themselves as it is, so may just decide to close,' she said.

A Department for Education and Skills study found that only 25 per cent of private nurseries made a profit, with 31 per cent breaking even. While children's centres will offer parents value for money at first, there is no guarantee that the Government will continue to pay the subsidy. If the funding is reduced, parents will have no choice but to pay more for their nursery places, especially if local private nurseries have been driven out of business.

Parents have also made clear during public consultations that they like private and voluntary sector nurseries, which are often smaller and more intimate than local

authority providers, and the Government has said that it is committed to diversity of supply.

Вправа 6. Прочитайте текст нижче. Установіть відповідність між варіантами (А-Н) та (1-5). Є три варіанти, які вам не потрібно використовувати.

Different Types of Schools and Education Systems

1. _____

Boarding school students quickly learn how to perform many domestic chores and complete school assignments by themselves. They become experts at managing their time, money and resources. They can focus better on their studies because television, video games, phones and other distractors are limited. These young scholars usually perform better academically because they live in an environment that is conducive to learning. Boarding school students live and attend classes with people from a variety of cultures; therefore, they learn to appreciate and respect the differences in one another and live amicably.

2. _____

Charter schools have the flexibility to teach students what they might need in the real world, especially those who are in high school. Charter schools can specifically look at trends and offer more targeted coursework on topics such as science, computer engineering or environmental studies that wouldn't be offered at a traditional school. Other more holistic approaches to learning can be implemented as well, such as taking care of the environment and health-based curriculum to foster a child's whole self and not just traditional types of learning.

3. _____

Virtual Schools removed the limitation of time and location, a common challenge in a traditional classroom. With uplift of these limitations, learners have the freedom to study and finish the coursework anytime, anywhere. Learners also have the freedom to engage with other on classroom topics, do the assignment, absorb class content, or take exams at a time or duration that best fits their schedule. Another virtual classroom advantage that many students find to be very interesting is the sharpening of one's digital skills. While increasing your skills and knowledge in your area of

study, you are the same time sharpening your digital skills on some of the most sophisticated online learning solutions.

4. _____

The unique quality of a magnet school is that they usually have a special curricular focus. Magnet schools give students the chance to attend schools that focus on themes or career areas of special interest to the student. Common themes include STEM (Science, Technology, Engineering, and Math), the arts, and vocational or career paths. Each magnet school offers a unique and challenging curriculum as well as the supports that students need to expand their interests, talents and passions. Magnet schools emphasize an area of study or a method of teaching.

5. _____

Montessori schools' approach to the education is unique in that it is based on the observation of the child and following his or her abilities and interests. The method is based on the freedom of the child to explore and learn, mostly, through self-direction. The Montessori philosophy recognizes that each child learns in a different way, so every learning style is accommodated. Students proceed through the curriculum in their own time when they are ready. All this learning occurs under the guidance of the teacher who develops an individualized learning plan for every student.

- A. Innovative curriculum
- B. Studying and living at school
- C. Specialized education
- D. Homeschooling
- E. Individual approach
- F. Distant online education
- G. Faith schools
- H. Language immersion schools

Вправа 7. Прочитайте текст нижче. На запитання (1-5) оберіть правильну відповідь (A, B, C або D).

Essential 21st Century Skills for Today's Students

Problem Solving

Students need the ability to solve complex problems in real time.

Why it is important: In the future, complex problems that we cannot even conceive right now will be everywhere. As society advances, so will the complexity of its manageable conflicts. The more students focus on their ability to devise effective solutions to real-world problems, the more successful they will become. Problem-solvers can work independently from higher supervision. They are initiative takers and enjoy risk, and they are not afraid to get their hands dirty and make mistakes. They also learn from those mistakes, and habitually debrief their processes to create more efficient and economical solutions.

Creativity

Students need to be able to think and work creatively in both digital and non-digital environments to develop unique and useful solutions in imaginative ways.

Why it is important: Digital students are in a constant state of stimulation and neural development with technology use. They are natural producers and consumers, or prosumers, of information.

Ask any student about what they like to create and you will get a myriad of different answers. They are constantly searching for ways to express themselves and their uniqueness. Through social media, they display this creative edge and are given constant and instantaneous feedback from their peers. This same level of creative power is used as they face interesting challenges and figure out how to meet them with ingenuity and vision. This is why Creativity is one of the Essential Fluency skills.

Analytic Thinking

Students need the ability to think analytically, which includes proficiency with comparing, contrasting, evaluating, synthesizing, and applying without instruction or supervision.

Why it is important: Analytic thinking means being able to use the higher end of Bloom's Digital Taxonomy or higher-order thinking skills (HOTS). Analytic thinking is a significant part of what makes up Information Fluency. Analytical thinkers see data and information in many different dimensions, and from multiple angles. They are adept at conceptualization, organization and classification, and knowledge synthesis. These types of skills are invaluable because they allow students to deal practically with problems of a social, mathematical, and scientific nature. It empowers them to make effective and levelheaded decisions in their lives

and relationships. It is easy to see why critical and analytical thinking skills are important to success beyond school.

Collaboration

Students must possess the ability to collaborate seamlessly in both physical and virtual spaces, with real and virtual partners globally.

Why it is important: Students of the digital age are social by nature. They text, post, update, share, chat, and constantly co-create in technological environments with each other. When they are unable to do this in school, they become disengaged and unattached to their learning.

Connection and collaboration with others are essential not only to students' learning but to their mental and emotional health.

The work forces of the future (and even our present day) are globalizing due to the Internet. It is now the norm to communicate and market for global demographics instantaneously and effectively. An organization's business partners are now halfway across the world, and yet they meet and work with each other every day.

Communication

Students must be able to communicate not just with text or speech, but also in multiple multimedia formats.

They must be able to communicate visually through video and imagery as effectively as they do with text and speech.

Why it is important: Communication is a broad term that incorporates multi-faceted levels of interaction and sharing information. Students love to communicate using technology. This is an essential part of Media Fluency. However, it is more than just being able to effectively use digital media. It is about personal interactions as well. Responsible communication practice puts forth students' best representation of who they are as individuals in every relationship and alliance they make in their lives.

Whether talking face-to-face, blogging, texting, or creating a visual product, their values and beliefs are defined by how well they communicate with others.

1. Solution Fluency_____.

A) focuses on to accurately assessment a situation and arrival at a positive solution without supervision

B) empowers students to see concepts in a different light, which leads to innovation
C) is an interaction that goes hand-in-hand with the mindset of global awareness

D) means getting students to work together, achieve compromises, and get the best possible results from solving a problem

2. Creativity means_____.

A) the ability to analyse, think independently, process information responsibly

B) the ability to come up with new solutions, using unfamiliar resources

C) the ability to communicate and work effectively together

D) the ability to raise awareness of global challenges

3. Analytical thinking is_____.

A) the ability to break out of stereotypes to face life situations by coming up with new solutions

B) willingness to accept behaviour and beliefs that are different from your own, although you might not agree with or approve of them

C) a critical component of visual thinking that gives one the ability to solve problems quickly and effectively

D) the ability to identify and study options and choose appropriate ones by considering personal and

public interests

4. Collaboration is_____.

A) the various methods of sending information between people and places

B) a situation in which someone is responsible for things that happen

C) the ability to make something new or imaginative

D) the act of working together with other people to create or achieve something

5. According to the text communication does NOT presuppose_____.

A) the process of sharing information, especially when this increases understanding between people or groups

B) the various methods of sending information between people and places, especially phones, computers

C) a written or spoken message

D) ways of moving between one place and another

Вправа 8. Прочитайте текст. Знайдіть у ньому відповіді на питання А-Г.

Top 6 Universities in the World 2023

In the realm of higher education, certain institutions stand out as beacons of excellence, attracting the brightest minds and shaping the future. But what sets these

universities apart, and why do they consistently rank among the best in the world? Let's delve into the top six universities of 2023 and explore what makes them truly exceptional.

Before we embark on our journey through these esteemed institutions, it's essential to understand the criteria used to evaluate them. Factors such as academic reputation, faculty expertise, research output, student-to-faculty ratio, and international diversity play pivotal roles in determining a university's standing on the global stage.

Harvard University

Established in 1636, Harvard University holds the distinction of being the oldest institution of higher learning in the United States. Its rich history and commitment to academic excellence have solidified its position as a global leader in education. Harvard offers a diverse range of undergraduate, graduate, and professional programs across various disciplines. From law and medicine to business and engineering, students have access to world-class education facilitated by renowned scholars and industry experts.

With a faculty comprising Nobel laureates, Pulitzer Prize winners, and MacArthur Fellows, Harvard fosters an environment of intellectual curiosity and groundbreaking research. Its robust research initiatives tackle some of the most pressing challenges facing society today.

Stanford University

Nestled in the heart of Silicon Valley, Stanford University boasts a picturesque campus brimming with innovation and entrepreneurial spirit. Its proximity to tech giants and startup hubs provides students with unparalleled opportunities for collaboration and experiential learning.

Stanford's commitment to academic excellence is reflected in its rigorous curriculum and world-renowned faculty. From computer science to humanities, the university's diverse academic offerings cater to a wide range of interests and career aspirations.

Renowned for its pioneering research in fields such as artificial intelligence, biotechnology, and renewable energy, Stanford is at the forefront of innovation. Its interdisciplinary approach encourages collaboration across departments and fosters groundbreaking discoveries.

Massachusetts Institute of Technology (MIT)

MIT's reputation as a hub for technological innovation precedes it, earning it a spot among the world's top universities. Its rigorous academic programs and emphasis on hands-on learning prepare students to tackle real-world challenges with ingenuity and creativity.

At MIT, technology isn't just a tool; it's a way of life. From state-of-the-art laboratories to cutting-edge research facilities, students have access to the latest advancements in science and engineering, propelling them to the forefront of their respective fields.

Collaboration lies at the heart of MIT's ethos, fostering a culture of teamwork and innovation. Whether working on group projects or collaborating with industry partners, students learn the value of cooperation and collective problem-solving.

University of Oxford

With a history dating back over nine centuries, the University of Oxford exudes an aura of tradition and academic excellence. Its storied past is intertwined with the intellectual giants who have walked its hallowed halls, leaving behind a legacy of scholarship and discovery.

Oxford's tutorial-based learning approach offers students personalized attention and fosters critical thinking and independent inquiry. The university's renowned faculty members are leaders in their fields, imparting knowledge and inspiring the next generation of thinkers.

From the humanities to the sciences, Oxford's academic offerings span a wide range of disciplines, catering to students with diverse interests and aspirations. Its interdisciplinary approach encourages exploration and fosters a holistic understanding of the world.

University of Cambridge

As one of the oldest universities in the world, the University of Cambridge has a long-standing reputation for academic excellence. Its rigorous academic programs and world-class faculty attract the brightest minds from around the globe.

Cambridge's research output extends far beyond the confines of its campuses, driving innovation and shaping policy on a global scale. From groundbreaking discoveries in science and medicine to influential works in the humanities, its impact knows no bounds.

With state-of-the-art facilities and interdisciplinary research centers, Cambridge provides fertile ground for groundbreaking discoveries. Its collaborative approach brings together experts from diverse fields to tackle complex challenges facing society.

California Institute of Technology (Caltech)

Caltech's singular focus on science, technology, engineering, and mathematics (STEM) sets it apart as a powerhouse of innovation and discovery. Its rigorous curriculum and hands-on approach prepare students to tackle the most pressing challenges of our time.

Despite its small size, Caltech boasts an impressive number of Nobel laureates among its faculty and alumni, attesting to its academic prowess and research excellence. Its contributions to fields such as physics, chemistry, and biology have earned it a place among the world's top universities.

According to the text, which university _____?

- A) holds the distinction of being the oldest institution of higher learning in the United States?
- B) is nestled in the heart of Silicon Valley, offering unparalleled opportunities for collaboration and experiential learning?
- C) boasts a tutorial-based learning approach, fostering critical thinking and independent inquiry?
- D) is renowned for its pioneering research in fields such as artificial intelligence, biotechnology, and renewable energy?
- E) has a long-standing reputation for academic excellence and a rich history dating back over nine centuries?
- F) is known for its singular focus on science, technology, engineering, and mathematics (STEM)?
- G) has a collaborative environment that fosters a culture of teamwork and innovation?

Вправа 9. Прочитайте текст. Знайдіть серед варіантів відповідей (А-Н) той, який найкраще підходить до кожного з пропусків (17-22). Є два варіанти, які вам не потрібно використовувати.

What is the Difference between Scholarship and Grants?

People often wonder about the difference between scholarships and grants. Both are student financial aid that (17) _____ associated with higher education such as tuition,

room, board, and textbooks. Though people sometimes confuse the terms or use them interchangeably, each has their (18)_____.

Scholarships are usually merit based. This means that they are given to prospective recipients based on desired qualities such as athletic ability, academic achievement or (19)_____. They require an application outlining why an applicant feels he or she is deserving of the award. Grants often take financial need into account in determining one's merit for receiving funding aid. Both grants and scholarships usually have some sort of requirements in order to continue to receive funding, such as maintaining a certain Grade Point Average (GPA).

Scholarships are awarded by (20)_____. These can include businesses, religious groups, individuals, community organizations, college departments or alumni. Grants are different in that they usually come from state or federal financial aid that is given to the college or university itself.

As long as they have applied to or are enrolled in an accredited college, university or other institution of higher education, students can usually be eligible for both grants and scholarships. In order to receive federal or state grants, applicants (21)_____. Scholarships usually go to undergraduate students. Once the graduate level is reached, private financial aid comes in the form of what is known as fellowships. These fund advanced studies and research. Grants, however, can be awarded to those pursuing either undergraduate or graduate degrees.

As you can see, there are numerous in grants versus scholarships. One similarity (22)_____ is that they don't need to be repaid, unlike college loans. There are a variety of scholarships and grants to be had, and most students are eligible for at least partial aid in some form.

- A) must be U. S. citizens
- B) own eligibility requirements and guidelines
- C) take a look at the various characteristics
- D) helps to pay for the necessities
- E) a number of funding sources
- F) involvement in a certain extra-curricular activity
- G) ambitions and preferences
- H) grants and scholarships have

Вправа 10. Прочитайте текст. На запитання (1-10) оберіть правильну відповідь (A, B, C або D).

Desperate to Go to School

Truancy has become a serious problem in many schools in recent years. In an attempt to tackle this problem one school introduced a new scheme to (1) ____ students to attend as many classes as possible. Pupils who (2) ____ a 100% attendance record throughout the whole academic year were (3) ____ with an all-inclusive weekend school trip to an activity centre where they would be able to have a go at (4) ____ activities such as climbing, abseiling and white water rafting.

One student was so (5) ____ to qualify for this free weekend away that he even went to school with a broken wrist. He hurt his wrist when he fell off his bike on the way to school but he was so worried about (6) ____ his 100% attendance that he didn't (7) ____ his teachers or parents until the school day had finished. He (8) ____ admitted to his mother what had happened when she (9) ____ that he was having difficulty eating his dinner and asked him what was wrong. She took him to hospital that night, where they put his arm in plaster and he was able to go back to school the 5 next day. Fortunately, he was fully (10) ____ from his accident in time to go on the trip.

| | | | | | | | | |
|-----|---|------------|---|-------------|---|-------------|---|-------------|
| 1. | A | suggest | B | force | C | encourage | D | make |
| 2. | A | succeeded | B | made | C | achieved | D | realized |
| 3. | A | rewarded | B | given | C | won | D | compensated |
| 4. | A | outside | B | outdoor | C | internal | D | external |
| 5. | A | interested | B | happy | C | excited | D | keen |
| 6. | A | filling | B | maintaining | C | guarding | D | succeeding |
| 7. | A | tell | B | say | C | admit | D | explain |
| 8. | A | lately | B | actually | C | fortunately | D | eventually |
| 9. | A | knew | B | was aware | C | looked | D | noticed |
| 10. | A | recovered | B | improved | C | repaired | D | fixed |

Вправа 1. Прочитайте статтю про те, як краще використовувати час на роботі. Виберіть заголовок зі списку А-Н для кожної частини (1–6) статті. Існує один зайвий заголовок, який вам не потрібно використовувати.

MAKING BETTER USE OF TIME AT WORK

1__ A recent survey by Austin Knight reveals that in British industry the 'long hours culture' is the new British disease. In their report of over 22 well-known British companies representing over one million workers, they found that British office workers have some of the longest hours in Europe, if not the longest.

2__ They found that two out of three work 40 hours or more per week, 25 per cent work 50 hours or more. In addition, 76 per cent of these workers say that continually working long hours affects their physical health, 47 per cent say their families suffer and 45 per cent feel their work performance is undermined.

3__ Oddly enough, 90 per cent of employers also see long hours as a problem because of reduced performance and lowered morale.

4__ So, what can be done? Obviously one important step is that employers understand the potentially negative effects of long working hours on their employees' health, family and performance. However, there are strategies that individuals can engage in that will help them manage their time better.

5__ There seem to be at least three different types of time wasters. First there is the 'mañana' type who feels that you should not 'do today what you can do tomorrow'. These are the procrastinators who see the job as 'too big' for them to handle. Some basic tips for these people are (1) to break up huge tasks into smaller jobs, (2) to draw up a list of things to do, with the most important tasks at the top and the least important at the bottom, (3) to balance routine tasks with more enjoyable ones and (4) to deal with each document that comes their way once only (read it, act upon it, file it or throw it away).

6__ Second, there are the 'poor delegators', the people who feel that nobody can do a job as well as they can. They either want to retain the power or just feel it is part of the job, and feel that by not doing it, they are not fulfilling their responsibilities. The basic tips for these types are: (1) to accept that delegation does not mean giving up responsibility, (2) having delegated a job, to leave the person to get on with it, and (3) say 'no' politely to work that is outside their area of responsibility.

7__ Finally, there is the disorganised type who is instantly recognised by piles of paper around his

or her desk. These individuals miss or are late for appointments, forget or misplace papers and are frequently involved in trying to find lost telephone numbers, diary

dates, and people's names. They need to do some of the following: (1) stick to one task and finish it, (2) buy a large note pad for writing down all notes, messages, etc., (3) clear the top of their desk and have only the task they are dealing with in front of them, (4) spend time setting up systems to gain control of the chaos.

- A) Inability to let others help
- B) Those in charge aware of problem
- C) Failure to take responsibility
- D) Employers and workers need to change
- E) Feeling there is too much to do
- F) Bad effects at home and at work
- G) Lacking a clear system
- H) Time spent working

Вправа 2. Заповніть пропуски словами від a до k.

| | | |
|-----------------|--------------|--------------|
| a) counterparts | e) managers | i) salaries |
| b) gap | f) market | j) study |
| c) industries | g) rate | k) workforce |
| d) ladder | h) recession | |

Young women entering the current job (1)___ have more than fifty years to wait before they could be paid the same as men. Female managers saw their pay increase half a percentage point faster than their male counterparts last year, according to a (2)___ by the Chartered Management Institute. Even if that (3)___ of improvement continues, the pay (4)___ will not be closed until 2067.

Women's (5)___ increased by 2.8 per cent in 2009, compared with 2.3 per cent for men. There is better news in the boardroom, however, where female (6)___ out-earn men with an average salary of £U4,729 compared with £138,765. At the other end of the career (7)___, junior male executives receive £22,253 on average – £1,065 more than their female (8)___. The largest pay gaps were in the IT and pharmaceutical (9)___, at £17,736 and £U,018 respectively. The Midlands has the worst regional divide.

The (10)___ also appears to have hit women managers hard, with 45 per cent of the female (11)___ made redundant last year, compared with three per cent of men. The general secretary of the trade union Unison, said: It is a disgrace that women will

have to wait until 2067 for the pay gap to close – nearly 100 years after the Equal Pay Act. This glacial progress towards fairness cannot be allowed to go on.'

Вправа 3. Зіставте твердження 1–15 з твердженнями а–о.

| | |
|--|-------------------------------|
| 1. I work with animals | a) I am having cash flow |
| 2. I am buying baby clothes today | b) I am an actor. |
| 3. I administer first aid | c) I am applying for jobs. |
| 4. I solve computer problems | d) I work in IT. |
| 5. I will get redundancy pay | e) I do a lot of voice-overs. |
| 6. I deliver babies | f) I am on strike. |
| 7. I have appeared in several commercials | g) I am getting a pay rise. |
| 8. You can hear my voice in a commercial | h) I am on maternity leave |
| 9. I am filling in forms and updating my CV | i) I am retiring. |
| 10. My job is taking care of my family | j) I am being laid off. |
| 11. My wages will increase by seven per cent | k) I am a paramedic. |
| 12. My products are selling well, but I am having problems paying my bills at the moment | l) I work as a midwife. |
| 13. I present a radio programme | m) I am a veterinarian. |
| 14. I am unhappy with my working conditions and am doing something about it | n) I work in broadcasting. |
| 15. I will soon be collecting my pension | o) I am a househusband. |

Вправа 4. Дайте відповіді на запитання 1–5. За потреби скористайтеся словником.

1. Can you list all the jobs you and people in your family have had?
2. What industries were these jobs in?
3. Which professions or industries would you never consider working in?

4. Which of these are more important to you: type of work, pay, colleagues or working conditions?
5. Blue-collar workers usually have manual jobs, whereas white-collar workers usually work in an office. Who is likely to get wages? Who is likely to get a salary?
6. Name three jobs that a blue-collar worker might do. Name three jobs that a white-collar worker might do.

Вправа 5. Прочитайте текст нижче. Установіть відповідність між варіантами (А–Н) та (1–5). Є три варіанти, які вам не потрібно використовувати.

All Jobs Are Important

Growing up in Kansas, I'd jump on my bike and disappear for the day. My friends and I built ramps and pretended we were Evel Knievel, the motorcycle daredevil who was big at the time.

1 _____

My father was a heating, ventilation and air-conditioning contractor. When I was 7 or 8, I started accompanying him to jobs at schools, offices and homes when school was out for the summer. By age 10, I was working with him. I was the perfect size to crawl under houses to install duct work. I'd run into raccoons, mice and other animals. I learned a lot about life from my father and from listening to the radio commentator Paul Harvey. At 13, I wanted to work in the local pizza parlour. I lied and told the owner I was 15 going on 16 so he'd hire me. In a small town, it's hard to keep a lie like that going when your boss reads the paper and sees you in a photo of the baseball team for 13-year-olds.

2 _____

I planned to attend the University of Kansas at Lawrence to study journalism, so I joined the Army Reserves to help pay for it. Then I found out I got a scholarship. My time with the Reserves was a great experience, especially for a boy from southeastern Kansas who hadn't seen much diversity. It taught me discipline, which people have said is evident in the way I structure my day. I also learned that it's important to accomplish a mission – and to accomplish a team goal while meeting individual members' needs.

3 _____

In college, I started a business with my roommate, making fliers for companies and posting them on campus. We'd get up at 5 a.m. and cover the bulletin boards in dorms and other buildings.

I was making good money, but owning a company means you can spend a lot of time collecting money owed to you. I didn't want to do that when I graduated. I took a job with a client who owned theme parks and then moved to Six Flags, where I worked from 1992 to 2006; I was president of three locations, in Illinois, Massachusetts and New Jersey.

4 _____

I decided to try something else, so for the next 18 months I worked for a company that was building the Burj Dubai (now the Burj Khalifa) skyscraper and the Dubai Mall. I was based in Chicago but travelled to Dubai a few times. Many people were there for financial reasons. In the development projects, I would see the construction workers, mostly from Asia, sleeping on the ground on their breaks. I was amazed at how little they were paid – under \$ 10 a day – and at how hard they worked. We take so much for granted in this country.

5 _____

Americans often think their nation is the centre of the business world, but that is changing. No one in Dubai referred to Wall Street or many of the other things we view as important. The Middle East and other areas have an energy and a gravity that many Americans aren't aware of.

When I was offered my current position, I liked the idea of going from a publicly held company concerned with quarterly earnings to a private one with longer-term plans. This is a family-owned business, and the members understand that the Space Needle is a cultural icon and a landmark that will be here for years. We're making plans for the 50th anniversary of the Space Needle, built for the 1962 World's Fair. My job is also to help this attraction stay current and prepare for the future.

My three children, all under 10, think that my C.E.O. title means that I'm chief elevator operator at the Space Needle. My wife doesn't dissuade them of that belief, and they're not shy about telling the neighbours.

In this organization, no job is more important than any other, so if they view chief elevator operator as one of the most important jobs, I would have to agree with that.

A) Eye-opening experience at the construction site

- B) Gaining knowledge about life
- C) Advantages and disadvantages of the first business
- D) Never lie to your boss
- E) Shifts in the business world
- F) Diversity of Kansas
- G) Important skills acquisition
- H) Cultural icons and landmarks are protected by law

Вправа 6. Прочитайте текст. На запитання (1–5) оберіть правильну відповідь (A, B, C або D).

A Career in the Video Games Industry?

Initially populated by computer scientists and the self-taught, the video game design industry used not to offer many routes into its midst. Often, perhaps unfairly, viewed as just a hobby for young enthusiasts, the video games industry is now being taken seriously. Surprised? Industry experts aren't.

It's not easy though. Video game spin-offs that rapidly follow any new movie require dozens of team members and months of incredible skill, perseverance and intricacies. As with almost every industry, it's tricky to get into – but it is expanding. Jim Donelly, a spokesman for an online games magazine says: 'It's certainly very difficult to make much headway within big companies, or to influence any of the really big mainstream games. But the truth is, the industry needs game designers more than ever. Not just director-level people who orchestrate an entire game, but the lower-level people who design systems and individual set pieces.'

So, how can you get into such a competitive industry? Although many companies prefer people to have a degree in computer science, Jim disagrees. There is only one route: make games. The tools are there. You won't get a job if you haven't made something, and you won't get anywhere independently if you are not making stuff. Game design is less a job than it is a way of life. Like any creative endeavour it must be done to be real.' Another industry expert, John Field, sees other options. 'There's a lot to be said for "just doing it", but it's really more complicated than **that**. There are lots of people who want to work in games, but few who measure up to the requirements of the industry these days; even fewer who have the creative talent, technical know-how, vision and entrepreneurial ability to really contribute to the ever-changing face of an evolving medium.'

Can you do it on your own? ‘Perhaps, but it’s pretty tricky,’ says John. ‘However, a good postgraduate course in games can help, plus provide a year or two of top-level support and guidance. Most games designers start their careers as programmers, or artists, progressing their way up the ladder. They are interested in all forms of entertainment media, plus have a healthy appetite for all areas of the arts and contemporary culture. They may or may not have spent a few years in the working world post-graduation, but have realised that games is going to be their “thing”. They are not merely fans, but are fascinated by the future possibilities of games, and are aware of the increasing breadth and diversity of the form. And finally, connections can help. This is often **overlooked**, but in order to get line ahead in games – as in many other areas – you need to network.’

1. What is the writer’s main point about the video games industry in the first paragraph?
 - A) It is reasonable to consider making a living in this field.
 - B) Young people’s contributions to it should be appreciated.
 - C) It offers a relatively limited number of career options.
 - D) Specialists in this area have failed to value its potential.
2. What does Jim tell us about the video games industry?
 - A) It can be hard to decide which idea will prove successful.
 - B) Many designers are required to take charge of each large project.
 - C) It is worth recognising the value of having a long-term strategy.
 - D) There is room for people with different degrees of responsibility.
3. What does ‘that’ typed in bold refer to?
 - A) getting a degree in computer science
 - B) making games
 - C) being independent
 - D) seeing other options
4. What opinion does John express in the third paragraph?
 - A) It is a mistake to believe that the jobs people do in the industry are easy.
 - B) Many people lack the qualities needed to do effective work in the industry.
 - C) The industry could benefit from people who have a strong desire to work in it.
 - D) The industry is changing too rapidly for people to keep up with it.
5. What does ‘overlooked’ typed in bold mean?

- A) not considered
- B) understood
- C) not used
- D) required

Вправа 7. Прочитайте наведені нижче тексти. Знайдіть відповідність між варіантами (А–Н) та (1–6). Є два варіанти, які вам не потрібно використовувати.

Volunteers

1. John

This was the first volunteering project I worked on overseas and Green life volunteers proved to be a good choice. I decided for the Bird Conservation project, which is run by Osa Birds: Research and Conservation.

Most of the time I did basic maintenance jobs and fed the birds. ‘They can break coconuts with their beaks and they’ll take your finger off so be careful,’ our boss advised. So, I chopped bananas and then used a long fork to pass the fruit in to the birds without risking my fingers.

2. Teresa

For many years I had fantasised about spending December on a white, tropical beach on a remote island.

I finally found my slice of paradise in the Seychelles when my dream came true last year, though not exactly in the way I had envisaged. I had been feeling burnt out from work and wanted to escape winter and learn new skills. Volunteer projects seemed a good option. Narrowing my search criteria to marine research helped cut down the thousands of options out there and I eventually joined a coral protection project to help determine the long-term impact of rising sea temperatures on the ecosystem.

3. Patricia

Imagine spending the summer as I did, working on the edge of the active volcano in Hawaii. I had once been on a ranger-guided walk there with my family. I had been terrified. However, as I relaxed, I slowly realised that the ranger’s job was something I’d like to do too. So, a few years later I applied and got a volunteer ranger job. I found living there surprisingly laid back, as well as exciting. After a crash course in geology, I was given the volunteer ranger uniform and began the job. On the first

morning I found myself in front of a group of visitors. Suddenly I was the ‘authority’, delivering a talk on the volcanic past and present of the islands. As a volunteer I was making the park come alive for the visitors, and they in return made Hawaii come alive for me.

4. Helen

After a month of study, I wanted to get away for a bit. My dad is an artist and often does paintings of tropical birds. I’d always wanted to find out more about them. From the Internet I found that a farm which breeds parrots was looking for volunteers. I arrived in the middle of a panic situation – a storm had knocked the electricity out, and the generator, needed for keeping the eggs warm, was nearly out of petrol. After visiting several garages, we found some and dashed back just in time. I really enjoyed my stay. Some hosts lay down strict rules on the amount of work expected but luckily mine, Darryl, preferred to set out projects which he wanted my help with.

5. Kate

During my stay in Guatemala, I volunteered to work on a plantation. One day, my supervisor, Rene inspected my scratched hands and asked gently if I needed gloves. I gathered my strength and told him that gloves might indeed help. Then I grasped my knife and resumed my attack on the invading roots that were constantly threatening to drag the fragile new cacao plantation back into the rainforest. In the sticky red earth, everything grows – the trouble is that it is rarely what you planted. Walking through the plantation, Rene had to point out to me the treasured cash crops of coffee, cacao and macadamias. To my eye, they were indistinguishable from the surrounding jungle.

6. Anne

Volunteering for a coral reef conservation project was the perfect way for me as an ocean lover and passionate scuba diver to help and protect our surroundings. Within 24 hours of our group’s arrival, we lived and breathed coral, not just under water but also in the camp – with 52 coral types to master and up to three research dives a day. If there was a downside, it was the seemingly endless chores in the camp, but I didn’t mind. But the experience was, overall, incredible. I couldn’t even imagine it in my wildest imagination.

Which volunteer _____?

- A) found that there was a wide choice of opportunities
- B) was warned of a possible danger
- C) says her family had influenced her choice of work
- D) was not aware of all aspects of natural life around her
- E) thought that she had gained as much as she had given
- F) had only one disadvantage which was not important
- G) appreciated the broad-mindedness of her boss
- H) was shown sympathy by someone on her project

Вправа 8. Прочитайте текст. Виберіть із запропонованих варіантів (А–Н) той, який найкраще підходить до кожного з пропусків (1–6). Два варіанти зайві.

I was 12 years old when I first saw a show in my local leisure centre. I was fascinated by the fact that everything came in about ten lorries and they basically built a theatre from scratch. I was very curious as I (1) _____ and I found it hugely exciting.

The more I found out about technical theatre (2) _____. However, what I really wanted was to get involved and start working as part of a stage management team. I left school when I was 16 and because I had quite a lot of experience, I was able to get a job as an assistant stage manager in a theatre in London. I worked there for about a year and then did some freelance work in Cornwall and went on tours around the country. The work was quite sporadic but the money was good; (3) _____. Working on tour was intense but really good fun. A typical Monday would see us arrive at about 8 o'clock in the morning and open up the lorries. While the cast were getting ready (4) _____.

After a couple of years touring, I decided to return to London and go to college to study technical theatre. I studied for a year but I realised that it wasn't very useful to me. I had learnt a lot more from my years working. It was a course for people (5) _____. Theatres are looking for people with proven ability and who know what they are doing. I did some more freelance work in London for a while and now I work for a production company.

I really like what I do. There are of course a number of disadvantages; I don't like the hours and the disruption to my personal life that working evenings can cause. Also (6) _____ and the money is not always good. But I would highly recommend it to others.

- A) who didn't know anything about the theatre
- B) the more interested I became
- C) there's quite a lot of instability and insecurity to the job
- D) we would get on with any necessary maintenance jobs
- E) watched the whole thing being put together
- F) because there are so many more people to organise
- G) in one month, I could earn enough to last me six months
- H) what interests them the most on your CV is your last job

Вправа 9. Прочитайте текст. Заповніть пропуски (1–10), обравши правильну відповідь (A, B, C або D).

Advertising for Work

An out of work (1)_____ was seen advertising his services on a placard outside a busy London station last week. This unusual tactic is (2)_____ of scenes from New York's Wall Street during the great Depression of the 1930s. Daniel Bell decided to try this drastic approach after months of looking for a (3)_____ using more traditional methods. He said he had sent out hundreds of CVs and applied to over 70 different jobs but only had five (4)_____, none of which were successful. Now he says he has nothing to lose and hopes to impress prospective (5)_____ with his initiative.

He plans to stand outside the station with his sign during the rush hour and giving out (6)_____ cards for as long as it takes to get a job. After just two days he had received three invitations to attend interviews so the plan seems to be (7)_____. He admits, however, that his presentation has received mixed reaction 'Most people seem embarrassed and try to look the other way, while others clearly think I am being (8)_____ and more than one person openly pointed and laughed at me.'

'I don't care though,' he says, 'they might find themselves being made (9)_____ by the end of the month. 'I couldn't even imagine that one day I would be (10)_____.'

| | | | | | | | | |
|----|---|------------|---|---------------|---|--------------|---|-------------|
| 1. | A | accountant | B | account | C | acquaintance | D | acquirer |
| 2. | A | remedial | B | remembrance | C | reminiscent | D | recognition |
| 3. | A | work | B | occupation | C | profession | D | job |
| 4. | A | interviews | B | intercessions | C | interactions | D | interests |
| 5. | A | employer | B | employee | C | worker | D | employment |

| | | | | | | | | |
|-----|---|------------|---|-------------|---|------------|---|----------|
| 6. | A | admission | B | postal | C | invitation | D | business |
| 7. | A | working | B | functioning | C | operating | D | idling |
| 8. | A | reliable | B | ridiculous | C | relaxed | D | reserved |
| 9. | A | restricted | B | recruited | C | redundant | D | replace |
| 10. | A | laid on | B | laid off | C | lied to | D | lay off |

Вправа 10. Прочитайте текст нижче. На запитання (1–10) оберіть правильну відповідь (A, B, C або D).

Digital Nomads

What is a digital nomad? In the past two years Samantha and Justin (1) _____ and worked in more than 20 countries.

J.: ‘We started this year in South America. We lived in Peru, in Santiago Chile, Argentina.’

S.: ‘Croatia, Innsbruck Austria, Portugal, Italy, Norway...’

J.: ‘Which is really pretty...’

S.: ‘And then we were on (2) _____ Reunion Island for two months’

J.: ‘Off Madagascar...’

Throughout that time both (3) _____ down the same jobs. Justin runs a digital creative agency and Samantha works for a California-based startup. They only need an internet connection to do their jobs. This gives them the freedom to live (4) _____ in the world. They call (5) _____ ‘digital nomads’. Today people working (6) _____ like this number in the millions.

J.: ‘We are not on vacation, we live pretty normal lives so it gives us opportunity to integrate and become locals and try (7) _____ different flavours of life’.

Visas can be an issue though. Justin and Samantha usually stay on tourist visas. This gives them only a (8) _____ amount of time in each country.

But some countries are starting to embrace this type of workers. Estonia is (9) _____ a special visa which allows people (10) _____ for a year. Some estimates recon by 2035 there could be 1 billion location independent workers.

| | | | | | | | | |
|----|---|------------|---|-----------|---|------------|---|----------|
| 1. | A | has lived | B | lives | C | have lived | D | living |
| 2. | A | a | B | the | C | – | D | any |
| 3. | A | is holding | B | have held | C | were held | D | has held |

| | | | | | | | | |
|-----|---|----------|---|------------|---|------------|---|---------------|
| 4. | A | where | B | nowhere | C | somewhere | D | anywhere |
| 5. | A | their | B | themselves | C | them | D | they |
| 6. | A | remotely | B | remote | C | remoteness | D | remoted |
| 7. | A | for | B | in | C | on | D | up |
| 8. | A | limited | B | limiting | C | limit | D | limits |
| 9. | A | launched | B | launching | C | launch | D | been launched |
| 10. | A | stay | B | to stay | C | staying | D | stayed |

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