

**МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ**  
**ОДЕСЬКИЙ ДЕРЖАВНИЙ АГРАРНИЙ УНІВЕРСИТЕТ**

**Англійська мова для студентів аграрних  
навчальних закладів**

**Навчальний посібник**

**Одеса – 2019**

ББК 45.2+45.33+28.663.9

УДК 636.064:636.082:591.132

Рекомендовано Вченою Радою Одеського державного аграрного університету Міністерства освіти і науки України (протокол №12 від 17 липня 2019 р.) як навчальний посібник для підготовки студентів I рівня вищої освіти (бакалаврський) всіх факультетів аграрних спеціальностей у вишах

**Рецензенти:** **Юмрукуз А.А.** – кандидат філологічних наук, доцент кафедри германської філології та методики викладання іноземних мов Державного закладу «Південноукраїнський національний педагогічний університет імені К.Д.Ушинського» ;

**Мельниченко Г.В.** – кандидат педагогічних наук, доцент кафедри германської філології та методики викладання іноземних мов Державного закладу «Південноукраїнський національний педагогічний університет імені К.Д.Ушинського» ;

**Англійська мова для студентів аграрних навчальних закладів:** навчальний посібник/ Л. О. Сусол, Д. Р. Ходжикян, – Одеса, 2019. – 125 с.

Навчальний посібник з англійської мови є результатом спільної праці викладачів кафедри української та іноземних мов Одеського державного аграрного університету Сусол Л.О. та Ходжикян Д.Р. і призначений для студентів I курсу всіх факультетів аграрних спеціальностей у вишах

© Л. О. Сусол, Д.Р. Ходжикян , 2019

## Вступ

Даний навчальний посібник призначений для студентів I курсів аграрних навчальних закладів, що продовжують вивчати англійську мову. Він охоплює усі аспекти англійської граматики (іменник, займенник, числівник, систему часу та способу дієслова) засвоєння якої передбачено навчальною програмою з іноземної мови у вишах.

Навчальний посібник складається з II розділів (11 Units) в яких подано граматику англійської мови та 15 розмовних тем. Граматичний матеріал розділу, часто представлений у таблицях, а за ним пропонуються граматичні вправи, призначені для закріплення вивченого матеріалу уроку та розвитку навичок писемного мовлення студента.

Через систему граматичних вправ забезпечується розуміння, осмислення, запам'ятовування та застосування в мовленнєвій діяльності того чи іншого граматичного явища, створюються сприятливі умови для розвитку перекладацьких навичок. Також на підставі розуміння граматичної системи англійської мови забезпечується оволодіння граматичними уміннями мовлення: репродуктивними (граматичними навичками говоріння і письма) та рецептивними (граматичними навичками аудіювання і письма).

До структури підручника включено також 16 розмовних тем, які допоможуть студентам у складанні іспиту з іноземної мови. Перед темами подані слова з транскрипцією для правильної вимови. В кінці теми розроблені вправи для кращого розуміння тексту.

Представлений лексичний матеріал допоможе удосконалити уміння та навички розмовної мови на більш широкому мовному матеріалі.

Якість освіти сучасного фахівця все більш залежить від рівня володіння іноземною мовою. Тому запропонований посібник націлений сформувати і розвивати комунікаційні навички студентів.

**Unit 1. Дієслова to be, to have.**

**Поняття про займенник.**

За значенням і функцією в реченні англійські дієслова поділяються на смислові, допоміжні, модальні та дієслова-зв'язки.

Основними формами англійського дієслова є:

- 1) інфінітив;
- 2) теперішній простий час;
- 3) минулий простий час;
- 4) дієприкметник теперішнього часу;
- 5) дієприкметник минулого часу;

У цьому розділі розглянемо вживання дієслів to be, to have у різних часових формах та значеннях.

**The verb “to be”**

**Positive**

<i>Present Indefinite</i>		<i>Past Indefinite</i>		<i>Future Indefinite</i>	
I	am	I	was	I	will be
She	is	She	was	She	will be
He		He		He	
It		It		It	
You	are	You	were	You	will be
We		We		We	
They		They		They	

**Negative**

<i>Present Indefinite</i>	<i>Past Indefinite</i>	<i>Future Indefinite</i>
---------------------------	------------------------	--------------------------

I	am not	I	was not	I	will not be
She	is not	She	was not	She	will not be
He		He		He	
It		It		It	
You	are not	You	were not	You	will not be
We		We		We	
They		They		They	

### The verb “to be” – questions and short answers

He is in Prague. – Is he in Prague?	Yes, he is. No, he isn't.
They are in New York. – Are they in New York?	Yes, they are. No, they are not.
She was in London. – Was she in London?	Yes, she was. No, she was not.
We will be in Sydney. – Will we be in Sydney?	Yes, we will. No, we will not.

### The functions of the verb “to be”

<u>Functions</u>	<u>Examples</u>
1) The National Verb	He is in Odessa now. I am in the classroom. They are at the library.

	<p>She was at the lecture.</p> <p>You were in the park.</p> <p>We will be in Kyiv.</p>
2) An Auxiliary Verb	<p>I am going to the University.</p> <p>He was asked an interesting question on History.</p> <p>The room will be cleaned.</p>
3) A Link-Verb	<p>I am a student.</p> <p>She is a teacher.</p> <p>They are rich.</p> <p>It will be cold.</p>
4) A Modal Verb (an equivalent for the verb “must”)	<p>I am to study well.</p> <p>They are to arrive in time.</p> <p>The bus was to come at 4 o'clock.</p>

### Exercises

#### 1) Put in *am, is, or are*

1. My name ... Kate.
2. I ... single.
3. We ... students of the Agronomy department.
4. I ... a first-year student.
5. She ... a first-year student too.
6. They ... good friends.
7. You ... my teachers.

2) Write positive or negative sentences. Use *am/am not, is/isn't, are / aren't*

1. Odessa State Agrarian University / in Kanatnaya street.
2. I / a student / of the University.
3. My brother / a policeman.
4. I / married.
5. We / fond of mathematics.
6. My friend Oleg / 34 years old.
7. You/teacher.

### 3) Complete the tables

<i>Affirmative</i>	
I' ___	= I am
you're	= you ___
he's	= he ___
she' ___	= she is
it' ___	= it ___
we're	= we ___
they' ___	= they ___

<i>Interrogative</i>	
___ ___	in London?
No, I' ___ ___.	
___	Heroes Square in Budapest?
Yes, it ___.	
___ ___	glad?
Yes, ___ ___.	

<i>Negative</i>	
I' ___	12.
They ___ ___	in London.
She ___ ___	a doctor.

### 4) Write full sentences. Use *am/ is/ are*

1. ( my hands cold )
2. ( the weather nice today )
3. ( my brother a policeman )
4. ( he very tall )
5. ( I not tired now)
6. ( the shops open today )
7. ( these trees old )
8. ( the rose beautiful )
9. ( Odessa a nice city )
10. ( she not at home at the moment )

**5) Match the questions and the answers**

- |                                  |                     |
|----------------------------------|---------------------|
| 1. Is Jack in Prague?            | a. Yes, it is.      |
| 2. Is Jane in London?            | b. No, they aren't. |
| 3. Are Amy and Ann in Paris?     | c. No, it isn't.    |
| 4. Is the Acropolis in Athens?   | d. Yes, he is.      |
| 5. Is Wembley Stadium in Berlin? | e. Yes, she is.     |

**6) Put in *was/wasn't/were/weren't***

1. They didn't like their hostel room. It ... very small and it ... very clean.
2. Nancy got married when she ... 20 years old.
3. I telephoned you yesterday morning but you ... at work. Where ... you?
4. Mike ... at University last few weeks because he ... ill. He's getting better now.
5. The newsagents ... open yesterday because it ... a public holiday.
6. " ... you at supermarket at 8.00?" – "Yes, I ... there".

**7) Translate from English into Ukrainian. State the functions of the verb "to be"**

1. Last year she was in England.



2. You will be a doctor.
3. This knowledge is very useful for me.
4. Ann and I are very good friends.
5. You are to trust me.
6. The train was to come in time.
7. I am going to become a good specialist.
8. He will be 40 next year.
9. I am in a hurry.
10. Tomorrow he will be to present at the conference.

### **8) Translate from Ukrainian into English**

1. Ми повинні вивчати цю проблему.
2. Він збирається стати лікарем.
3. Студенти були у бібліотеці.
4. Вона в університеті.
5. Вони повинні бути щасливими.
6. Це було в 1998.
7. Мені холодно.
8. Ви студенти університету.

### **9) Вставте відповідні форми дієслів**

My name (be)... Mike. My surname (be) ... Simonov. So, my full name (be)... Mike Simonov.

I (be) ... Ukrainian. I (be) ... nearly forty-five years old. I (be) ... an economist by profession. I (live) ... in Odessa. I (be) ... married. I (have)... a wife and two children: a son and a daughter. They (be)... ten and twelve years old. They (go)... to school.

My wife's name (be)... Ann. She (be)... five years younger than I am. She... (not work)... She (run) ...the house and (look)... after the children.

My brother, who (be)... a lawyer, (be)... a very nice man. His name (be) ... Ivan. He (be)... older than I am and he (be)... friendly and helpful. He (take)... an interest in music and (play)... the piano quite well though the work

at the office (take)... a lot of his time. We (be)... great friends, but we (see)... each other rather seldom because he (be)... a very busy man.

I (have)... a father and a mother. They (not work)..., as they (be)... too old to work. They (be) ... senior citizens. They (live) ... in Odessa too. Their flat (be)... situated not far from our flat,so we often see one another.

It (take)... me only half an hour to get to their place if I go on foot and it (take)... me about five minutes if I (go)... by car. My wife (be)... on good terms with my parents and my parents always (try)... to help my wife. We (be)... all very sociable. So I can (say)... we(be)... all good friends.

### The verb “to have”

<b>Tense</b>	<b>Affirmative</b>	<b>Interrogative</b>	<b>Negative</b>
Present Indefinite	I (we, you, they) <u>have</u>  He (she, it) <u>has</u>	<u>Have</u> I (we, you, they)? or <i>Do I have?</i>  <u>Has</u> he (she, it)? or  <i>Does he have?</i>	I (we, you, they) <u>haven't</u> or  <i>I don't have</i>  He (she, it) <u>hasn't</u> or  <i>He doesn't have</i>
Past Indefinite	I (he, she, it, we, you, they) <u>had</u>	<u>Had</u> I (he, she, it, we, you, they)?  <i>Did I have?</i>	I (he, she, it, we, you, they) <u>hadn't</u>  <i>I didn't have</i>
Future Indefinite	I (we) <u>shall have</u>  He (she, it, you, they) <u>will have</u>	<u>Shall</u> I (we) <u>have</u> ?  <u>Will</u> he (she, it, you, they) <u>have</u> ?	I (we) <u>shall not have</u>  He (she, it, you, they) <u>will not have</u>

## Функції дієслова *to have* в реченні

<b>Functions</b>	<b>Examples</b>
<i>Notional Verb</i>	I have a dog. We have friends. My father has a car.
<i>An Auxiliary Verb</i> (як допоміжне дієслово часів групи <i>Perfect</i> активного та пасивного стану)	I have read the text. The text has been read.
<i>A Modal Verb</i> ( <i>to have to = must</i> )	You have to be attentive. I have to work a lot. The exercise has to be written.
<i>In Set Expressions</i>	To have breakfast/lunch/tea/a meal To have a bath/ a wash/ a shower To have a good time/ a nice day To have a talk/ a chat

### Grammar exercises

#### I. Make the sentences interrogative and negative

**Examples:** I have a dog. - Have I a dog? - I have no dog.

1. We have friends.
2. Tom has an English textbook.
3. Ann has a copybook.
4. They have computers.
5. She has a flower.
6. I have a flat.
7. Tim has a lot of books.
8. My mother has a lot of cups.
9. He has a nice coat.

## II. Put the verb "to have" in the necessary form

1. I usually ... breakfast at 8 o'clock.
2. We usually ... a walk in the evening.
3. She ... an English class three times a week.
4. He ... a rest on Sunday.
5. We usually ... a holiday in summer.
6. You ... a bath in the morning.

## III. Write questions

1. (you / a family) - Have you a family?
2. (you / a passport) -
3. (your father/ a car) -
4. ( Oleg / many friends) -
5. (they / many children) -
6. ( how much money / you) -

## Займенник ( The Pronoun)

Займенник - це слово, яке не називає предмети, особи, явища, якості та числа, а лише вказує на них. В англійській мові займенники поділяються на: особові, присвійні, зворотні, вказівні, питальні, відносні та неозначені. Розглянемо деякі з них.

*Types:*

Personal: <i>I, he</i>	Reflexive: <i>myself, himself</i>	Demonstrative: <i>that, these</i>	Relative: <i>who, which, that, what</i>
Objective: <i>me, him</i>	Possessive: <i>your(s), their(s)</i>	Interrogative: <i>who, which, what</i>	Indefinite: <i>some (one), any (thing), each, (n)either</i>

*Forms:*

<i>Personal/subject pronouns</i> (особові в називному відмінку)	<i>Objective pronouns</i> (особові в об'єктному відмінку)	<i>Possessive pronouns</i> (присвійні )	<i>Possessive pronouns</i> (присвійні)	<i>Reflexive pronouns</i> (зворотні)
I	Me		Mine	Myself
You	You	My+ N	Yours	Yourself/yourselves
He	Him	Your+ N	His	Himself
She	Her	His+ N	Hers	Herself
It	It	Her + N	Its	Itself
We	Us	Its+ N	Ours	Ourselves
They	Them	Our+ N	Theirs	Themselves
		Their+ N		

*Demonstrative pronouns:*

**This** (singular) – **these** (plural) = here, today, now

**That** (singular) – **those** (plural) = there, far, yesterday, then

*Indefinite pronouns:*

**Some, any, no**

<p><b>Some</b> (somebody, someone, something, somewhere) – стверджувальні речення/<u>affirmative</u> sentences.</p>	<p>There are <b>some</b> books on the table.</p> <p>There is <b>some</b> water in the glass.</p>
<p><b>Any</b> (anybody, anyone, anything, anywhere) – заперечні речення/<u>negative</u></p>	

<p>sentences, питальні/in <u>questions</u>.</p> <p><b>No</b> (nobody, no one, nowhere) – в заперечних реченнях/in <u>negative sentences</u>.</p>	<p>Are there <b>any</b> books on the table?</p> <p>Is there <b>any</b> water in the glass?</p> <p>There are <b>not any/no</b> books on the table.</p> <p>There is <b>not any/ no</b> water in the glass.</p>
--	--

## Exercises

### I. Fill in the blanks with personal pronouns

\_\_\_1 ...am a second-year student of Odessa State Agrarian University. 2. My family is not very large. ... consists of 3 persons. 3. My mother is a doctor ... works in the hospital. 4. My father is an operator of the electronic computers. ... works at the plant. 5. My friends study at the University.... are in their third year. 6. Have ... any relatives? 7. My aunt has two sons. ... are twins.

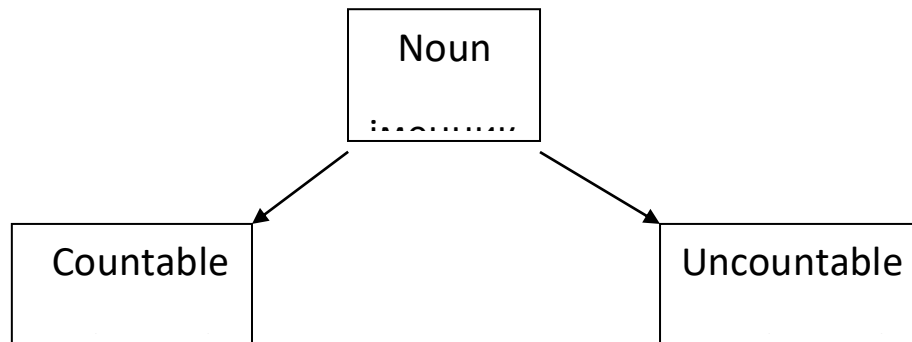
### II. Put personal pronouns in brackets in the objective case

I. My friend sends (I) many letters. 2. His brother knows (he) well. 3. I often see (they) in the park. 4. Don't ask (he) about his wife. 5. Do you know Italian? — No, I don't know (it) at all. 6. Sometimes we meet (she) at the Browns. 7. Our mother greets (we) every morning. 8. Your son studies together with (she), doesn't he?

### III. Insert possessive pronouns

1. We have ... English classes twice a week.
2. She likes ... new dress very much.
3. Paul keeps ... books in the book-case.
4. I usually go to see ... friends in the evening.
5. They often take ... children to this park.
6. Do you help... parents?
7. The film is very interesting but I don't remember ... title.
8. Mary is an accountant. She does ...work well.
9. Mr. Wilson is in ... office now.

**Unit 2 Іменник. Множина іменників.**  
**Присвійний відмінок іменників.**  
**Займенники: many, much, few, little.**



<p><b>Countable Nouns</b>  <i>Злічувані іменники</i>            означають предмети, які можна            порахувати</p>	<p><b>Uncountable Nouns</b>  <i>Незлічувані іменники</i>            це назви речовин і багатьох            абстрактних понять, які не можна            перерахувати</p>
<p><b>a chair</b> стілець  <b>a girl</b> дівчинка  <b>a question</b> запитання  <b>an engineer</b> інженер  <b>a table</b> стіл</p>	<p><b>water</b> вода  <b>tea</b> чай  <b>love</b> кохання  <b>music</b> музика  <b>information</b> інформація</p>
<p><b>a man</b> чоловік  <b>a textbook</b> підручник  <b>a doctor</b> лікар  <b>an apple</b> яблуко</p>	<p><b>news</b> новина, новини  <b>advice</b> порада, поради  <b>knowledge</b> знання  <b>education</b> освіта</p>

Злічувані іменники вживаються в

Незлічувані іменники



однині та множині  
(the Singular) (the Plural)

a chair - chairs  
a girl - girls

мають тільки одну форму –  
однини

Her *hair* is beautiful.

*Gold* costs a lot.

Незлічувані іменники можуть бути злічуваними у словосполученнях:

Uncountable Nouns	Countable Nouns
<i>абстрактні поняття</i>	
<p><b>news</b> новина</p> <p><b>information</b> повідомлення</p> <p><b>gossip</b> плітка</p> <p><b>advice</b> порада</p>	<p><b>a piece of news</b> новина</p> <p><b>two items of information</b> два повідомлення</p> <p><b>a bit of gossip</b> плітка</p> <p><b>a few pieces of advice</b> кілька порад</p>
<i>речовинні іменники</i>	
<p><b>bread</b> хліб</p> <p><b>milk</b> молоко</p> <p><b>water</b> вода</p>	<p><b>a loaf of bread</b> буханка хліба</p> <p><b>a bottle of milk</b> пляшка молока</p> <p><b>some bottle of water</b> декілька пляшок води</p>

Іменники, які вживаються в

Іменники, які вживаються

**однині**

**у множині**

n(-s) + verb(singular)

n (plural) + verb (plural)



1) *subjects of study / branches:*

Economics

Physics

Maths

1) *предмети, що складаються*

*з двох частин:* trousers

pyjamas

scissors

glasses

shorts

tights

2) *activities:*

gymnastics

politics

2) деякі збірні поняття:

cattle

livestock

police

folk

data

weapons

clothes

customs

earnings

goods

3) games: cards, darts, draughts;

4) illnesses: mumps, measles, rickets.

### **Утворення множини іменників**

1	<b>N+-s</b>	a book – books, a desk – desks, a room – rooms
2	<b>N+es</b> після -o, -sh,	a bus – buses, a box – boxes, a church – churches, a hero – heroes



		<p><b>a deer</b> [ˈdiə] <i>олень</i></p> <p><b>a buffalo</b> [ˈbʌfəlou] <i>буйвол</i></p> <p><b>a swine</b> [swain] <i>свиня</i></p> <p><b>a fish</b> [fiʃ] <i>риба</i></p> <p><b>an aircraft</b> [ɛəkra:ft] <i>літак</i></p> <p><b>a spacecraft</b> [ˈspeiskra:ft] <i>космічний корабель</i></p> <p><b>a chassis</b> [ˈʃæsi] <i>шасі</i></p> <p><b>a corps</b> [kɔ:] <i>корпус(військ.)</i></p>	<p><b>deer</b> [ˈdiə]</p> <p><b>buffalo</b>[ˈbʌfəlou]</p> <p><b>swine</b>[swain]</p> <p><b>fish</b> [fiʃ]</p> <p><b>aircraft</b> [ɛəkra:ft]</p> <p><b>spacecraft</b> [ˈspeiskra:ft]</p> <p><b>chassis</b>[ˈʃæsiz]</p> <p><b>corps</b> [kɔ:z]</p>
6	<b>N. Greek / Latin origin</b>	<p><b>a phenomenon</b> [fiˈnɔminən] <i>феномен, явище</i></p> <p><b>an erratum</b> [əˈra:təm] <i>друкарська помилка</i></p> <p><b>a datum</b> [ˈdeitə] <i>дана величина</i></p> <p><b>a memorandum</b> [meməˈrændəm] <i>замітка</i></p> <p><b>a spectrum</b> [sˈpektərəm] <i>спектр</i></p>	<p><b>phenomena</b> [fiˈnɔminə] <i>явища</i></p> <p><b>errata</b> [əˈra:tə] <i>друкарські помилки</i></p> <p><b>data</b> [ˈdeitə] <i>дані, відомості</i></p> <p><b>memoranda</b> [meməˈrændə] <i>замітки</i></p> <p><b>spectra</b></p>

		[s'pektɾə] <i>спектри</i>
<b>an antenna</b> [æ'n'tenə] <i>антена</i>		<b>antennae</b> [æ'n'teni:] <i>антени</i>
<b>an addendum</b> [ə'dendəm] <i>дотаток</i>		<b>addenda</b> <i>дотатки</i>
<b>a formula</b> ['fɔ:mjʊlə] <i>формула</i>		<b>formulae</b> ['fɔ:mjuli:] <i>формули</i>
<b>a nucleus</b> ['nju:kliəs] <i>ядро</i>		<b>nuclei</b> ['nju:kliai] <i>ядра</i>
<b>a genius</b> ['dʒi:njəs] <i>геній, дух</i>		<b>genii</b> ['dʒi:ni:ai] <i>генії, духи</i>
<b>a radius</b> ['reidi:əs] <i>радіус</i>		<b>radii</b> ['reidi:ai] <i>радіуси</i>
<b>a basis</b> ['beisis] <i>основа, підстава</i>		<b>bases</b> [beisi:z] <i>основи</i> <i>підстави</i>
<b>a stimulus</b> ['stimjʊləs] <i>стимул</i>		<b>stimuli</b> ['stimjulai] <i>стимули</i>
<b>an ellipsis</b> [i'lipsis] <i>еліпс</i>		<b>ellipses</b> [i'lipsi:z] <i>еліпси</i>
<b>a crisis</b> ['kraisis] <i>криза</i>		<b>crises</b> ['kraisi:z] <i>кризи</i>
<b>an analysis</b> [ə'næləsis] <i>аналіз</i>		<b>analyses</b> [ə'næləsiz]

		<i>аналізи</i>
	<b>a bacillus</b> [bə'siləs] <i>бацила, паличка</i>	<b>bacilli</b> [bə'silai] <i>бацили</i>
	<b>a terminus</b> ['tʒ:rminəs] <i>кінцева</i> <i>зупинка</i>	<b>termini</b> ['tʒ:rminai] <i>кінцеві</i> <i>зупинки</i>
	<b>a bacterium</b> [bæk'tiəriəm] <i>бактерія</i>	<b>bacteria</b> [bæk'tiəriə] <i>бактерії</i>
	<b>a stratum</b> [st'ratəm] <i>пласт</i>	<b>strata</b> [st'ratə] <i>пласти</i>
	<b>a parenthesis</b> [st'renθisis] <i>вставне</i>  <i>слово, речення; дужки</i>	<b>parentheses</b> [pə'renθisi:z]  <i>вставні слова,</i> <i>речення</i>
	<b>a thesis</b> ['θi:sis] <i>теза; дисертація</i>	<b>theses</b> ['θi:si:z]  <i>тези; дисертації</i>

*Примітка:*

**He saw some deer in the forest.** Він побачив в лісі кілька оленів.

**They caught a lot of fish.** Вони зловили багато рибу.

**I caught two fish.** Я зловив дві рибу.

Але форма **fishes** може вживатися, коли йдеться про різні види риб.

In this lake there are fishes of many varieties. У цьому озері є риба різних видів.

Іменник **people** має два значення

- люди (множина) – **a lot of people** багато людей

**People**

- народ (однина) – **all peoples of the world** всі народи світу

Щодо утворення множини у складених іменників (Compound Nouns)

1) У складених іменниках форму множини приймає головне слово:

**a custom-house** митниця **custom-houses**

**a man of-war** військовий корабель **men of-war**

**a passer-by** перехожий **passers-by**

**a hotel-keeper** власник готелю **hotel-keepers**

**a daughter-in-law** невістка **daughters-in-law**

**a school-mate** шкільний товариш **school-mates**

**a schoolboy** школяр **schoolboys**

**a housewife** домогосподарка **housewives**

2) Якщо першим словом складеного іменника є слово **man** або **woman**, то обидва слова приймають форму множини:

**a man-servant** слуга **men-servants**

**a woman-doctor** жінка-лікар **women-doctors**

3) Якщо складений іменник утворений з різних частин мови, то закінчення множини додається в кінці слова:

**a forget-me-not** незабудка **forget-me-nots**

**Кількісні займенники: many, much, few, little**

<b>many</b>	багато	<b>much</b>	багато
<b>few</b>	мало	<b>little</b>	мало
<b>a few</b>	декілька	<b>a little</b>	небагато
<b>Countable nouns</b> (злічувані іменники)		<b>Uncountable nouns</b> (незлічувані іменники)	
<b>many books</b> – багато книг <b>few books</b> – мало книг <b>a few books</b> – декілька книг		<b>much snow</b> – багато снігу <b>little snow</b> – мало снігу <b>a little snow</b> – небагато (зовсім мало) снігу	

e.g.: many shops

many people

many questions

many forests

e.g.: much money

much food

much time

much coffee

Словосполучення **a lot of** вживається з незлічуваними іменниками:

**a lot of food** - багато їжі, **a lot of water** - багато води або з іменниками у множині: **a lot of girls** багато дівчат, **a lot of pencils** - багато олівців, **a lot of pictures** - багато малюнків.

## Відмінки іменників (Cases of Nouns)

Що стосується відмінків, то англійська система набагато простіша. На відміну від української мови, де є шість відмінків іменника, в англійській мові їх лише два:

**Загальний the Common Case і присвійний the Possessive Case.**

Загальний відмінок **the Common Case** не має спеціальних відмінкових закінчень. Зв'язок іменника в загальному відмінку з іншими словами виражається прийменниками, а також місцем, яке іменник займає в реченні.

Присвійний відмінок **the Possessive Case** відповідає на запитання **whose?** “ чий? чия? чиє? чий? ”

Присвійний відмінок однини утворюється додаванням до іменника *апострофа* та закінчення – **s**:

друзі Джека

**Jack`s friends**

іграшка Катрусі

**Kate`s toy**

Якщо іменник у множині закінчується на –s, то у присвійному відмінку множини до нього додається лише апостроф, а у вимові ніяких змін не відбувається:

гуртожиток студентів

**students` hostel**

машина моїх батьків

**my parents` car**

Також присвійний відмінок утворюється за допомогою прийменника *of*:

**my friend`s father**

**the father *of* my friend**

батько мого друга

або

**the teacher`s book**

**the book *of* the teacher**

книга викладача.

З іменниками місця та іменниками, що означають неживі предмети частіше вживається прийменник *of* ніж -`s.

*Наприклад:* the roof *of* the building

the beginning *of* the film

the capital *of* Spain



the name *of* this town

the back *of* the car

### Grammar exercises:

#### I. Write the plural.

- |                          |                  |                    |
|--------------------------|------------------|--------------------|
| 1) flower <i>flowers</i> | 8) woman .....   | 15) umbrella ..... |
| 2) man <i>men</i>        | 9) address ..... | 16) person .....   |
| 3) boat .....            | 10) sheep .....  | 17) family .....   |
| 4) language .....        | 11) tooth .....  | 18) holiday .....  |
| 5) watch .....           | 12) leaf .....   | 19) sandwich ..... |
| 6) country .....         | 13) child .....  | 20) city .....     |
| 7) knife .....           | 14) foot .....   | 21) mouse .....    |

#### II. Put in is or are

- |                                   |                              |                            |
|-----------------------------------|------------------------------|----------------------------|
| 1. <u>Is</u> ..... the shop open? | 6. Where ..... my camera?    | 11. Who....those men?      |
| 2. <u>Are</u> ... the shops open? | 7. Where ..... my glasses?   | 12. Who....that woman?     |
| 3. My hands .....cold.            | 8. Where ..... the children? | 13. Who....those people    |
| 4. My nose .....cold.             | 9. Your coat ..... dirty.    | 14. Mice....small animals. |
| 5. My feet .....cold.             | 10. Your jeans .....dirty.   | 15. Where...the scissors?  |

#### III. Choose the correct plural form

- 1) **child** (*childs, children*);
- 2) **delay** (*delais, delayes, delays*);
- 3) **watch** (*watch, watches, watchs*);

- 4) **gas** (*gases, gas*);
- 5) **eagle** (*eagls, eagle, eagles*);
- 6) **holiday** (*holidays, holydayes, holidais*);
- 7) **wife** (*wife, wives, wifes*);
- 8) **currency** (*currencys, currency ,currencies*);
- 9) **chief** (*chieves ,chiefs , chiefes*);
- 10) **kiss** (*kisses ,kiss*);
- 11) **secretary-elect** (*secretarys-elect, secretaries-elect ,secretaries-elects*);
- 12) **studio** (*studios , studioses*);
- 13) **basis** (*basis , bases , basises*);
- 14) **vice-president** (*vice-presidents , vices-presidents , vice-presidentes*);
- 15) **son-in-law** (*sons-in-low , son-in-laws , sons-in-laws*);
- 16) **toothbrush** (*teethbrushes , teethbrush , toothbrushes*);
- 17) **radio** (*radios , radio , radioes*);
- 18) **mainframe** (*mainsframe , mainframs , mainframes*).

#### IV. Put in *many/much*

1. Do you drink .... tea?
2. There isn't .... milk in the fridge.
3. There is .... money in the box.
4. How .... foreign languages can you speak?
5. Please be quick! I haven't got ....time.
6. They didn't ask me .... questions.
7. There are ....old buildings in this city.
8. How ... water did you drink?
9. How ... mistakes did you buy?
10. How ... food did you buy?
11. How... letters did you write?

#### V. Answer the questions with *a little or a few*

1. Have you got any money? A little
2. Have you got any stamps? \_\_\_\_\_.
3. Do you want any sugar? \_\_\_\_\_.
4. Did he ask any questions?\_\_\_\_\_.
5. Does he speak English? \_\_\_\_\_.
6. Do you know many people? \_\_\_\_.

### Unit 3. Конструкція **there is/there are.**

#### Числівник

#### Конструкція **there is/there are.**

Означає « є, знаходиться, існує ».

Для однини вживається зворот **there is.**

Для множини вживається зворот **there are.**

Відповідне речення в українській мові здебільшого починається з обставини місця.

There is a book in the bag – У портфелі є книга.

Зворот **there is/there are** складається із службового слова **there** і дієслова **to be** у відповідній формі. Цей зворот ставиться перед підметом і вимовляється без наголосу. Українською мовою зворот **there is/there are** перекладається дієсловами «лежить, знаходиться, є, стоїть, висить» або зовсім не перекладається.

Наприклад:

There are four rooms in the flat – У квартирі 4 кімнати.

There is a radio on the table – На столі стоїть радіо приймач.

	Стверджувальна форма	Заперечна форма	Питальна форма
Present	<u>There is</u> a car in the street. <u>There are</u> cars in the street.	<u>There is no</u> car in the street. <u>There are no</u> cars in the street.	<u>Is there</u> a car in the street? <u>Are there</u> cars in the street?

<b>Past</b>	<u>There was</u> a car in the street.	<u>There was no</u> a car in the street.	<u>Was there</u> a car in the street?
	<u>There were</u> cars in the street.	<u>There were no</u> cars in the street.	<u>Were there</u> cars in the street?
<b>Future</b>	<u>There will be</u> a car in the street.	<u>There will not be</u> a car in the street.	<u>Will there be</u> a car in the street?
	<u>There will be</u> cars in the street.	<u>There will not be</u> cars in the street.	<u>Will there be</u> cars in the street?

Якщо в реченні із there is/there are міститься декілька однорідних членів, то дієслово to be узгоджується з першим іменником, що йде за ним.

There is a table, two chairs and a desk in the room.

There are two chairs, a table and a desk in the room.

Якщо слово “there” вживається без дієслова “to be” і стоїть в кінці речення, то воно означає обставину місця «там».

There is a pen there – Там є ручка.

Після “there” дієслово “to be” може вживатись з модальними дієсловами: must, can.

There must be a pen on the table – На столі повинна бути ручка.

There can be a car in the garage – Машина може знаходитись в гаражі.

## Exercises

### I. Translate into Ukrainian.

- 1) There are three cinemas in this town.
- 2) There is a theatre there.
- 3) Are there many private schools in Ukraine?
- 4) Is there a University in Kyiv?
- 5) There are no trees around this house.
- 6) There is no cloth on the table.

7) There are twenty-four hours in a day.

8) There are sixty minutes in an hour.

## II. Make up sentences using a table.

There	are	no	a tape recorder	in their living room
	is		a table	
			a carpet	
			a TV set	
			bookshelves	
			a settee	
			pictures	
			fireplace	
			a bookcase	

## III. Translate into English

- 1) У моїй квартирі одна спальня. В ній є два ліжка.
- 2) На моїй кухні є холодильник, стіл. Але там немає морозильника.
- 3) У нашому класі було 25 учнів.
- 4) Поблизу нашого будинку був дуже гарний магазин.
- 5) На вулиці не було машин.
- 6) У квартирі не було світла.
- 7) В одній хвилині 60 секунд.

## IV. Change these sentences as in the example

There is a pen on the table. - **Is there a pen on the table? – There is no (not a) pen on the table.**

There are some pencils here. – **Are there any pencils here? – There are no (not any) pencils here.**

There is some bread in the kitchen. – **Is there any bread in the kitchen? – There is no (not any) bread in the kitchen.**

- 1) There is a student in the room.
- 2) There are some books on the table.
- 3) There is some tea in the cup.
- 4) There is a bedspread on the bed.
- 5) There are some shoes in the hall.
- 6) There is some news for us.
- 7) There is a table in the kitchen.
- 8) There are some mistakes in your test.
- 9) There is some water in the bath-tub.

### **V. Translate into Ukrainian**

- 1) There is a sports-ground in the yard.
- 2) How much money is there in the purse?
- 3) There are two flower-beds in the garden.
- 4) How many flower-beds are there in the garden?
- 5) There must be an answer to this question in this book.
- 6) Must there be an answer to this question in the book?
- 7) There can be a lot of cars in this big garage.
- 8) Can there be many tables in this room?

### **VI. Change these sentences as in the example**

There are a lot of cars at the parking lot. (can) (must) – **There can be a lot of cars at the parking lot. – There must be a lot of cars at the parking lot.**

- 1) There are a lot of children at the sports-ground.
- 2) There is a book in this bag.
- 3) There are some trees in the yard.
- 4) There is a TV set in their classroom.
- 5) There are a lot of mistakes in his paper.
- 6) There is important information for you at the office.

- 7) There are three cups on the table.
- 8) There is some milk in the bottle.

## **VII. Make up questions**

There is a park in the city. - **Is there a park in the city? - What is there in the city?**

There are offices in the city. - **Are there offices in the city? - What are there in the city**

- 1) There is a small garden in front of the garden.
- 2) There is a sports-ground and a garage behind the house.
- 3) There are shops to the left of the house.
- 4) There are bus stops to the right of the house.
- 5) There are a lot of children at the sports-ground.
- 6) There are three flower-beds in that garden.

## **VIII. Make up questions**

There are a lot of cars in front of the house. - **How many cars are there in front of the house? -There are a lot of them.**

There is a lot of coffee in this box. - **How much coffee is there in this box? - There is a lot of it.**

- 1) There are a lot of children at the sports-ground.
- 2) There are five flower-beds in that garden.
- 3) There are four shops to the left of the house.
- 4) There are two mistakes in this word.
- 5) There are ten coffee cups on the table.
- 6) There are a lot of sentences in this exercises.
- 7) There is a lot of water in the bath-tub.
- 8) There is a lot of sugar in this cup.
- 9) There is a lot of butter on the plate.

## **IX. Change these sentences as in the example**

There is a garden in front of the house. - **There was a garden in front of the house. There will be a garden in front of the house.**

There are chairs in the room. - **There were chairs in the room.**

**There will be chairs in the room.**

- 1) There is a small park to the left of our university.
- 2) There is a shop behind the kindergarten.
- 3) There are pens and pencils on the table.
- 4) There is a text on page.
- 5) There are a lot of mistakes in your test.
- 6) There is a wide street to the right of our house.

### **Числівник. Кількісні і порядкові. Дроби**

Числівник – це частина мови, що виражає кількість або порядок предметів. Числівники поділяються на кількісні і порядкові.

Кількісні числівники означають кількість предметів і відповідають на питання (how many?)

Порядкові числівники означають порядок при лічбі і відповідають на питання (which?)

### **Кількісні і порядкові числівники**

	<b>Кількісні</b>	<b>Порядкові</b>
<b>1</b>	One	the first
<b>2</b>	Two	the second
<b>3</b>	Three	the third
<b>4</b>	Four	the fourth
<b>5</b>	Five	the fifth
<b>6</b>	Six	the sixth
<b>7</b>	Seven	the seventh
<b>8</b>	Eight	the eighth



<b>9</b>	Nine	the ninth
<b>10</b>	Ten	the tenth
<b>11</b>	Eleven	the eleventh
<b>12</b>	Twelve	the twelfth
<b>13</b>	Thirteen	the thirteenth
<b>14</b>	Fourteen	the fourteenth
<b>15</b>	Fifteen	the fifteenth
<b>16</b>	Sixteen	the sixteenth
<b>17</b>	Seventeen	the seventeenth
<b>18</b>	Eighteen	the eighteenth
<b>19</b>	Nineteen	the nineteenth
<b>20</b>	Twenty	the twentieth
<b>21</b>	twenty one	the twenty first
<b>30</b>	Thirty	the thirtieth
<b>40</b>	Forty	the fortieth
<b>50</b>	fifty	the fiftieth
<b>60</b>	sixty	the sixtieth
<b>70</b>	seventy	the seventieth
<b>80</b>	eighty	the eightieth
<b>90</b>	ninety	the ninetieth
<b>100</b>	one hundred	the hundredth

Кількісні і порядкові числівники (Продовження таблиці)

<b>101</b>	one hundred and one	the one hundred and first
<b>110</b>	one hundred and ten	the one hundred and tenth
<b>235</b>	two hundred and thirty five	the two hundred and thirty fifth

<b>1000</b>	one thousand	the thousandth
<b>5250</b>	five thousand two hundred and fifty	the five thousand two hundred and fiftieth
<b>397000</b>	three hundred and ninety seven thousand	the three hundred and ninety seven thousandth
<b>1000000</b>	one million	the millionth
<b>9543267</b>	nine million five hundred and forty three thousand two hundred and sixty seven	the nine million five hundred and forty three thousand two hundred and sixty seventh

1. Кількісні числівники від 13 до 19 утворюються за допомогою суфікса – <b>teen</b> .	1. Порядкові числівники, крім <b>first</b> , <b>second</b> , <b>third</b> , утворюються за допомогою суфіксів – <b>th</b> , – <b>eth</b> , які додаються до кількісних числівників
2. Числівники, що означають десятки, утворюються за допомогою суфікса – <b>ty</b> , який додається до назв одиниць	2. Перед порядковим числівником ставиться означений артикль <b>the</b> .
3. Між сотнями (або тисячами і мільйонами) та десятками й одиницями завжди ставиться сполучник <b>and</b> .	3. У складених порядкових числівниках лише останній набуває форми порядкового .

### Дроби

У звичайних дробах, як і в українській мові, чисельник позначається кількісним числівником, а знаменник порядковим:

$1/2$  – one second або half

$1/3$  – one third

$2/3$  – two thirds (зверніть увагу: якщо у чисельнику два і більше, то до числівника у знаменнику додається закінчення ).

У десяткових дробах цілі числа відокремлюються від десятих крапкою (в українській мові – комою):

### Українська

0,5

2,25

### Англійська

0.5

2.25

### Do you know that...?

Дату можна записати різними способами.

Наприклад: 8<sup>th</sup> September, 2002

September 8<sup>th</sup>, 2002

8 September 2002

September 8 2002

8.9.2002

8/9/2002

Зверніть увагу на те, як вимовляються дати:

March 1<sup>st</sup> вимовляється:

March the first

або: the first of March

April 16 вимовляється:

April the sixteenth

або: the sixteenth of April

У хронологічних датах слово *hundred* часто випадає:

1996 вимовляється: Nineteen — ninety — six

У хронологічних датах третього тисячоліття можливі різні варіанти:

2002 вимовляється: two — thousand and two

2015 вимовляється: twenty — fifteen.

Від 2001 до 2009 вимовляється two — thousand..., щоб запобігти непорозумінню.

## Exersices

### I. Read the following dates:

5.1 - 1946; 8. III - 1950; 22. IX- 1976; 11. XII- 1981;  
23. VIII- 1959; 24. VI - 1965; 13. X - 1986; 7.1 - 2002.

## **II. Read the following:**

### **a) ordinal numerals:**

1, 5, 2, 4, 11, 40, 6, 16, 60, 90, 75, 80, 59, 1000, 2000;

### **b) cardinal numerals:**

3, 8, 10, 2, 17, 21, 34, 45, 63, 76, 100, 232, 2002.

## **Unit 4. Модальні дієслова**

### **та їх еквіваленти.**

## **Модальні дієслова**

До основних модальних дієслів належать *can, must, may*. Після цих дієслів вживаються смислові дієслова, як правило, без частки *to*.

Модальні дієслова:

1. Не змінюються за особами і числами (тобто не мають закінчення *-(e)s* у третій особі однини): *He can dance.*
2. Не мають безособових форм: інфінітива, герундія, дієприкметника.
3. Питальну та заперечну форми утворюють самостійно, без допоміжного дієслова: *May I come in? He cannot.*
4. *Can* і *may* мають форми теперішнього та минулого часу (*could, might*), а дієслово *must* вживається лише в теперішньому часі.

Повні та краткі заперечні форми:

*Can – cannot, can not – can't*

*Could – could not – couldn't*

*May – may not – mayn't*

*Might – might not – mightn't*

Must – must not – mustn't

Shall – shall not – shan't

Should – should not – shouldn't

Will – will not, 'll not – won't

Would – would not, 'll not – wouldn't

Must – must not – mustn't

### *Can*

<b>Present</b>	<b>Past</b>	<b>Future</b>	<b>Is used for expressing</b>
<i>can</i> <i>(cannot, can't)</i>	<i>could</i>	-	1. Physical or mental ability. 2. Permission. 3. Prohibition. 4. Doubt, astonishment in (?) and (-) sentences.
<b>Equivalent to be able to</b>			
am is (not) able to are	was  (not) able to were	shall (not) be  able to will (not) be	5. Could is used to express a polite request in (?) sentences.

1. He **can** solve this problem.
2. You **can** sleep in the open, it's too hot today.
3. You **can't** go there late at night.
4. **Can** he speak English so fluently?

### *May*

<b>Present</b>	<b>Past</b>	<b>Future</b>	<b>Is used for expressing</b>
----------------	-------------	---------------	-------------------------------

<i>may</i>	<i>might</i>	-	1. Permission. Might – polite permission.
<b>Equivalent to be allowed to</b>			2. Polite request. 3. Possibility depending on circumstances.
am is (not) allowed to are	was (not) allowed to were	shall (not) be allowed to will (not) be	4. Supposition implying uncertainty. 5. Reproach, disapproval (only might is used).

1. You **may** use my pen.
2. **May** I enter the room?
3. She **may** come back.
4. He **may** be working in the field now.
5. You **might** be more attentive.

## *Must*

Present	Past	Future	Is used for expressing
<i>must</i>	-	-	1. Obligation duty. 2. Prohibition in negative sentence.
Equivalent <b>have to / be to</b>			3. Order or advice. 4. Supposition implying assurance.
have to has	had to	shall have to will have	5. Necessity.
am is to are	was to were	-	1. Obligation resulting from a previous agreement, plan, schedule, time-table. 2. Order or instruction. 3. Possibility (mostly used with the Passive Infinitive).

1. I **must** help my mother about the house.
2. You **mustn't** talk aloud in the library.
3. Kate **must** be looking for her gloves. She is so absent-minded.
4. To catch the train I **must** get up at six.
5. We **are to** meet at the theatre.
6. The train **is to** start at 3p.m.
7. You **are to** air the classroom after each lesson.

### *Should and Ought to*

<i>Should</i>	<i>Ought to</i>
1. Friendly advisability (дружня порада).	1. Official advisability (офіційна порада).
2. Moral obligation.	2. Moral obligation.
3. Supposition bordering on assurance.	3. Supposition bordering on assurance.
4 In rhetorical questions beginning with <i>why</i> to express astonishment or indignation.	

1. You **should** visit our friend in the hospital. You **ought to** speak to the Dean.
2. He **should/ought to** help his ill father.

### Grammar exercises:

#### I. Make up sentences with “can” according to the example:

To answer your question (he). – He can answer your question.

1. To write the sentence on the blackboard (she);
2. To be attentive (you);
3. To follow his advice (I);
4. To do the exercise himself (he);
5. To translate the sentences from English to Ukrainian (she);
6. To play the piano (they);
7. To see the mountains from the window (I);
8. To speak four languages (he).

#### II. Change the sentences according to the example:

I can say something about him. – Can you say anything about him? -  
I can't say anything about him.

1. She can look after your children.
2. He can play the piano very well.
3. We can help her.
4. They can pay for your studies.
5. You can get a good education here.
6. I can discuss important questions with her.
7. You can trust him.
8. The money can be spent on books.
- 9.

#### III. Make up sentences with “must” according to the example:

To come at 9 o'clock (you). – You must come at 9 o'clock.



1. To write the correct date on the blackboard (she);
2. To follow the rule (we);
3. To do exercise in writing (they);
4. To get good marks (we);
5. To be patient (teacher);
6. To help your mother (you);
7. To hurry (you);

**IV. Change the sentences according to the example:**

You must be here at five o'clock. - Must I be here at five o'clock? No, you needn't.

1. You must do this work.
2. The sentence must be translated.
3. You must read this text.
4. We must do this exercise orally.
5. He must pay for it.
6. I must discuss this question with you.
7. He must come here at five o'clock.
8. She must follow the advice.

**V. Answer the questions according to the example:**

Must I say it? (yes, important) - Must I say it? – Yes, you must. It is important.

Must I do it in writing? (no, orally)- Must I do it in writing?- No, you needn't. Do it orally.

1. Must I answer this question? (No, not important)
2. Must she look after this child? (No, Granny takes care of him)
3. Must Tom be very attentive at the lesson? (Yes, wants to get a good mark)
4. Must she sign this document? (Yes, head of our department)
5. Must I invite him? (No, not your friend)
6. Must he do this exercise? (No, not his homework)
7. Must he come to college every day? (Yes, a first year student).

**VI. Translate into Ukrainian:**

1. You mustn't say that.
2. He mustn't take this money.
3. She mustn't follow this advice.
4. You mustn't get bad marks.
5. This money mustn't be spent.
6. These documents mustn't be signed.

**VII. Change the sentences according to the example:**

I can do this work – I am able to do this work.

He must learn this text by heart. – He has to learn this text by heart.

1. He can be very friendly.
2. They can put different types of questions to this sentence.
3. I must go.
4. She must do her homework.
5. I can do this work very quickly.
6. You must be more attentive at the English lessons.
7. I must learn a lot of English words every day.
8. We must do a lot of exercises in writing.

### VIII. Answer the questions according to the example:

May I come in? – Yes, you may. - No, you, can't (mustn't)

(У заперечній формі використовуються дієслова *can (can't)* і *must (mustn't)*.)

*May not* звучить дуже категорично.)

1. May he use your computer?
2. May she spend this money on clothes?
3. May I smoke here?
4. May we ask you a question?
5. May they watch the film?
6. May I phone you tomorrow?
7. May my sister take your bag?
8. May I introduce you to each other?

### IX. Put in *may* or *can*.

1. I ... help you.
2. He ... speak English very well.
3. You ... take this money. It's for you.
4. She ... pay for his studies. She has money for it.
5. He ... use my computer. I have nothing against it.
6. ... you translate this sentence?
7. She ... go by car. She has a car.
8. You ... go by car. I allow you to take mine.

### X. Change the sentences according to the example:

I may take her text book. (she) – She allows me to take her text book.

1. He may smoke here. (we)
2. She may take this money. (her father)
3. They may have some coffee. (their boss)
4. We may go by his car. (he)
5. I may spend this money on shopping. (she)
6. She may go to the party. (her mother)
7. You may take your copy books.

### XI. Translate into Ukrainian:

1. He should not park his car here.
2. This money shouldn't be spent on things like this.
3. They shouldn't disturb their neighbors.
4. I think, I should speak to him.
5. This question should be discussed with him.

## Unit 5. Ступені порівняння

### Прикметників

Є три способи утворення вищого і найвищого ступенів порівняння: 1) за допомогою суфіксів -er, -est;

2) за допомогою слів more, the most;

3) від іншого кореня.

I. Односкладові і ті двоскладові прикметники, що закінчуються на **-er, -le, -y, -ow**, утворюють ступені порівняння за допомогою суфіксів:

звичайний ступінь      – вищий ступінь – найвищий ступінь

Big	bigger	the biggest
Hot	hotter	the hottest
Wide	wider	the widest
Young	younger	the youngest
Clever	cleverer	the cleverest
Simple	simpler	the simplest
Busy	busier	the busiest
Narrow	narrower	the narrowest

Зверніть увагу:

а) якщо прикметник закінчується на **-y** з попереднім приголосним, **-y** змінюється на **i** ;

б) якщо односкладовий прикметник закінчується на приголосний, перед яким стоїть короткий голосний, кінцевий приголосний на письмі подвоюється;

в) німе **-e** опускається перед суфіксами.

II. Багатоскладові і двоскладові прикметники, крім двоскладових, які закінчуються на **-er, -le, -y, -ow**, ступені порівняння утворюють за допомогою слів **more, the most**.

important	more important	the most important
beautiful	more beautiful	the most beautiful
interesting	more interesting	the most interesting

III. Деякі прикметники утворюють ступені порівняння від іншого кореня.

Good	better	the best
Bad	worse	the worst
Little	less	the least
Many	more	the most
Much	more	the most
Far	further	the furthest

IV. При порівнянні якостей двох предметів після прикметника у вищому ступені вживається сполучник **than**.

In winter the days are shorter than the nights.

V. Для порівняння двох предметів однакової чи неоднакової якості вживається прикметник у звичайному ступені, який ставиться між подвійним сполучником **as...as, not as...as**.

This book is as interesting as that one.

VI. Щоб уникнути повторення назви одного й того ж предмета, вживається слово **one**.

This book is larger than that one.

## Exersices:

### I. Write the comparative degree:

*Pattern:* old —olderer,

difficult -more difficult,

big –biggerer,

heavy –heavierer.

- |              |             |
|--------------|-------------|
| 1) strong    | 7) large    |
| 2) happy     | 8) far      |
| 3) careful   | 9) serious  |
| 4) important | 10) crowded |
| 5) easy      | 11) pretty  |
| 6) bad       | 12) clever  |

### II. Write the opposites:

*Pattern:* younger -older

- |            |           |
|------------|-----------|
| 1) colder  | 4) nearer |
| 2) cheaper | 5) easier |
| 3) better  |           |

### III. Complete the sentences. Use a comparative degree:

1. You're not very tall. Your brother is....
2. Olga doesn't work very hard. I work....
3. My chair isn't very comfortable. Yours is ....
4. Oleg's idea wasn't very good. My idea is.... .
5. It isn't very warm today. It was....
6. Britain isn't very big. France is....

## Unit 6. Часи групи Indefinite

	<i>Стверджувальна форма (+)</i>		<i>Заперечна форма (-)</i>	<i>Питальна форма (?)</i>	<i>Обставини часу</i>
<b>PRESENT</b>	I You +V We They	I <u>live</u> in Ukraine  We <u>live</u> in Ukraine	<b>do not (don't)</b>  I <u>do not live</u> in England.	<b>Do you live</b> in Ukraine?  <b>Where do</b> you live?  <b>Who lives</b> in Ukraine?	. often always every day every week every month every year
	She He +Vs /es It	She <u>lives</u> in Ukraine  He <u>lives</u> in Ukraine	<b>does not (doesn't)</b>  She <u>does not live</u> in England.	<b>Does she live</b> in Ukraine?  <b>Where does she live?</b>  <b>Who lives</b> in Ukraine?	

<b>PAST</b>	<b>V+ed</b> or <b>(II форма дієслова)</b>	We <u>lived</u> in a hotel . He <u>came</u> last week.	<b>did not (didn't)</b> We <u>didn't</u> live in a hotel He <u>didn't</u> come.	<b>Did</b> he live in a hostel? <b>Where did</b> he live? <b>Who lived there?  <b>Did</b> he come?  <b>When did</b> he come?  <b>Who came last week? </b></b>	yesterday last week last month last year a week ago a month ago a year ago in 1996
<b>FUTURE</b>	<b>will + V (shall)</b>	She <u>will go</u> to the theatre . We <u>shall live</u> in Kyiv.	<b>will not (won't)</b> She <u>will not go</u> to the theatre . <b>shall not (shan't)</b> We <u>shall not live</u> in Kyiv.	<b>Will</b> she go to the theatre? <b>Where will</b> she go? <b>Who will</b> go? <b>Shall</b> we live in Kyiv? <b>Where shall</b> we live? <b>Who shall</b> live in Kyiv?	tomorrow next week next month next year in a week the day after tomorrow in 2014

## Grammar exercises:

### I. Put the verbs in brackets into *Present Simple*

1. My uncle usually... newspapers in the evening (to read).
2. As a ruler, I ... my parents on week-end (to visit).
3. Our family usually... out of town on Sundays (to go).

### II. Insert *do* or *does*:

- 1.... you like English grammar?
- 2.... your friend like it?
- 3.... they come in time?
- 4.... she find good excuses when she is late?
- 5...they do all their best to study well?
7. ...you descend from a lawyer's family?
- 8.... Oleg speak English?

### III. Ask questions to the italicized words:

*Pattern:* I have got *a key*. — *What* have I got?

1. *He* likes his job.
2. They live *near the city centre*.
3. She enjoys *her holiday*.
4. We like *to buy new books*.
5. She often goes *to Kyiv*.
6. The students *work hard at English classes*.

### IV. a) Make up sentences using this table:

I	read this article	Yesterday
He	finished school	last week
She	entered the Academy	last year



We	studied Latin	in June
You	went to the seaside	in 2001
They	made a report	three days ago

**V. Make up sentences according to the pattern.**

**Pattern:** I shall visit my friend on Sunday.

I	shall	visit my friend	Tomorrow
He	shan't	study Spanish	next week
She	will	watch TV	on Sunday
We	won't	have a dinner	next year
You		write a letter	in the morning
They		sing a song	

**VI. Give short affirmative or negative answers to the following questions:**

1. Is she a fourth-year student?
2. Does he have many classes a day?
3. Do you read many English books?
4. Does she know any student of the group?
5. Do they walk to the Academy?
6. Do you make many mistakes in your dictation?
7. Does he live in city?

**VII. Make the following sentences negative:**

**Example:** His father works at the factory.— His father *doesn't work* at the factory.

1. You know the answer.
2. Andrew lives in Odessa.
3. He descends from an engineer's family.
4. His mother cooks very well.
5. I like my parents' profession.

### VIII. Put the verbs in brackets into Present, Past, Future Simple:

1. My parents... full of energy (to be). 2. Oleg... from the town of Poltava (to come). 3. We ... successfully our entrance examinations (to pass). 4. The students... to pass well their first examination session (to try). 5. Our relatives ... me last month (to visit). 6. We ... good specialists as we... hard (to become, to work). 7. His brother... from the Odessa State Agrarian University last year (to graduate). 8. We usually... TV in the evening (to watch). 9. They... next Sunday with their friends (to spend). 10. She ... her place early yesterday (not to leave).

### Unit 7. Дієприкметник теперішнього та минулого часів.

**Participle** –(дієприкметник)- неособова форма дієслова. Має властивості дієслова, прикметника та прислівника.

#### Participle

##### Participle I

(Present Participle)

(дієприкметник теперішнього часу)

##### Participle II

(Past Participle)

(дієприкметник минулого часу)

#### Participle 1

Утворюється за допомогою закінчення **-ing**, яке додається до основи інфінітива без частки **to**.

To read- reading

Якщо інфінітив закінчується на німе **e**, то перед закінченням **-ing** воно опускається:

To write- writing

Якщо інфінітив закінчується однією приголосною буквою, якій передую короткий наголошений голосний звук, то перед закінченням кінцева приголосна подвоюється:

To sit- sitting

У дієсловах to lie, to tie, to die буквосполучення – **ie** перед закінченням **-ing** змінюється на **y**:

to lie- lying

to die- dying

to tie- tying

**Participle 1** може мати перфектну форму та форму пасивного стану.

Tense	Participle 1	Actions
Indefinite(Active)	Writing	Simultaneous
Indefinite(Passive)	Being written	(одночасна)
Perfect(Active)	Having written	Prior (попередня)
Perfect(Passive)	Having been written	

## Participle 2

Утворюється за допомогою закінчення – **ed**, яке додається до основи інфінітива без частки **to**, якщо дієслово правильне. Неправильне дієслово змінюється на дієслово 3 форми (див. таблицю неправильних дієслів).

To look - looked

to read – read - *read*

To open - opened

to write – wrote - *written*

To clean - cleaned

to sit – sat - *sat*

## ФУНКЦІЇ ДІЄПРИКМЕТНИКА В РЕЧЕННІ

Functions	Participle 1	Participle 2
	Основа інфінітива + <b>- ing</b>	Правильне дієслово + <b>- ed</b> Неправильне дієслово – <b>3 форма</b>
<b>Left Attribute</b>	<b>1) Означення (праве, ліве)</b> Participle I у функції означення перекладається дієприкметником теперішнього часу або підрядним означальним реченням.	<b>1) Означення (праве, ліве)</b> Participle 2 у функції означення перекладається пасивним дієприкметником або підрядним означальним реченням в минулому часі.
<b>Right Attribute</b>	The man <i>working</i> in the room is my brother. Чоловік, <i>який</i> працює в кімнаті, є моїм братом.  The man working - праве означення Working man - ліве означення	We saw the houses <i>built</i> many years ago. Ми бачили будинки <i>збудовані</i> багато років тому. Ми бачили будинки, <i>які</i> були побудовані багато років тому.  the houses built - праве означення built houses - ліве означення
<b>Adverbial Modifier</b>	<b>2) Обставини</b> Дієприкметник теперішнього часу перекладається дієприслівником.	<b>2) Обставини</b> Дієприкметник минулого часу перекладається підрядним реченням обставини часу,

	<p><i>Translating</i> the text I didn't look up words in the dictionary.</p> <p><i>Перекладаючи</i> текст, я не дивився слова в словнику.</p>	<p>причини, способу дії.</p> <p>When <i>given</i> the book read it, please.</p> <p><i>Коли</i> дадуть книгу, прочитайте її, будь - ласка.</p>
<b>The part of Predicate</b>	<p><b>3) Частина присудка</b> Всі часи групи Continuous</p> <p>I am <u>reading</u> these rules now. Я читаю ці правила зараз.</p>	<p><b>3) Частина присудка</b> Всі часи групи Perfect та пасивний стан дієслів.</p> <p>She has <u>cleaned</u> the room today. Вона прибрала кімнату сьогодні.</p> <p>The room is <u>cleaned</u> every day. Кімната прибирається кожного дня.</p>

### Grammar exercises:

#### 1. a) Form the Present Participle of the following verbs:

Pattern: to go — going; to take — taking

to answer, to study, to sit, to believe, to develop, to choose, to close, to explain, to deliver, to talk, to gain, to join, to belong, to help, to try, to begin, to do.

#### b) Give the corresponding Infinitives:

coming, deciding, beginning, fulfilling, having, despairing, belonging, descending, fascinating, disclosing, taking.

#### 2. a) Form the Past Participle of the following verbs:

to form, to publish, to slip, to understand, to live; to make, to borrow, to mean, to bring, to take, to come, to change, to call, to think, to leave, to become, to complete.

**b) Write the infinitive of the following Past Participles:**

located, seen, spent, dead, meant, slipped, made, taken, chosen, said, kept, connected, studied, found, thought, brought, kept, been, decided, had, written, given, known, read, taught, met, told.

**3. Translate into Ukrainian**

**1. The following sentence:**

- a) a sleeping dog;
- b) a lying cat;
- c) a working man;
- d) a flashing light.

**2. a) A packed bag\$**

- b) an ironed shirt;
- c) a built garage;
- d) a broken lift;
- e) a written exercise;
- f) sliced bread.

**3. a) A dog lying on the carpet;**

- b) a student writing an exercise;
- c) a man talking to a woman;
- d) work taking a lot of time;
- e) a child enjoying a film;
- f) a boy waiting for a girl.

**4. a) The decision taken by our director;**

- b) the bread sliced with a knife;
- c) the noise heard by this man;
- d) the lecture listened to very attentively.

**4. Translate into English:**

- 1) вправа, написана мною;
- 2) дівчина, яка дивиться телевізор;

- 3) студент, який слухає вчителя;
- 4) наступне речення;
- 5) відкрите вікно;
- 6) прибрана кімната;
- 7) збудовані будинки;
- 8) засноване місто.

**5. Translate into English using the Infinitives ( to work, to open, to live, to populate, to clean, to situate, to discuss, to solve, to do)**

зроблена -

працюючий -

відкритий -

живучий -

населений -

прибраний -

розміщений -

обговорена -

вирішене

**6. Translate the sentences, determine the function of Past Participles:**

1. The obtained data were interesting. 2. The article translated was published. 3. The lecture delivered was interesting to everybody. 4. The work performed in time was very useful. 5. The new English words made from Latin or Greek are scientific ones. 6. Almost all the early printed books were in Latin. 7. Foreign languages studied at school are very important for our future profession.

**7. Find Participles, state their functions in the sentences:**

1. We live in the town founded 700 years ago. 2. My mother works at the factory built. 3. We've got all kinds of agricultural machines made abroad. 4. You received your additional information sent yesterday. 5. The machines made at our plant are exported to several countries. 6. The contract signed last year was soon broken. 7. My TV set repaired some days ago went out of order. 8. I put on the ring made by our plant. 9. My sister was reading the book about computers bought last month.

### Unit 8. Часи групи Continuous.

	Стверджувальна форма (+)		Заперечна форма (-)	Питальна форма (?)	Обставини часу
<b><u>PRESENT</u></b>	am is + Ving are	I <i>am</i> reading. He <i>is</i> reading. They <i>are</i> reading.	I <i>am not</i> reading. He <i>is not</i> reading. They <i>are not</i> reading.	<i>Are you</i> reading? <i>Is he</i> reading? <i>Are they</i> reading?	Дія відбувається в момент мовлення: <b>now,</b> <b>at the present moment.</b> Тривала дія в теперішньому часі: <b>still,</b> <b>from ... till ...,</b> <b>when he comes,</b> <b>while he's reading.</b>
<b><u>PAST</u></b>	was + Ving were	I <i>was</i> reading. He <i>was</i> reading. They <i>were</i> reading.	I <i>was not</i> reading. He <i>was not</i> reading. They <i>were not</i> reading.	<i>Were you</i> reading? <i>Was he</i> reading? <i>Were they</i> reading?	Дія відбувається в конкретний момент чи одночасно з іншою дією в минулому: <b>at 7 o'clock yesterday,</b> <b>while he was reading.</b>



<b><u>FUTURE</u></b>	Shall be	<i>I shall be reading.</i>	<i>I shall not be reading.</i>	<i>Will you be reading?</i>	Дія відбувається в конкретний момент: <b>at 3 o'clock tomorrow, when he comes,</b> або період часу: <b>from ...till...,</b> у майбутньому чи одночасно з іншою майбутньою дією: <b>while I'll be explaining...</b>
	+Ving	<i>He will be reading.</i>	<i>He will not be reading.</i>	<i>Will he be reading?</i>	
	will be	<i>They will be reading.</i>	<i>They will not be reading.</i>	<i>Will they be reading?</i>	

**Примітка.** Present Continuous також вживається для вираження: запланованої майбутньої дії особливо з дієсловами, що означають рух:

We are flying to Kyiv in the morning.

When are you coming back?

Is she coming tonight?

Дієслово **to go** – в Present Continuous + Infinitive

**to be going to ...**

- означає намір виконати дію в найближчому майбутньому:  
He is going to be an engineer.

I am going to be a good specialist.

- або надає відтінок обов'язковості, неминучості виконання дії, позначеної інфінітивом:

It is going to rain.

## Remember!

*Do not use these verbs in the present continuous.*

<b>to want</b>	<b>to like</b>	<b>to love</b>	<b>to hate</b>	<b>to need</b>	<b>to prefer</b>
<b>to depend</b>	<b>to know</b>	<b>to mean</b>	<b>to understand</b>	<b>to believe</b>	
<b>to remember</b>	<b>to forget</b>				

I am tired. I *want* to go home.

“Do you *know* this man?”

“Sorry, I *forget* your address”.

“Do you *understand* me?”

## Grammar exercises

**1 .a) What’s happening at the moment? Write true sentences. Pattern:** (it/ rain) - It is raining.

1.(I/ read/ an English/ newspaper) - ...

2.(You/ go/ home) - ...

3.( He/ sit/ on the chair) - ...

4.( She/ write/ a letter) - ...

5.(We/ learn/ English) -...

6.(The professor/ deliver/ a lecture) - ...

7.(They/ write/ their term papers) - ...

8.(We/ listen/ to our teacher) - ...

**b) Ask the questions:**

**Pattern:** (what/ you/ do?) - What are you doing?

1.( what/ your partner/ read?) -...

2.(you/ watch/ TV?) - ...

3.(she/ write/ a test paper?) - ...

4.(why/ you/ answer/ the teacher's question?) - ...

5.(we/ study/ today?) - ...

6.(it/ rain?) - ...

7.(that clock/ work?) - ...

8.(the student/ make up/ questions?) - ...

**2. Make up sentences with the given words using *to be going to do smth* according to the example.**

*Example:* Foreign students — to visit our University. - ---

Foreign students are going to visit our University.

1. I — to go to the library.
2. He — to read a book.
3. Ann — to write a letter.
4. We — to listen to the professor.
5. The teacher — to ask questions.
6. The students — to answer questions.
7. You — to learn English.
8. They — to speak English.
9. She — to visit her friend.
10. The students — to write their course papers.

**3. Replace the Infinitives in the brackets by the Past Continuous Tense:**

1. He (to drive) a car all day long yesterday.
2. They (to stay) at the hotel the whole week.
3. We (to wait) for a trolley-bus during some minutes.
4. It (to rain) the whole evening yesterday and we had to stay home.
5. Alex (to speak) to his friend when I saw him.

**4. Answer the following questions using the words in the brackets:**

1. When was she speaking to a girl? (when you met her in the street)
2. When were you hurrying to the theatre? (when they met you yesterday)
3. When was the bus waiting for a group of tourists? (at 6 o'clock a.m. yesterday)
4. When were you planning to make a voyage up the Dnieper? (when I came home)
5. When was he reading the book? (when they knocked at the door).

**5. Make up the following sentences complete using Past Continuous in the second part of each sentence.**

- While I was speaking to the dean my friend ... 2. When I called on him he ... 3. When my daughter came into the kitchen I ... 4. What was Oleg doing while Tom ... 5. While I was writing on the blackboard Olga ... 6. When I rang him up in the evening he ...

**6. Put the verbs in the brackets into Future Continuous.**

1. My cousin (to stay) at my place for a few days.
2. We (to approach) Kyiv tomorrow morning.
3. Our children (to sleep) when we return home.
4. What (to do) you at 5 o'clock?

5. I (to play) the piano at this time tomorrow.
6. He (to have) a dancing class at 3 p.m. tomorrow.
7. They (to work) in the garden on Saturday from 6 till 8 o'clock.
8. You (to send) a telegram at 9 o'clock in the morning.

**7. Put the verbs in Simple or Continuous tense-forms; explain their use.**

1. Excuse me, you (speak) English?
2. Helen (to have) a shower at the moment.
3. What time he (finish) work every day?
4. She's tired. She (want) to go home.
5. Jane wasn't at home when I (go) to see her. She (work).
6. I (get) up early yesterday. I (wash), (dress), and then I (have) breakfast.
7. They were late but their friends (wait) for them when they (arrive).
8. According to the weather forecast it (rain) tomorrow.
9. They (play) volley-ball yesterday, but they (not/win).
10. Excuse me, but you (sit) in my place.
11. How often you (read) newspaper?
12. He (go) to the cinema last week, but he (not/ enjoy) the film.
13. Where you (live) in 2009?
14. I (work) at the reading room of our library from 2 o'clock until 5 o'clock tomorrow.

**8. Translate into English.**

- Що ви робите зараз?
- Я читаю книгу.
- Ви любите читати книги?
- Так, особливо вечорами.
- Що Анна робить зараз?

- Вона поливає квіти.
- Як часто вона це робить?
- Кожного дня.
  
- Хто зараз готує обід?
- Дружина мого брата.
- А хто зазвичай готує у вашій сім'ї?
- Бабуся.
  
- Що ти робиш зараз?
- Я пакую речі.
- Для чого?
- Я завтра від'їжджаю до Києва. Я збираюсь обговорити там декілька важливих питань.

## Unit 9. Часи групи Perfect.

	<i>Стверджувальна форма (+)</i>	<i>Заперечна форма (-)</i>	<i>Питальна форма (?)</i>	<i>Обставини часу</i>	
<b>PRESENT</b>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <b>have (has)</b>  + <b>Р II</b> </div> <div style="border: 1px solid black; padding: 5px;"> <b>Р II</b> (V+ed)  or  (III форма дієслова )                 </div>	<p><i>I have cleaned my room.</i></p> <p><i>He <u>has</u> cleaned his room.</i></p>	<p><i>I have not cleaned my room.</i></p> <p><i>He <u>has not</u> cleaned his room</i></p>	<p><i>Have you cleaned your room?</i></p> <p><i>Has he cleaned his room?</i></p>	<p>Дія відбулася до моменту мовлення, і в центрі уваги її - результат.</p> <p>Вживається з обставинами часу, що означають:</p> <ul style="list-style-type: none"> <li>- період часу, який не закінчився: - <i>Today, this month, this year, this week;</i></li> <li>- період часу, який почався в минулому і тривав до моменту мовлення: <i>up to now, lately, ,recently, since, not yet;</i></li> <li>- з прислівниками неозначеного часу і частотності: <i>ever, never, often, already, just, seldom.</i></li> </ul>

<b>PAST</b>	<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;"> <b>had</b> + <b>P II</b> </div>	<p><i>I had cleaned my room.</i></p> <p><i>He <u>had</u> cleaned his room.</i></p>	<p><i>I had not cleaned my room.</i></p> <p><i>He <u>had</u> not cleaned his room.</i></p>	<p><i>Had you cleaned your room?</i></p> <p><i><u>Had</u> he cleaned his room?</i></p>	<p><b>Означає:</b> - минулу дію, що вже закінчилася до певного моменту в минулому:</p> <p><i>by two o'clock, by that time;</i></p> <p>- дію, яка відбулася раніше від іншої минулої дії, позначеної дієсловом у Past Ind. I told you I had met her.</p>
<b>FUTURE</b>	<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;"> <b>will have</b> + <b>P II</b> </div>	<p><i>I will have <u>cleaned</u> my room.</i></p> <p><i>He will have cleaned his room.</i></p>	<p><i>I will not have cleaned my room.</i></p> <p><i>He <u>will</u> not have cleaned his room.</i></p>	<p><i>Will you have cleaned your room?</i></p> <p><i>Will he have cleaned his room?</i></p>	<p><b>Означає</b> майбутню дію, що закінчиться до певного моменту:</p> <p><i>I will have read the story by the time you come.</i></p>

### Grammar exercises:

#### 1. Translate into Ukrainian:

2. He has done the shopping.
3. They have seen a film this week.
4. We have not seen him since Monday.
5. I have known them for two years.
6. He has been to England.
7. I had spoken to her about it before I rang you up.
8. I shall have spoken to her about it by the time you come.



**2. Answer the questions according to the example:**

Have you already done your homework?

- Yes, I have already done it.
- No, I haven't done it yet.

1. Have you already finished secondary school?
2. Have you already graduated from the University?
3. Have you already got a flat?
4. Have you already got a house?
5. Have you already got a car?
6. Have you already learnt foreign language?
7. Have you already opened a bank account?
8. Have you already travelled abroad?
9. Have you already planted a tree?

**3. Answer the questions:**

I will have typed this letters by 11 p.m. And you? What will you have done by 11 p.m. today?

1. Will you have had dinner by that time?
2. Will you have watched TV?
3. Will you have read a newspaper?
4. Will you have written any letters?
5. Will you have phoned your friends?
6. Will you have had a bath?

**4. Answer the questions:**

A friend of mine had graduated from the University by 1991. And what about your friend?

1. Had he graduated from the college or University?
2. Had he finished a secondary school?
3. Had he got a job?
4. Had he moved to another flat?
5. Had he got married?

**5. Answer the questions:**

Have you ever been to London?

- Yes, I have been there twice.
- No, I have never been to London.

1. Have you ever been to the Crimea?

2. Have you ever been to Australia?
3. Have you ever eaten oysters?
4. Have you ever seen a bullfight?
5. Have you ever eaten kangaroo meat?
6. Have you ever flown in a helicopter?

#### **6. Choose the correct form of the verb:**

1. I (did, had done) shopping by 3 o'clock yesterday.
2. He (had received, received) the telegram by that time.
3. My mother (tried on, had tried on) the raincoat before he (bought, had bought) it.
4. We (had left, left) for London by 4 o'clock.
5. We (bought, had bought) vegetables before our mother (had come, came) home.

#### **7. Translate into Ukrainian:**

1. Will they have caught fish in the lake by six o'clock?
2. We shall have read many articles about our atmosphere by the end of this term.
3. I haven't translated all the sentences yet, but I shall have translated them before the bell rings.
4. She hasn't given the final answer yet, but she will have given it before you return.
5. He hasn't answered all the questions about our deserts yet, but he will have answered them by the end of the lesson.
6. Will you have finished your talk about flora and fauna by 4 o'clock?

### **Unit 10. Пасивний стан**

#### **(Passive Voice)**

В англійській мові є два стани: активний та пасивний.

Коли підмет є особою чи предметом, що виконує дію, дієслово вживається у формі активного стану:

I asked him. - Я запитав його.

She cleans her room every day. - Вона прибирає свою кімнату кожного дня.

They are building a new house now. - Вони будують новий будинок зараз.

Коли підмет є особою чи предметом, що підлягає дії з боку іншої особи чи предмета, дієслово вживається у формі пасивного стану:

I was asked. - Мене запитали.

The room is cleaned every day by her. - Кімната прибирається кожного дня нею.

The house is being built by them now. - Будинок будується ними зараз.

*Як утворюється?* Пасивний стан утворюється за допомогою допоміжних дієслів *to be, to have* у відповідному часі та *Participle II*

(дієприкметника минулого часу смислового дієслова).

### Схеми утворення пасивного стану

Tenses	Indefinite	Continuous	Perfect
Present	<b>am</b> <b>is +P II</b> <b>are</b>	<b>am</b> <b>is +being+P II</b> <b>are</b>	<b>have</b> <b>has +been+P II</b>
Past	<b>was +P II</b> <b>were</b>	<b>was +being+P II</b> <b>were</b>	<b>had + been+P II</b>
Future	<b>will be + P II</b>	—	<b>will have + been+P II</b>

## Вживання пасивного стану дієслова *to give* у різних часових формах

Tenses	Indefinite	Continuous	Perfect
Present	The book <i>is given</i>	The book <i>is being given</i>	The book <i>has been given</i>
Past	The book <i>was given</i>	The book <i>was being given</i>	The book <i>had been given</i>
Future	The book <i>will be given</i>	—	The book <i>will have been given</i>

Слід зазначити, що перехідні дієслова, які мають два додатки, можуть утворювати пасивний стан двома шляхами, наприклад:

They showed me a picture.    1. A picture was shown to me.

2. I was shown a picture.

I give him some books.    1. Some books are given to him.

2. He is given books.

Зверніть увагу на переклад цих речень:

1. I've been asked to do it.
2. We've been shown a film.
3. He wasn't listened *to*.
4. She is often laughed *at*.

1. Мене попросили зробити це.
2. Нам демонстрували фільм.
3. Його не слухали.
4. Над нею часто сміються.

- |  |  |
|--|--|
| 5. His article is seldom referred <i>to</i> .    | 5. На його статтю рідко посилаються.   |
| 6. The doctor has been sent <i>for</i> .         | 6. За лікарем послали.                 |
| 7. This book is being much spoken <i>about</i> . | 7. Про цю книжку багато говорять зараз |
| 8. This child will be looked <i>after</i> .      | 8. За дитиною доглянуть.               |

### Grammar exercises:

#### 1. Put the verbs into the Present Indefinite Passive.

Remember the formation:

am
is + P II
are

- Students (to admit) to the University on the basis of their results at the entrance tests.
- Future agrarians (to train) there.
- Foreign language (to teach) at all faculties of the University.
- English (to speak) as a mother tongue in Great Britain, the USA, Canada, Australia, and New Zealand.
- Can you tell me how this word (to pronounce)?
- The classroom (to clean) every day.

#### 2. Ask your friend if the information given by your teacher is true:

*Example:* Only English is spoken in class.

- Victor, is only English spoken in class?

- Yes, it is. Only English is spoken in class.

- Books are published in Ukraine in different languages.
- A lot of English books are translated into Ukrainian every day.
- All the classrooms are well equipped.
- A lot of specialists in different fields of agriculture are trained at the Odessa State Agrarian University.

**3. Put the following sentences in the the Past Indefinite Passive.**  
Remember the formation:

was + P II
were

*Example:* They asked me my name.

- I was asked my name.

1. Traders and travelers brought many new words into English.
2. The English pronounced some words differently.
3. He didn't tell me the whole truth.
4. Someone told us a very funny story yesterday.
5. The people gave him a hearty welcome.
6. They offered my brother a very good job.

**4. Write these sentences into Future Indefinite Passive.**

Remember the formation:

will be + P II
----------------

*Example:* You will finish the work tomorrow.-

The work will be finished by you tomorrow.

1. I'll take him for a walk.
2. A guide will show the tourists most of the sights of Kyiv.
3. She will forget your telephone number.
4. We'll discuss these problems at our meetings.
5. He will buy tickets tomorrow.
6. I'll ring my friend up.

**5. Translate and learn the following proverbs.**

1. Rome was not built in a day.
2. Lost time is never found again.

3. What is done is cannot be undone.
4. A tree is known by its fruit.

**6. Make the following sentences passive.**

1. They had delivered a lot of new goods.
2. She had promised to me something.
3. He had spent all the money by that time.
4. We had bought all necessary goods.
5. My brother has given a very interesting book to me.
6. They have left a message.
7. I was writing a letter all the evening.
8. He was translating this article all the week.
9. My brothers were discussing a new film when we came home.
10. They were planting trees in the morning.
11. They are showing a new video film now.
12. I am waiting for the hotel manager.

## Unit 11. Інфінітив, його функції та інфінітивні конструкції.

### (The Infinitive)

Інфінітив – це неособова форма дієслова, яка тільки називає дію і відповідає на питання: що робити?, що зробити?

**To write** – писати, **to answer** – відповідати

В англійській мові інфінітив має одну просту і п'ять складених форм. Інфінітив перехідних дієслів має форми часу й стану, а неперехідних – тільки часу.

### Форми інфінітива

Tense	Active Voice	Passive Voice
Indefinite	<b>to write</b>	<b>to be written</b>
Continuous	<b>to be writing</b>	-
Perfect	<b>to have written</b>	<b>to have been written</b>
Perfect Continuous	<b>to have been writing</b>	-

Ознакою інфінітива в англійській мові є частка **to**, але в деяких випадках інфінітив вживається без неї. Частка **not** перед інфінітивом указує на заперечну форму.

### Функції інфінітива в реченні

Functions	Examples
Subject	<i>To speak</i> much was not necessary. It was not necessary <i>to speak</i> much.
The part of Predicate	His duty is <i>to answer</i> all the letters. He must <i>answer</i> all the letters.



Attribute	Peter was the last <i>to read</i> the story. The work <i>to be done</i> was difficult.
Object	She likes <i>to write</i> with a pencil. He asked me <i>to wait</i> .
Adverbial modifier	She was too young <i>to study</i> at school. I have come here <i>to meet</i> her.

З певною групою слів інфінітив утворює звороти:

1. **Complex Subject** - складний підмет (суб'єктний інфінітивний комплекс);
2. **Complex Object** - складний додаток (об'єктний інфінітивний комплекс);
3. **Complex with “for”** -прийменниковий зворот (зворот з прийменником for).

### Complex Object

(складний додаток)

### THE OBJECTIVE INFINITIVE COMPLEX

(ОБ'ЄКТНИЙ ІНФІНІТИВНИЙ КОМПЛЕКС)

У реченні **I like Mary to sing this song** (*Мені подобається, як Марія співає цю пісню*) інфінітив **to sing** виражає дію, яку виконує особа, позначена іменником, що стоїть перед інфінітивом – **Mary**, тобто інфінітив відноситься до іменника, як присудок до підмета. Отже, **Mary to sing** являє собою єдине ціле, або синтаксичний комплекс. У реченні цей комплекс виконує роль складного

додатка, оскільки на запитання **What do you like?** відповідь має бути не **Mary**, а **Mary to sing** – як *Марія співає*.

Саме тому, що цей комплекс містить інфінітив і вживається у функції додатка (object), він називається *складним додатком* (complex object), або *об'єктним інфінітивним комплексом* (objective infinitive complex).

### Model 1

**Subject + Predicate + Object + Infinitive**

**Subject** - підмет.

**Predicate** - присудок.

**Object** - додаток, виражений іменником або особовим займенником в об'єктному відмінку.

**Infinitive** - інфінітив, який виражає дію, що виконує особа, позначена додатком (іменником або особовим займенником).

Українською мовою складний додаток перекладається підрядним реченням із сполучниками *що, як, щоб*.

I like her to sing.

Мені подобається, *як* вона співає.

Складний додаток вживається після дієслів, що виражають:

а) сприймання за допомогою органів чуття:

**to see** — бачити; **to hear** — чути; **to feel** — відчувати;

**to watch, to observe** — спостерігати; **to notice** — помічати.

Після цих дієслів інфінітив у складному додатку вживається без частки **to**:

*He saw Helen cry.* - Він бачив, *що* Олена плаче.

б) бажання, намір, почуття:

**to want** — хотіти; **to wish, to desire** — бажати;

**to like** — любити, подобатися; **to dislike** — не любити, не подобатися, **to hate** — ненавидіти; **to intend** — мати намір тощо:

*She wanted them to read this book. - Вона хотіла, щоб вони прочитали цю книжку.*

в) думку (погляд), припущення, сподівання:

**to consider, to believe** - вважати; **to think** - думати;

**to find** - виявити; **to know** - знати; **to expect** - сподіватися; **to suppose** - припускати тощо.

Після дієслів цієї групи, крім **to expect**, найчастіше вживається інфінітив дієслова **to be**:

*We consider him to be the best student of our institute.*

*Ми вважаємо його найкращим студентом нашого інституту.*

г) наказ, прохання, дозвіл, пораду, примус:

**to order** - наказувати; **to ask, to request** - просити;

**allow, to permit** – дозволяти; **to advise** – радити;

**to cause, to force, to make** - примушувати;

**to let** - веліти, дозволяти.

Після дієслів **to make** і **to let** інфінітив вживається без частки **to**:

*We made him work. - Ми примусили його працювати.*

*He allowed us to come in. - Він дозволив нам увійти.*

## Complex Subject

(складний підмет)

### THE SUBJECTIVE INFINITIVE COMPLEX

(СУБ'ЄКТНИЙ ІНФІНІТИВНИЙ КОМПЛЕКС)

Якщо речення **We saw him run to the train** (*Ми бачили, як він біг до поїзда*), до складу якого входить об'єктний інфінітивний комплекс, перетворити на пасивне - **He was seen to run to the train** (*Бачили, як він біг до поїзда*), то інфінітив **to run** виражатиме дію, яку виконує особа, позначена займенником **he**. Отже, **he i to run** утворять синтаксичний комплекс. Цей комплекс має функцію складного підмета, тому що присудок речення **was seen** відноситься не лише до займенника **he**, а до всього комплексу **he ... to run** (*як він біг*).

Суб'єктний інфінітивний комплекс складається з двох частин: перша - іменник у загальному відмінку, друга - інфінітив, що виражає дію, яку виконує чи якої зазнає особа чи предмет, позначений іменником чи займенником. Наприклад:

*The boy was seen to run there.*      *Бачили, як хлопчик, біг туди.*

Особливістю суб'єктного інфінітивного комплексу є те, що обидві його частини відокремлені одна від одної присудком речення (у наведеному прикладі **was seen**).

Model 2

**Subject + Predicate + Infinitive**

**Subject** - підмет.

**Predicate** (verb in Active or Passive voice) - “формальний присудок”, який перекладається ввідними словами *відомо, що*

*говорять, що*

*бачили, що*

**Infinitive** - інфінітив, що виражає дію, яку виконує підмет.

e.g. *He is known to go to work to Greece.* - Відомо, що *він їде* працювати до Греції.

(*is known* - “формальний присудок”, який перекладається ввідним словом *відомо*).

Якщо інфінітив представлено у формі Perfect, тоді на українську мову він перекладається дієсловом минулого часу.

e.g. *He is said to have gone to work to Greece.* - Говорять, що *він їздив* працювати в Грецію.

Суб'єктний інфінітивний комплекс вживається з даними дієсловами в **пасивному стані**:

**to say** - говорити, казати; **to report** - повідомляти,

**to think** - думати; **to know** - знати (конструкції - *відомо*);

**to consider, to believe** - вважати; **to suppose** - припускати;

**to expect** - сподіватися; **to state** - стверджувати;

**to see** - бачити; **to hear** - чути;

**to feel** - відчувати; **to notice** - помічати;

**to observe, to watch** - спостерігати, примічати;

**to order** - наказувати; **to ask** - запитувати, просити;

**to request** - просити; **to allow, to permit** - дозволяти;

**to make, to cause** - примушувати

*Birds were heard to sing* in the garden. - Було чути, як співають пташки в садку.

(were heard - “формальний присудок”, який перекладається ввідними словами *було чути*)

All *the processes* on the farm are said *to be mechanized*. - Говорять, що в господарстві всі процеси механізовані.

(are said - “формальний присудок”, який перекладається ввідним словом *говорять* )

Суб'єктний інфінітивний комплекс вживається з даними дієсловами в **активному стані**:

**to seem** - здаватися (в конструкції - *очевидно*); **to**

**appear** - з'являтися (в конструкції - *очевидно*);

**to happen, to chance** - траплятися;

**to turn out** - виявлятися;

**to prove** - доводити (в конструкції - *виявляється*);

**to be likely** - імовірно; **to be unlikely** – навряд чи;

**to be sure, to be certain** - напевно.

*He seemed to be thinking* about something. - Здавалося, що він про щось думає.

*He seems to be tired*. - Очевидно, він втомився.

*He seems to be a good scientist.* - Очевидно, він хороший науковець.

*They are unlikely to come in time.* - Навряд чи вони прийдуть вчасно.

*The work proved to be useful.* - Виявляється, що робота корисна.

### Complex with “for”

## THE PREPOSITIONAL INFINITIVE COMPLEX (ПРИЙМЕНИКОВИЙ ІНФІНІТИВНИЙ КОМПЛЕКС)

Інфінітивний комплекс може мати прийменник **for**. *Прийменниковим інфінітивним комплексом*, який складається з іменника в загальному відмінку чи особового займенника в об'єктному відмінку та інфінітива. Перша частина комплексу (іменник чи займенник) позначає особу чи предмет, що є суб'єктом чи об'єктом дії, вираженій інфінітивом:

*It's time for us to go.* - Нам час іти.

*For me to see you is not easy.* - Бачити тебе нелегко.

### Model 3

<b>For + Noun (Pronoun) + Infinitive</b>
--

**For** - відповідає сполучник *щоб* (для того щоб).

**Noun (Pronoun)** - іменник чи займенник, що є суб'єктом чи об'єктом дії.

**Infinitive** - інфінітив, що виражає дію.

В українській мові цій конструкції відповідає підрядне речення з сполучником *щоб* (для того, щоб).

*For people to work better they should be interested in the results of their labour.*  
- *Для того, щоб люди працювали краще, вони повинні бути зацікавлені у результатах своєї праці.*

*For the plants to grow well they must be well protected against pests and diseases.* - *Для того, щоб рослини росли краще, їх потрібно захистити від шкідників та хвороб.*

## **Grammar exercises:**

### **I. Define the functions of infinitives.**

- 1 To improve soil fertility farmers must apply fertilizers.
- 2 It is very important to solve this problem.
- 3 This soil is too poor to produce high yields.
- 4 The new method to be used in poultry breeding was discussed at the conference.
- 5 To become a good specialists we have to study well.
- 6 This area is big enough to cultivate different kinds of vegetables.
- 7 To work on the farm is necessary for every future agrarians.
- 8 The aim of the farmers is to improve soil fertility in this area.
- 9 We are to finish our work in a week.
- 10 Their task is to build a new cattle barn.
- 11 Farmers have to apply more fertilizers.
- 12 To know how a plant grow, you must study botany.
- 13 The builders work hard in order to finish the construction in time.

### **II. Point out the sentences with the Complex Object and the Infinitive in the function of an adverbial modifier:**

1. Our professor wants us to practice English. 2. I am sorry to have caused you so much trouble. 3. A professor of our University went there to teach English for a semester. 4. We want you to be invited to visit our firm. 5. They go there to establish concrete relations between our Institute and an American University.

### **III. Translate into Ukrainian paying attention to the translation of the Complex Object:**



1. They wanted us to visit their firm. 2. We expect you to continue this trend with an educational exchange among educators of our two countries. 3. We know him to have graduated from Cherkassy Engineering and Technological Institute three years ago. 4. We know him to be a doctor of science, a full professor and the head of our foreign languages department. 5. We think our students to be eager to learn English. 6. The teacher considers him to be a good student. 7. We know him to be one of the best experts in American literature of the 20th century.

**IV. Read the sentences with the Complex Subject and translate them into Ukrainian:**

1. The American delegation is believed to come at the end of the year. 2. The lecture was said to be interesting. 3. The members of the committee are reported to have come to an agreement. 4. Our Institute is considered to be the best in the town. 5. A computer centre is expected to be installed at our institute. 6. Young engineers are now expected to use high-speed digital computers.

**V. Translate into Ukrainian. Pay attention to the predicate in active voice:**

1. Our students seem to know English well. 2. He proved to be a good teacher of the Ukrainian language and literature. 3. They seem to be waiting for you. 4. We are sure to take part in the research. 5. American students seem to be interested in Ukrainian. 6. We are lucky to complete the research in time. 7. This student's work proved to be the best at the exhibition.

**VI. Express the thought by one sentence using the Complex Subject according to the model:**

Model: His lecture is very interesting; we know this. — His lecture is known to be very interesting.

1. They study English; everybody supposes it. 2. The students know these physical laws; we expect it. 3. They will take part in the research; we are sure in it. 4. The new method is a success; we know it. 5. Our delegation arrived at 9; we did not expect it.

## VII. Translate the following sentences into English using the Infinitive:

1. Ми сподіваємося, що американська делегація приїде в середу. 2. Кажуть, що він працював у нашому університеті. 3. Він, здається, добре володіє англійською. 4. Відомо, що вона вчила три іноземні мови. 5. Він радий, що навчається в Одеському державному аграрному університеті. 6. Було б люб'язно з Вашого боку запросити нас відвідати Вашу фірму. 7. Шкода, що я завдавав Вам стільки клопоту. 8. Ми зробимо все можливе, щоб досягти цієї мети.

## Part II

### Topic 1. *About Myself*

#### I. Read and learn new words:

Aunt		Тітка
Uncle		Дядько
Cousin		двоюрідний брат, сестра
Relatives		Родичі
Designer		Дизайнер
Housewife		домогосподарка
to graduate from		закінчити (університет)
comprehensive secondary school		загальноосвітня середня школа

#### II. Read and translate and retell the text:

## *About myself*

Let me introduce myself. My name is Victor. My surname is Kovalenko. I am eighteen years old. I live in Ukraine. I finished comprehensive secondary school. And now I study at the Odessa State Agrarian University. I am in the first year.

My family lives in Cherkassy. My parents have two more kids besides me. Thus I have got an elder brother Oleksandr and a younger sister Kate. My sister is a schoolgirl. She is fourteen. My brother is twenty-two. He is a designer by profession. He is married. He has two children- a son and a daughter.

My parents are not old at all. Daddy is forty seven and my Mum is forty three. My father is an architect. He likes his work very much. My mother is a housewife. My grandparents are already pensioners but they are still full of life and energy. I have many relatives- aunts, uncles cousins.

As for me, I am fond of reading books on history and science fiction. I go in for sports. I like playing football, basketball and chess. In four years I shall graduate from our University. To become a good specialist I must study many general and special subject well.

### **III. Answer the following questions:**

1. What is your name and surname?
2. How old are you?
3. Where are you from?
4. Where do you study?
5. Is your family big or small?
6. How many people are there are in your family?
7. Who are they?
8. How old is your father and your mother?
9. What does your mother do?
10. What does your father do?

11. Have you many relatives?
12. Where do your grandparents work?
13. Are you fond of music?
14. Do you go in for sports?
15. Why have you decided to study at our university?

## **Topic 2. *My Working Day***

### **I. Pronounce distinctly and learn the following words:**

Hostel		гуртожиток
to wake up		прокидатися
to get up		вставати
to turn on the radio		вмикати радіо
to air		провітрювати
to make bed		прибирати ліжко
to brush teeth		чистити зуби
to wash face		вмиватися
to consist of		складатися з
on one's way (to)		по дорозі до
Session		пара
as usual		як звичайно
to be over		закінчуватись

to leave		покидати
to rest		відпочивати
to listen		слухати
to look through		продивлятись
to go for a walk		йти на прогулянку
as a rule		як звичайно

## **II. Read, translate and retell the text:**

### *My Working Day*

I am a first- year student of the Agrarian University. I live in the hostel. My working day begins early in the morning. An alarm- clock wakes me up at half past six as usual. It's time to get up. I turn on the radio and open the window to air the room. I make my bed and do my morning exercises. Then I brush my teeth and wash my face. At a quarter past seven I am ready to have my breakfast. As a rule, I have a quick light breakfast which consists of a cup of tea, omelets and cheese or sausage sandwich.

After breakfast I take my bag and leave for the University. My University is not far from my hostel. It takes me 5 minutes to get there. I never take a bus or a trolley- bus on my way to the University. I usually walk there.

Every day I have four sessions. At half past three my sessions are over. I leave the University and have my dinner and rest a little. While resting I listen to music or look through magazines. Then I start doing my home assignments. It takes me about 4 hours to cope with my homework properly. Sometimes I go to the library, take all necessary books and prepare for seminars. In the evening I have my supper. If the weather is fine I go for a walk with my friends. Two times a week I have sport- training. I go to bed at 11 as a rule.

## **III. Answer the following questions:**

1. What are you?
2. Where do you live?
3. What do you do in the morning?
4. When do you have your breakfast?

5. How many sessions do you have every day?
6. What do you do after your lessons?
7. How long does it take you to cope with your homework?
8. What do you do in the evening?

### **Topic 3. *Our University***

#### **I. Remember the following words and expressions:**

agricultural		сільськогосподарський
to be founded		бути заснованим
chair		кафедра
foreign language		іноземна мова
training		підготовка
to permit		дозволяти
to graduate from the University		закінчити університет
possibility		можливість
the degree of Bachelor and Master		вчені ступені бакалавра та магістра

#### **II. Read, translate and retell the following text:**

#### ***Our University***

Odessa State Agrarian University was established on the base of Odessa State Agricultural Institute which was founded in 1918. It is one of the oldest Universities in Ukraine.

There are 3 faculties at our University:

- 1) Faculty of Engineering and Economy;
- 2) Agrobiotechnologies;
- 3) Faculty of the Veterinary Medicine and biotechnologies.

The University has a well-developed training and scientific – experimental base which permits the students to deepen their knowledge in the field of agriculture.

There are 21 chairs at our University and among them – the chair of foreign languages which directs the practical training of the students teaching them English, German and Latin. The students of our University learn foreign languages hard because they go abroad to have their agricultural practice.

Our students have all the possibilities to study well. They have their professional practice on the farms of Great Britain, Germany, France and Odessa Oblast. They can see modern equipment there and work on different kinds of farms. Our students get different education – qualification levels in 10 basic branches: Agronomy, Veterinary Medicine, Plant Protection, Land Surveying and Cadastre, Technology of Farm Animal Products Production and Processing, Business Economics, Agrarian Management, Accounting and Audit, Viticulture, Vegetable and Fruit Growing. After graduation they get the qualification of Bachelor and Master.

The most important achievements of the University scientists are the selection of winter wheat “Eritospermum -127”, rice, winter peas, winter vetch varieties, 16 varieties of table grapes, grain variety “Triticale”. The scientific achievements of our scientists are widely used on the farms.

### **III. Answer the following questions:**

1. When was our University founded?
2. What faculties are there at our University?
3. How many chairs are there at our University?
4. What languages do the students study at the chair of foreign languages?
5. Where do our students have their practice?

6. What kind of qualification level do our students get after the graduation of the University?

7. What can you say about the scientific achievements of the scientists of our University?

#### **Topic 4. *Odessa***

##### **I. Remember the following words and expressions:**

to be founded		бути заснованим
present day		сучасний
over		більш
shore		берег
to take part		приймати участь
commercial		торговий
educational		учбовий
higher school		вуз
undergo treatment		проходити лікування
mild		помірний
health resort		курорт

##### **II. Read, translate and retell the text:**

#### ***Odessa***

Odessa was founded by Suvorov in 1794. Present day Odessa is one of the largest cities of our country. Its population is over one million. It stands on the shore



of the Black Sea. Odessa is a rather young city but it has a glorious past. It is a city of great traditions. During the Great Patriotic War Odessa became a Hero- City.

Odessa is a first-class commercial port, an important industrial, scientific, cultural and educational centre. Many students study at its higher institutions. There are several theatres, a lot of cinemas and clubs in Odessa. Some new districts were built during the last 10 years. New streets are straight, wide and green.

Odessa is a great health – resort. The climate in Odessa is very mild. That’s why many tourists come here to spend their holidays. There are many rest- homes and sanatoriums where people rest and undergo treatment.

### **III. Answer the following questions:**

1. When was Odessa founded?
2. What is the population of Odessa?
3. Where does Odessa stand?
4. Does Odessa have a glorious past?
5. What is the climate in Odessa?
6. Why do many tourists come to Odessa to spend their holidays?
7. Do you like to go sightseeing around Odessa?

### **Topic 5. *On the Farm***

#### **I. Remember the following words and expressions:**

1. Farm building		приміщення для худоби
cowshed		корівник
pigsty		свинарник

barn		амбар
2. Farm animals		с \г тварини
cow		корова
sheep		вівця
3. Poultry		домашній птах
goose (pl. geese)		гуска
duck		качка
hen		курка
4. Farm processes		с \г процеси
ploughing		оранка
harrowing		боронування
sowing		сівба
tilling		обробіток ґрунту
harvesting		збір врожаю
milking		Доїння
fertilizing		внесення добриво
putting up silage		закладка силосу
5. Grains		зернові культури
wheat		Пшениця
rye		Жито
barley		Ячмінь
maize		Кукурудза
6. Vegetables		Овочі
potato		Картопля
tomato		Помідор

cabbage		Капуста
cucumber		Огірок
sugar beet		цукровий буряк
onion		Цибуля
carrot		Морква
egg- plants		Баклажани
7. Area		Площа
field crops		польові культури
to breed (bred, bred)		Розводити
livestock		Худоба
to raise		Вирощувати
meat		м'ясо
wool		вовна
dairy farming		розведення молочної худоби
equipment		обладнання
vineyard		виноградник
orchard		фруктовий сад
grape		виноград
to look after the cattle		доглядати худобу

**II. Read, translate and retell the text:**

*On the Farm*

There is a big farm not far from our city. The students of our group work there in summer. The farm is the richest in the district. It has large areas under field crops and fruit-trees. The farmers breed livestock too. There are new cowsheds, pigsties, barns and other farm buildings. The farm raises cows for meat and milk and sheep for wool. The dairy farming is based on modern equipment. Milking is done by electricity.

The farmers breed poultry: hens, ducks, geese.

The farm has many machines and tractors for ploughing, harrowing, sowing, tilling and harvesting.

The machines work on the fields of the farm and make the farmers work more productive.

The farmers grow all kinds of grain: wheat, rye, barley, oats and maize. They also grow a lot of vegetables: potatoes, tomatoes, cabbages, sugar beets, cucumbers, onions, carrots. There is a large orchard and a vineyard where some varieties of grapes are cultivated. The farmers told us how they looked after the cattle, fertilized the soil, put up silage.

### **III. Answer the following questions:**

1. Where is the farm situated?
2. What is the economic condition of the farm?
3. What are the main branches of the plant breeding and animal breeding?
4. What processes do machines do?
5. What kinds of grain do the farmers grow?
6. Is there any orchard or vineyard on the farm?
7. What did the farmers tell the students?

## ***Topic 6. Agriculture in Great Britain***

### **I. Read and learn new words:**

acre		акр (0,4 га)
arable		Орний
dairy		Молочний
to mix		Змішувати
main		Головний
gradually		Поступово
disappear		Зникати
to compete		Конкурувати
potato		Картопля
meat		м'ясо
comparatively		Порівняно
to enable		надавати можливість
to provide		забезпечувати
barley		ячмінь

## **II. Read and translate the text:**

### ***Agriculture in Great Britain***

Geographically Great Britain consists of Highland Britain and Lowland Britain. The agricultural area of England is toward the English Channel and the Continent of Europe. The soil in many parts of Highland Britain is thin and poor. Lowland Britain is a rich area with fertile soil.

Most of the farms are less than 50 acres each. The types of farms are different in different soil and climatic areas. In the eastern part of Britain most farms are arable. The farmers grow different crops here. In the western part of the country most farms are dairy. Small farms in Britain are usually mixed farms on which farmers both grow crops and keep farm animals.

Today the main tendency in agricultural development is that small traditional farms are disappearing because they cannot compete with modern big industrial farms.

Britain has a mild climate. The weather change with the winds. The temperature seldom exceeds 32 C or falls below 0. The driest period is from March to June and the wettest months are from October to January. Thus farmers work fields all year the round.

The main agricultural products of Britain are wheat, barley, oats, potatoes, milk and different kinds of meat.

A comparatively high level of agriculture enables Britain to provide about half of the food from its soil.

Britain usually imports meat, butter, wheat, tea, fruit, and tobacco. There are a few millions of acres of woodland in Great Britain.

### **III. Answer the following questions:**

1. Where is the agricultural area of Britain?
2. Are the most of farms in Britain very big?
3. What soil is in Highland Britain and in Lowland Britain?
4. Do farmers work fields all year the round?
5. What are the main products of Britain?
6. What does Britain usually import?

### **IV. Retell the text:**

## ***Topic 7. Agriculture in Ukraine***

### **I. Read and learn new words:**

plain		Рівнина
to prevail		Переважати
moderate		Помірний
Carpathians mountains		Карпатські гори
Crimean mountains		Кримські гори
diverse		Різноманітний
cattle		велика рогата худоба
steep		крутий, високий
subalpine		Субальпійські
hop		Хміль
to tend		мати тенденцію
beekeeping		Бджільництво
immense		неосяжний
hemp		коноплі
suburban		приміський
animal husbandry		тваринництво
cereal		хлібний злак

## **II. Read and translate the text:**

### *Agriculture in Ukraine*

Geographically Ukraine consists of Western Ukraine, North-Western Ukraine, Eastern Ukraine, South Ukraine and Central Ukraine. It is the second largest country in Europe. Plains are covered the most territory of Ukraine. Mixed forests and steppes prevail on the plains of Ukraine. About half of the country area is used for plant growing, forests occupy 18% of the territory. Two-thirds of the agricultural areas are the rich “black soil”.

Climate is mostly moderate continental in Ukraine with some differences in the Carpathians and the Crimean mountains. The average temperature in January is between -8 C to +2 C, in July it gets between +20 C to +25 C.

Agriculture in Western Ukraine. This region is rich in diverse agricultural and natural resources. Cattle breeding, pig breeding, grain planting, flax and sugar beet cultivation are widespread. Due to the geological and climate conditions these lands can't be used for arable planting. Therefore, sheep breeding traditionally played the leading role here. The steep mountain slopes are suitable for agricultural sector. "Polonyny" or subalpine grasslands are covered with plants which sheep can eat. Flax and potato are also popular here.

In the North-Western area people mostly cultivate rye, flax, hop, wheat, sugar beet and potato. However the region tends to live off cattle breeding: pig and sheep breeding, poultry, rabbit and fish farming, as well as beekeeping are popular.

In Central Ukraine people cultivate winter wheat, barley, maize, sugar beet, sunflower, hemp, coriander. The leading sectors are milk production and cattle breeding. Enterprises specializing in breeding pigs, sheep, rabbit and poultry are also popular.

South Ukraine is the region of immense steppes, fertile soil and intensive sun shining regime. At the same time some of these areas suffer from the lack of the water resources in summer. Large areas are used for vineyards, orchards, cultivating vegetables, melon and watermelon. Dairy and beef cattle, pigs, poultry and sheep breeding is widespread. Fish breeding is developed in the regions washed by the Black and Azov seas.

Eastern Ukraine. The main specialization of agricultural production is the cultivation of cereals, sugar beet and sunflower. Potatoes and vegetables are grown in suburban areas of the large cities. In sector of animal husbandry dairy and meat cattle breeding dominates.

### **III. Answer the following questions:**

1. Is Ukraine an agricultural country?
2. What is the climate of Ukraine?
3. Are the most soils in Western Ukraine arable?



4. Where do people cultivate winter wheat, barley, maize, sugar beet, sunflower, hemp, coriander?
5. Are large areas used for vineyards, orchards in Central Ukraine?
6. Where is fish breeding developed in Ukraine?

**IV. Retell the text.**

**Topic 8. *Ukraine***

**I. Remember the following words and expressions:**

country		Країна
East		Схід
West		Захід
major		більший
population		населення
industry		промисловість
coal		вугілля
cattlebreeding		скотарство
deposit		поклад, родовище
mountainous		гірський; гористий
ancient		стародавній
To participate		брати участь

**II. Read, translate and retell the text:**

***Ukraine***

Ukraine is one of the largest countries of Eastern Europe. It occupies an area of 603 700 km<sup>2</sup>. Its territory stretches for 893 kilometres from north to south and for 1316 kilometres from east to west. It has state borders with Russia, Belarus and Moldova. It also borders on Poland, Slovakia, Hungary and Romania.

In the south it is washed by the Black and the Azov Seas. The major rivers are the Dnieper, the Dniester, the Donets and others.

The major part of Ukraine is flat and only 5% of it is mountainous. The two mountainous areas in Ukraine are the Carpathians and the Crimean Mountains.

The geographical position of Ukraine is very favourable because the country lies on the crossroads of the ways from Asia to Europe.

Ukraine has deposits of iron, manganese, coal, natural gas, oil and other mineral resources.

The main branches of industry are: coal and ore mining, iron and steel engineering, machine and ship building. Besides, Ukraine has always been an agrarian country. Traditionally crop-growing and cattlebreeding are being developed.

The population of Ukraine is about 50 million people. The biggest cities are Kyiv, Kharkiv, Zaporizhia, Dnipropetrovsk, Odesa, Lviv, Mykolaiv and others.

Ukraine has an ancient history. It has its own original culture and arts.

The country is one of the members of the United Nations Organization (UNO) and participates in the work of many international organizations.

### **III. Answer the following questions:**

1. What is the territory and population of the Ukraine?
2. What can you say about the industry of the Ukraine?

3. What are the major rivers in Ukraine?
4. What kind of raw materials are there in Ukraine?
5. What are the main branches of industry?
6. Name the biggest cities of Ukraine.
7. Is Ukraine a member of the United Nations Organizations?

## Topic 9. *Kyiv*

### **I. Remember the words:**

the Verkhovna Rada		Верховна Рада
ancient		Стародавній
picturesque		Живописний
to locate		знаходитися на
seat		центр, резиденція
no wonder		не дивно
legislative		законодавчий
executive		виконавчий
fulfillment		виконання
deputy		депутат

### **II. Read, translate and retell the text:**

#### *Kyiv*

Kyiv is the capital of Ukraine . It is one of the largest and oldest cities of Europe. Kyiv is one of the most ancient cities. In 2012 it was 1530 years old. It was called “the Mother of all Russian Cities”. It has the population of 2,6 millions and occupies an area of 790 square kilometers.

The city of Kyiv is an industrial, scientific, administrative and cultural centre of Ukraine. It is the seat of the Verkhovna Rada and the Cabinet of Ministers. The Verkhovna Rada's main function is making laws. The Cabinet of Ministers is the highest body of the executive power. It carries out the fulfillment of the Constitution, as well as the acts of the President, develops and fulfills national programs on the economic, technological and cultural development of Ukraine. The only body of the legislative power in Ukraine is the Parliament. There are 450 people's deputies.

Kyiv is located on the picturesque banks of the Dnieper River. Kyiv is famous for its beauty. The streets of Kyiv are broad and straight. There are a lot of trees and flowers in the city. Kyiv has many places of historical interests, among them Kyiv Pechersk Lavra, the St. Sophia's Cathedral, Golden Gates and etc. There are many fine museums and theatres. Kyiv is the centre of education and science. Many scientific research institutes, colleges, the Universities are in the city.

No wonder that Kyivians are proud of their city.

### **III. Answer the following questions:**

1. What city is the capital of Ukraine?
2. Is Kyiv one of the largest and oldest city in Europe?
3. What is the population of Kyiv?
4. What is Kyiv famous for?
5. What historical places of Kyiv do you know?
6. Are there many museums and theatres in Kyiv? Call them!

## **Topic 10. London**

### **I. Remember the following words and expressions:**

to be situated	бути розташованим
to be founded	бути заснованим
West End	західна частина

	(аристократична частина Лондону)
East End	східна частина (найбідніша частина Лондону)
to strike	Пробивати
abbey	Абатство
to describe	Описувати
district	Район

## **II. Read, translate and retell the text:**

### *London*

London is the capital of Great Britain, its political, economical and cultural centre. It is one of the largest cities in the world. Its population is more than 11 million people. London is situated on the river Thames. The city is very old and beautiful. It was founded more than two thousand years ago.

Traditionally London is divided into several parts: the City, the West End and the East End. The City is the oldest part of London, its financial and business centre. The West End is the part where rich people live. It is the most beautiful part of London. The best hotels, restaurants, shops, clubs, parks and houses are situated there. The East End is an industrial district of London. There are many factories and the Port of London is there too.

London has many places of interest. One of them is the House of Parliament; the seat of the British Government. One can see a famous Clock Tower Big Ben, there the symbol of London. Big Ben is really the bell which strikes every quarter of an hour. Another place of interest is Buckingham Palace. It's the residence of the Queen. There are many other places of interest in London: Trafalgar Square, Regent's Park, Westminster Abbey and, of course, the British Museum. We can't describe all the places of interest. The best way to know London is to visit it.

### **III. Answer the following questions:**

1. What city is the capital of Great Britain?
2. Is London one of the largest cities of Great Britain?
3. What is the population of London?
4. What parts is London divided into? Describe them!
5. When was London founded?
6. What places of interest in London do you know? Describe them!

### **Topic 11. *Agrarian Education in Ukraine***

#### **I. Remember the words:**

education	освіта
level	рівень
field of agriculture	галузь сільського господарства
secondary education	середня освіта
higher education	вища освіта
economic	Економічний
agronomy	агрономічний
zooengineering	Зооінженерія
veterinary medicine	ветеринарна медицина
mechanization	механізація
land development	Землевпорядкування
vegetable growing and viticulture	овочівництва та виноробства

forestry	Лісництво
protection of plants	захист рослин

## **II. Read and translate the following text:**

### *Agrarian Education in Ukraine*

There are educational institutions of different levels in Ukraine. You can get special secondary education or higher education in the field of agriculture. There exist technical schools or colleges, universities and academies. You may enter a technical school after 9 years of school. You may become a student of a University or Academy only after 11(12) years' school. A person may continue his or her education after a technical school at the University, too. All agrarian educational institutions prepare specialists for agriculture in such fields as economics, agronomy, zooengineering, veterinary medicine, mechanization, land development, vegetable growing and viticulture and forestry.

20 higher educational institutions train highly qualified specialists for agro-industrial complex of Ukraine. They are National Agrarian University in Kyiv, Mykolayiv, Odessa, Poltava, Sumy, Sympheropol, Kharkov, Kherson and some Academies- Agro- ecological in Zhitomir, Lviv Academy of Veterinary Medicine, Podilska Agro- Technical Academy, Tavriyska Agrotechnical and Uman Agricultural Academy. All of them are educational institutions of the 3-4 levels of Accreditation. They train specialists, Bachelors and Masters in finance, accounting and audit, economics and management of organizations, agro ecology, agro -chemistry and soil science, protection of plants, zooengineering with different specializations. If you choose forestry as a career, you can get education in Kharkiv and National University. Higher educational institutions have in their structure training farms and scientific research institutes.

## **III. Answer the following questions:**

1. Are there educational institutions in Ukraine?

2. Where can you get special secondary education and higher education?
3. When can you enter a technical school?
4. When may you become a student of a University or Academy?
5. What specialist do agrarian educational institutions prepare?
6. How many higher educational institutions are there in Ukraine?
7. What Agrarian Universities of Ukraine do you know? Name them.
8. What specialists do the universities train?

## **Topic 12. *Agrarian Education in Britain***

### **I. Remember the words:**

county		графство
vocational		професійний
leading		провідний
to gather		Збиратись
dairy		Щоденник
to attend		відвідувати (заняття)
prize		Стипендія

### **II. Read and translate the following text:**

#### ***Agrarian Education in Britain***

There are three types of agricultural education in Britain. The first type is county farm institutes for vocational training give one year courses. There are about 2000 students in England and Wales, two main agricultural areas.



The second type is agricultural colleges provide two year diploma courses. Every colleges co-operates with some leading farmers in student practical training.

The future students usually have twelve months of practical work on farms after finishing secondary school. Yearly in September all the young men and girls who want to study at an agricultural college are asked to come to the college for a three year conference. At this conference all aspects of college life are discussed. After the conference the future students go to work on the farms for one year.

Farmers who co-operate with the college in student practical training are also gathered in the college to discuss all the problems of students' training.

Those who want to become students of the college must usually pass the examination in one of the subjects that has not been studied at school. The future students have to attend day or evening classes on that subject.

Working on the farm every future farmer must have his dairy. Daily the students are to write down in the dairies what is done and seen on the farm.

The college prize is given annually to that student who during his precollege training showed the best knowledge of farming.

The third type of agrarian education is universities. Most of the universities have faculties of agriculture where experts and teachers in Agriculture and Forestry are trained.

### **III. Retell the text.**

## **Topic 13. *The Environmental Protection in Ukraine***

### **I. Read and learn new words:**

danger		небезпека
acid rains		кислотні дощі

pollution		забруднення
to threaten		загрожувати
poison		отрута, згубний вплив
waste		залишки, відходи
extinct		вимерлий
to pollute		забруднювати
green house effect		парниковий ефект
contamination		забруднення
emission		випускання
overpopulation		перенаселення

## **II. Read and translate the text:**

### *The Environmental Protection in Ukraine*

Nowadays, our planet is in serious danger. Acid rains, global warming, air and water pollution, overpopulation are the problems that threaten human life on Earth. That's why the protection of nature has become one of the most burning problems of the 21st century. The Earth provides people with mineral resources, rivers, forests, fields – everything that makes the foundation of industrial and agricultural production. All these need in protection.

Our forests are disappearing because they are cut down. If this trend continues, one day we won't have enough oxygen to breathe.

The seas are in danger. They are filled with poison: industrial waste, chemical fertilizers and pesticides. If nothing is done about it, one day nothing will be able to live in the seas.

Every ten minutes one kind of animal, plant or insect dies out for ever. If nothing is done about it, one million species that are alive today may soon become extinct.

Air pollution is another serious problem. There are a lot of industrial enterprises in our country. They put their waste materials into atmosphere and pollute the environment. These emissions are the main reason for the green house effect and

acid rains. Nuclear power stations are a greater threat. The accident at the Chernobyl nuclear power station in April 1986 caused radioactive contamination of a vast area around the station. More than 100000 Ukrainian citizens were evacuated.

Fortunately, it's not too late to solve these problems. We must make our planet a better, cleaner and safer place. We can plant trees and create parks. We can recycle litter. Together we can save the planet and all of us with it.

### **III. Answer the questions:**

1. Why is our planet in danger?
2. What is happening to our forests?
3. Why is air pollution a serious problem?
4. What is the main cause of the greenhouse effect and acid rains?
5. Why are nuclear powers stations a greater threat?
6. What is happening to our seas?
7. What can we do to save the planet?

### **IV. Retell the text.**

## **Topic 14. *The Environmental Protection in Great Britain***

### **I. Read and learn new words:**

architectural		архітектурний
archaeological		археологічний

voluntary		добровільний
Charity		добродійність
to throw		кидати
to attempt		намагання
to demolish		зносити
to extend		розширювати
to alter		змінювати
permission		дозвіл, схвалення
Heritage		спадщина
measures		міри, заходи
emission		виділення
to sign		підписувати
to extend		простягнути(ся)
convention		договір, угода
to negotiate		вести переговори, домовлятися
Diversity		Різноманітність

## **II. Read and translate the text:**

### ***The Environmental Protection in Great Britain***

The environmental protection takes an important place in the life of Great Britain. This country was always developing policies to protect nature from industrial pollution. In 1992 Great Britain took part in so called the “Earth Summit”, where was signed the convention negotiated to protect biological diversity.

As we know there are many historical places and buildings in Great Britain. So, they are not allowed to demolish, extend or alter without special permission. It is considered as England's architectural and archaeological heritage. Most of these places are not open to visitors.

The voluntary bodies which deal with the protection of natural heritage are supported by the Government by giving grants. The charity organizations count more than 2 million members, they own and protect over 300 properties which are always open to the public, and nearly 230000 hectares of land.

International cooperations on environmental protection are also highly supported by the country. Central and local Government control waste, air and water pollution. Great Britain takes measures of improving the global environment. Britains no longer throw wastes in the sea. They even cut the emissions of gases, which lead to acid rains.

So, as we may see, Great Britain is very troubled with its natural and cultural heritage. And Britain's attempts to save nature should be a pattern for other countries.

### **III. Answer the following questions:**

1. Is environmental protection important for Great Britain?
2. What did Britain do in 1992?
3. Are the historical places allowed to demolish?
4. How does the Government support voluntary bodies?
5. What do charity organizations do?
6. Who controls waste, air and water pollution?

### **IV. Retell the text.**

#### **Topic 15. *My Future Speciality***

##### ***A Veterinarian***

## **I. Remember the following words:**

to cure	лікувати
increasingly	дедалі більше;більше і більше
welfare	благополучний
to be responsible for	бути відповідальним (за)
to regard	відноситись (до)
sick animal	хвора тварина
eradication	знищення, викоренення
anthrax	сибірка
blackleg	ящур
tetanus	стовбняк
origin	походження
transmission	передача

## **II. Read, translate and retell the following text:**

### **A Veterinarian**

The current technical possibilities enable man to use animal for numerous purposes. Veterinary medicine is expected to play an active role in this process. That's why the profession of a veterinarian is very important nowadays. For a long time the veterinarian prevented and cured farm diseases. But increasingly questions are being raised on animal welfare. This applies to farm animals, domestic pets and experimental animals. As a result of his training and interests the veterinarian is the very person to think about these problems and to suggest solutions for them.

The above mentioned responsibilities concern members of the professions at all levels: practitioners, veterinarians in investigation centres, in laboratories, in industry and public service, researchers and teachers.

The main tasks of the veterinarians are the following:

- consultations for farmers regarding animal health and diseases;
- hospitalization of sick and injured animals including medical and surgical treatment;
- eradication of tuberculosis and brucellosis in livestock;
- vaccination of animals against anthrax, blackleg, tetanus, etc.;
- inspection of food supplies of animal origin to prevent the transmission of animal diseases to man.

The veterinarian is also responsible for animal life and public health. He must know Veterinary Rules, carry out veterinary- sanitation work in order to prevent and control diseases of livestock and poultry.

### **III. Answer the following questions:**

1. What is a veterinarian?
2. What is the veterinarian responsible for?
3. Why is it important for the veterinarian to know Veterinarian Rules?
4. What are the main tasks of the veterinarian?

### ***A Zooengineer***

#### **I. Remember the following words and expressions:**

to be in charge of	бути відповідальним за
duty	обов'язок
varied	різний
to compound	складати
to determine	визначати
quality	якість

to be responsible for	відповідати за
proper	правильний
artificial	штучний
to store up feeds	заготовляти корма
to pay attention	звертати увагу
to be engaged in	займатися чимось

## **II. Read, translate and retell the text:**

### ***A Zooengineer***

Zooengineer is a farm specialist who is in charge of the livestock on a farm. The duties of a zooengineer are varied and difficult. He is to compound rations for farm cattle, pigs, sheep and poultry. He controls feeding animals according to the rations and determines the quality of the feeds.

A zooengineer is also responsible for the proper housing of the animals, sanitation and ventilation.

A zooengineer is in charge of the reproduction of the herd. He controls artificial insemination, proper feeding and maintenance of pregnant animals and the young.

Great attention is paid to the growing of the young. There should be plenty of sunlight and good ventilation in the stalls.

A zooengineer is to know the quantity and productivity of the herd on the farm. He is responsible for the fodder crops to be sown and to be stored for the winter period.

A zooengineer is engaged in breeding work. He chooses the best animals in the herd and improves the herd with better off- springs.

## **III. Answer the following questions:**

1. What is a zooengineer?



2. What are the duties of zooengineers?
3. What does he control?
4. What is he responsible for?
5. What is he in charge of?
6. How is he engaged in breeding work?
7. What are you doing to become a good specialist?

### *An Economist*

#### **I. Remember the following words:**

to rule	керувати
to concern with	займатися чим-небудь
labour	праця
various	різний
goods	товари
to satisfy	задовольняти
demand	вимога, вимагати
accounting	облік
audit	аудит
skill	майстерність
to deal with	мати справу з
to make a decisions	приймати рішення
to suggest	пропонувати
liabilities	пасиви
accuracy	точність
transaction	операція
ledge	гросбух

especially	особливо
assets	активи

## **II. Read, translate and retell the text:**

### *An Economist*

The word “economics” is a combination of two Greek words (oikonomicos) one meaning “home” and the other “to manage” or “to rule”.

Economics is basically concerned with the most efficient use of resources (land, labor, capital) in producing various types of goods and services to satisfy different demands. Economists study how, what and for whom to produce.

Odessa State Agrarian University trains specialists in two fields of economics: agrarian management and accounting and audit (bookkeeping).

Management is an art or practice of managing a business or money. It is also a skill in dealing with people or situations. A professional farm manager takes a job of managing a farm and making decisions. He analyses strong and weak points and suggests how to earn more.

Accounting is the recording and analysis of financial transactions in order to reveal the financial position of an individual or firm. The accountant analyses the collected data and produces balance sheets and income statements. All such financial statements are audited, that is, checked for accuracy by independent accountants.

Bookkeeping is a systematic recording of financial transactions. There are single entry system and double- entry system. The double- entry system is more detailed: the debit and credit items are entered into a journal, they are then classified in a ledger. From this information a comprehensive balance sheet can be drawn up.

Today agriculture is marked by increasing specialization and it especially needs good specialists in economics.

### **III. Give answers:**

1. What is economics concerned with?
2. What specialists in economics does our institute train?
3. What is accounting?
4. What is bookkeeping?
5. Why is the profession of an economist important for agriculture?

### ***The Surveyor***

#### **I. Learn the following words by heart:**

to survey	межувати, проводити зйомку
to make out	розрізняти
boundary	кордон
adjoining	суміжний, сусідній
to comprise	включати
subdivision	підрозділ
to be engaged in	займатися чим-небудь
property	майно, власність
disposition	розміщення, розташування
digital	цифровий
to process	обробляти

#### **II .Read and translate the following text:**

### ***The Surveyor***

The surveyor is a person who walks around in the fields surveying and making out a boundary between two adjoining plots. He also works with environmental management, physical planning, development of geographic information systems and does much of cadastral work. The work comprises development, subdivision or

charge of boundaries, etc. The surveyor is also engaged in surveying task and consultancy on the use of real property.

Many educated surveyors today work with environmental and natural resources management. They may plan the disposition of new urban areas and new building projects balancing these with nature and environment.

The surveyor works with mapping and planning large construction works, such as motor roads, bridges, etc. They develop digital system for processing geographic data.

### **III. Give answers to the following questions:**

1. What can you say about the profession of a surveyor?
2. With what does the surveyor work?
3. What does the work of the surveyor comprise?
4. With what do many educated surveyors work?
5. What may they plan?
6. With what does the surveyor work and what does he develop?
7. Why do you want to become a surveyor?

### ***An Engineer- Mechanizer***

#### **I. Learn and remember the following words:**

to dream	мріяти
cheaper	дешевше

to appear	з'являтися
to save	економити
vast mechanical power МОЖЛИВОСТІ	широкі механічні
wide variety різноманітність	широка
plowing	оранка
cultivating	культивуація
fertilizing	обробка добрива
harvesting	збирання врожаю
wheel tractor	колісний трактор
general purpose tractor цілей	трактор для загальних
track-type tractor	гусеничний трактор
hydraulic tractor трактор	гідравлічний
potato harvester машина	картоплезбиральна
maintenance обслуговування	технічне
master	хазяїн, господар

## **II. Read, translate and retell the text:**

### **An Engineer- Mechanizer**

I am student of Odessa State Agrarian University, Mechanization Departament. There are different departments in our University. For example, the Agronomy Departament, the Veterinary Departament, the Land-development Departament, etc.

My future profession is an engineer- mechanizer. Farmers always dream to do their job easier, better and cheaper. When tractor appeared it saved farmer’s labour and time. Now farmers have the vast mechanical power. They use agricultural tractors which can make the wide variety of farm jobs, such as plowing, cultivating, fertilizing and harvesting. There are different types of tractors: wheel tractor, track-type tractor general purpose tractors, hydraulic tractors, potato harvester and so on.

The engineer-mechanizer must know all about internal mechanisms and the functions of the power, about maintenance of the farm machinery, in one word he must be a master of machines.

**III. Answer the following questions:**

1. What is your future profession?
2. What departments are there in your University?
3. What types of tractor do you know?
4. What must the engineer-mechanizer know about the agricultural tractor?
5. What do you think this word combination “to be a good master” means?

*An Agronomist*

**I. Remember the following words:**

achievement	досягнення
agronomist	агроном
to contribute	робити внесок
to be in charge of	відповідати (за)
to set into motion	приводити до руху
agrarian	аграрний

significantly	значною мірою
annual	щорічний
to secure	забезпечувати

## **II. Read and translate the text:**

### *An Agronomist*

An agronomist is a farm specialist who is in charge of the crop growing. Crops are growing in a great variety of soil and climate conditions. Some soils are fertile. The most important sector of an agronomist's work is to secure growth of grain production. The average annual grain crop must be increased by 30-40 million tons. The task of agronomists in this field is to set all reserves into motion, to use all the latest achievements of the agrarian science.

Ukrainian agronomists have contributed significantly to world theory and practice of crop farming. For example, the variety of wheat "Eritrospermum-127" is developed by the scientists of Odessa State Agrarian University. The variety is high-yielding wheat is grown now in many regions of Ukraine.

## **III. Answer the following questions:**

1. What faculty do you study at?
2. What is an agronomist?
3. What are the most important tasks of the agronomist?
4. Do you take part in the work of the scientific society at your faculty?
5. What is developed by the Ukrainian agronomists?
6. In what field of agrarian science do you specialize?

### *Postgraduate Research Work*

## **I. Remember the words:**

research activity	науково-дослідницька робота
to carry out ( to conduct)	проводити наукову роботу
under the guidance of	під керівництвом
science	наука
scientific guider ( adviser)	науковий керівник
to be provided with an adviser	мати за керівника
to work on a research problem	працювати над проблемою
to set a task	поставити завдання
to solve a problem	вирішувати проблему
to take part	брати участь
on my speciality	за моєю спеціальністю
abstract of the thesis	автореферат
to read for research	готуватися до отримання наукового
	ступеню
to obtain ( to take) an academic degree	отримати науковий ступень
to award the degree	присуджувати ступінь
abstract	тези
to submit a paper	представляти доповідь
to submit one's thesis for approval	представляти дисертацію до захисту
to defend one's dissertation	захищати дисертацію
the D.Sc. ( Doctor of Science) degree	вчений ступінь доктора природних
	наук
to be rewarded the degree of D.Sc.	отримати ступінь доктора наук
education	освіта, виховання



to referee a thesis	рецензувати дисертацію
a thesis on	дисертація на тему

## **II. Read, translate and retell the text:**

### *Postgraduate Research Work*

Our Government devotes great attention to the successful development of science. We have many research institutions in this country. Each branch of science and engineering has its special research institutions. Besides, research work is conducted at every higher educational establishment in Ukraine. Many eminent scientists work at the universities and higher schools. They carry out much research themselves and many post-graduate students and specialists who read for the degree work under their guidance.

Some institutes have special Academic Boards which have the right to admit the dissertations for defense. Two Academic degrees may be taken: Master and Doctor of Science. A graduate working for a Master's Degree must finish the required higher educational course, pass final examinations according to the minimum requirements for a Master's Degree, write and publicly defend a thesis at a University or Research Institution.

## **III. Answer the following questions:**

1. Where is the research work conducted in your country?
2. What kind of activities do scientists working at higher educational institutions do?
3. What right do Academic Boards have?
4. How many academic degrees may be taken? What are they?
5. What are the requirements to a graduate working for a Master's Degree?
6. When did you graduate from the University?
7. Are you a post- graduate student?
8. Do you have any promising result?



## Зміст

Вступ.....	3
Розділ I.....	4
1. Unit 1	
Дієслова to be, to have. Поняття про займенник.....	4
2. Unit 2	
Іменник. Множина іменників. Присвійний відмінок іменників. Займенники: many, much, few, little.....	16
3. Unit 3.	
Конструкція there is/there are. Числівник.....	27
4. Unit 4.	
Модальні дієслова та їх еквіваленти.....	37
5. Unit 5.	
Ступені порівняння прикметників.....	44
6. Unit 6.	
Часи групи Indefinite.....	47
7. Unit 7.	
Дієприкметник теперішнього та минулого часів.....	51
8. Unit 8.	
Часи групи Continuous.....	57
9. Unit 9.	
Часи групи Perfect.....	64
10. Unit 10.	
Пасивний стан (Passive Voice).....	67
11. Unit 11. Інфінітив, його функції та інфінітивні конструкції. (The Infinitive).....	73

<b>Розділ II.....</b>	<b>83</b>
<b>1. Topic 1.</b>	
<i>About Myself.....</i>	<b>83</b>
<b>2. Topic 2.</b>	
<i>My Working Day.....</i>	<b>85</b>
<b>3. Topic 3.</b>	
<i>Our University.....</i>	<b>86</b>
<b>4. Topic 4.</b>	
<i>Odessa.....</i>	<b>88</b>
<b>5. Topic 5.</b>	
<i>On the Farm.....</i>	<b>90</b>
<b>6. Topic 6.</b>	
<i>Agriculture in Great Britain.....</i>	<b>93</b>
<b>7. Topic 7.</b>	
<i>Agriculture in Ukraine.....</i>	<b>95</b>
<b>8. Topic 8.</b>	
<i>Ukraine.....</i>	<b>97</b>
<b>9. Topic 9.</b>	
<i>Kyiv.....</i>	<b>99</b>
<b>10. Topic 10.</b>	
<i>London.....</i>	<b>101</b>
<b>11. Topic 11.</b>	
<i>Agrarian Education in Ukraine.....</i>	<b>102</b>
<b>12. Topic 12.</b>	
<i>Agrarian Education in Britain.....</i>	<b>104</b>
<b>13. Topic 13.</b>	
<i>The Environmental Protection in Ukraine.....</i>	<b>106</b>
<b>14. Topic 14.</b>	
<i>The Environmental Protection in Great Britain.....</i>	<b>108</b>
<b>15. Topic 15.</b>	
<i>My Future Speciality.....</i>	<b>110</b>
<b>Література.....</b>	<b>125</b>

## Література:

1. Афолина Т.А. Английский по-новому: учеб. пособие/ Т.А. Афолина. - М.: Астрель: АСТ, 2008. - 508 с.
2. Бех П.О. Англійська мова. Самовчитель: навч. посібник/ П.О. Бех, Л.В. Биркун. - К.: Либідь, 1995. - 232 с.
3. Шпак В.К. Англійська мова для повсякденного спілкування: підручник/ В.К. Шпак, В.Я. Полулях, З.Ф. Кириченко та ін.; За ред. В.К. Шпака. - К.: Вища школа, 2001. - 302 с.
4. Murphy R. Essential grammar in use/ Raymond Murphy - Cambridge University Press, 1994. - 259 p.