

**МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ**  
**КИЇВСЬКИЙ УНІВЕРСИТЕТ ІМЕНІ БОРИСА ГРІНЧЕНКА**  
**ПЕДАГОГІЧНИЙ ІНСТИТУТ**

## **ДІЛОВА ІНОЗЕМНА МОВА**

**МЕТОДИЧНІ РЕКОМЕНДАЦІЇ**  
**З ВИВЧЕННЯ ДИСЦИПЛІНИ**  
**«ДІЛОВА ІНОЗЕМНА МОВА (АНГЛІЙСЬКА)»**

**ДЛЯ СТУДЕНТІВ ЗАОЧНОЇ ФОРМИ НАВЧАННЯ**  
**СПЕЦІАЛЬНОСТЕЙ «ДОШКІЛЬНА ОСВІТА»**  
**ТА «ПОЧАТКОВА ОСВІТА»**  
**ОСВІТНЬО-КВАЛІФІКАЦІЙНИЙ РІВЕНЬ «СПЕЦІАЛІСТ»**

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**Кошарна Н. В.** Методичні рекомендації з вивченням дисципліни «Ділова іноземна мова (англійська)» для студентів заочної форми навчання спеціальностей 7.01010101 «Дошкільна освіта» та «Початкова освіта» 7.01010201 освітньо-кваліфікаційного рівня «Спеціаліст» / Кошарна Н.В. – К.: Київ. ун-т ім. Бориса Грінченка, 2014. – 94 с.

Методичні рекомендації реалізують концепцію підготовки вчителя дошкільної та початкової ланок освіти. Використання даних методичних рекомендацій для студентів заочної форми навчання педагогічних спеціальностей з метою оволодіти практичним курсом дисципліни «Ділова іноземна мова» є необхідним і ефективним, зважаючи на самостійність студентів у міжсесійний період.

Для студентів педагогічних спеціальностей.

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## ПОЯСНЮВАЛЬНА ЗАПИСКА

Методичні рекомендації з вивченням дисципліни «Ділова іноземна мова (англійська)» розроблені для студентів заочної форми навчання спеціальностей 7.01010101 «Дошкільна освіта» та «Початкова освіта» 7.01010201 освітньо-кваліфікаційного рівня «Спеціаліст».

Практичний курс дисципліни «Ділова іноземна мова (англійська)» є необхідною складовою вивчення англійської мови і дає можливість студентам заочної форми оволодіти механізмом міжмовної ділової комунікації (усної та письмової), набути навичок та вмінь з акцентуванням на сфері майбутньої педагогічної професійної діяльності.

Практичний курс дисципліни «Ділова іноземна мова» розрахований на студентів (ОКР «Спеціаліст») заочної форми навчання і є завершальним у межах вивчення дисципліни «Практичний курс англійської мови». Передбачає використання набутих під час вивчення попередніх навчальних дисциплін знань, умінь та навичок для їх подальшого удосконалення та розвитку.

Методичні рекомендації з вивченням дисципліни «Ділова іноземна мова (англійська)» ставлять за мету сприяти практичному опануванню студентами педагогічних спеціальностей («Початкова освіта», «Дошкільна освіта») системи англійської мови та нормативної бази її функціонування в комунікативно-мовленнєвих ситуаціях у сфері їхньої майбутньої професійної діяльності.

В основу змісту методичних рекомендацій покладені принципи системності, наступності, комунікативної та професійної спрямованості навчання, інтерактивності, інтеграції та мовленнєво-розумової активності. Передбачається розвиток у студентів педагогічних спеціальностей навичок самостійної роботи під час виконання практичних завдань (читання, переклад та переказ тексту, лексичні та граматичні вправи, письмовий переклад, підготовка повідомлень тощо) і контрольних робіт.

Методичні рекомендації складаються з двох розділів. Перший розділ містить матеріали комунікативного спрямування, які передбачають практичне вживання ділової англійської мови в сучасному світі та формування мовленнєвих навичок і вмінь з проблем професійно-педагогічної підготовки. Другий розділ укомплектований граматичним матеріалом, який охоплює в повному обсязі курс практичної граматики англійської мови і вправи, презентовані за ступенем складності. Запропонований список літератури допоможе студентам педагогічних спеціальностей орієнтуватися в освітньому просторі ділової англійської мови. У додатках представлені зразки написання та оформлення статей, що сприятиме подальшій самоосвіті педагогічних спеціальностей.

Методичні рекомендації допоможуть студентам заочної форми навчання вирішити основні завдання дисципліни «Ділова іноземна мова (англійська)»:

- навчити майбутнього фахівця орієнтуватися у сучасному інформаційному потоці з метою удосконалення іншомовних умінь і навичок;
- удосконалювати комунікативні уміння й навички володіння англійською мовою при спілкуванні на професійно-педагогічні теми;
- розвивати уміння адекватно поводитися в різних життєвих ситуаціях ділового спілкування;
- укладати документацію ділового та наукового характеру;
- застосовувати знання практичної граматики англійської мови на практиці;
- реферувати (усно та письмово) оригінальні тексти педагогічного спрямування;

- здійснювати адекватний переклад з англійської мови на українську та навпаки окремих речень та текстів, що відповідають тематиці та рівню складності курсу;
- готувати майбутнього педагога до наукової діяльності, продовження освіти.

## **PART I. SPEAKING MATERIAL**

### **Professional and Pedagogical Training of Pre-school and Primary School Teachers**

#### **Common Tasks to the Texts 1 – 9:**

- 1) Read, translate and retell texts.**
- 2) Point out professional specific terminology.**
- 3) Write down the Vocabulary list of key words.**
- 4) Write down 10 (four types) questions to the texts.**
- 5) Give short summaries (10 or 15 sentences) of texts.**
- 6) Be ready for discussing problems of professional approach.**

#### **Text 1. Educational science and Changing Times of the Modern World**

Today the development of teacher education institutions in Europe is responding to very different social, political and educational pressures from times past. Schooling is much altered and improved, children and young people have very different beliefs about how they should be taught and so have their parents.

Society has higher expectations than ever for the results of schooling, so does the world of commerce and industry. Each pursues its concern for ever rising standards of developed aptitudes and skills with a vigour driven by economic, political, technological and social necessity honed and sharpened by the shifts in the balance of the political and economic power of recent decades.

These concerns and circumstances create new conditions not only for schools and teachers but also for teacher educators. Nowadays Ukraine as an independent country in the way of integrating in Europe and cooperating with many European countries in the sphere of education and teacher training put the same question *How best to educate teachers in changing times?*

Ways and conditions of the knowledge of future teachers cause a situation that the actualization of objective knowledge, in other words – turning it into a living knowledge becomes necessary social value only when there is no mechanical transfer of information in the human mind and its transformation in personal and meaningful knowledge.

This is important for two reasons. First, the process of building information may occur only in the field of personal knowledge. Second, the creative activity of the individual most fully realized on a formation of personal and meaningful knowledge. Any knowledge synthesizing empirical and a theoretical component, and their unity makes its overall structure.

Principles and Criteria for selection of training content perform theoretical principles in the process of learning. However, such a formation is facing problems feeding technologies and learning. The problem of the mechanisms and standards of education theory as a science is relevant and insufficiently developed.

The modern specialist must have a much higher scientific and practical training than its predecessors. Consequently, the level and depth of content learning in general, and pedagogy in particular, should be viewed as a dynamic system that is constantly developing. "Determination of the volume, the level and depth of the content of the educational process, as well as the entire education system, starting from a particular source, the current state and supplemented with new content science that develops".

Such theorists curriculum as Y. Babanskii, S. Vysotsky, L. Zorina, W. Krajewski, W. Lednev, J. Lerner and others developed principles that apply to the selection of the material of pedagogy as an academic subject.

*(Biggs James. Teaching for desired learning outcomes: Handbook of Educational Ideas and Practices. – London-New York: General Editor Noel Entwistle, 2007. – 357 p. – P.251-252.*

## **Text 2. Pedagogy as a Science and the Problem of Educating Teachers in the Modern World**

Analysis of pedagogy as a science and study of the subject, conducted by some researchers - scientists (E. Byelozertsev , W. Krajewski , A. Orlov) shows that the main difficulty to explain the content of pedagogy as a school subject are determined by a specific set of factors. Among them, the opposition relationship pedagogy with other sciences of man and his education, lack of educational theory is developed, the complexity of the interaction between educational theory and teaching practice, lack of methodological culture of teachers and researchers, the study aims uncertainty educational courses in universities, lack of high school textbook on the theory of pedagogy.

The problem of educating teachers in the modern world needs to improve the practice of training and education places. There are new demands on science teaching. In this regard, the scientific community formed two basic positions.

The first one emphasizes the development and improvement of science teaching can take place within the existing concepts and techniques without changing the fundamental structure of science itself. The second is diametrically opposite, indicating that pedagogy meets the needs of the training practice and education should be associated with dramatic changes throughout its structure, changes in basic concepts, the inclusion of innovative tools and methods.

Traditionally, most scientists followed the first point of view according which the revolutionary change in the world influence on the science. All features are characterized by the formation of the content of pedagogy as an academic subject. Pedagogy examines the educational process and on this basis, the system creates its educational activities.

An important area, in which curriculum theorists work, is the problem of structuring the educational material. This problem is related to conceptual and terminological analysis of teaching material. Logical aspects of economy improvement of teaching pedagogy is responsible primarily because the ability of the brain as a reservoir for transferring a body of knowledge that people should learn is limited. The logical analysis and regulation of educational material should present the process of informational knowledge, which students will learn.

This trend is formed through the understanding and perception of pedagogical knowledge and skills determined humanistic orientations. The system of pedagogical knowledge and skills gives the experience of teaching and professional activities in the Pedagogy as Science, and forms the pedagogical foundations of this profession determine the content of general training, which is reflected in educational standards, curricula and training programs.

New Studies in Philosophy of Education, theory, history and methodology of pedagogy, theory and practice of the operation and development of educational institutions is extremely actualized problem ways of presenting scientific knowledge in courses teaching disciplines.

*(Biggs James. Teaching for desired learning outcomes: Handbook of Educational Ideas and Practices. – London-New York: General Editor Noel Entwistle, 2007. – 357 p. – P.253-254.)*

## **Text 3. Pedagogy as a Discipline within the Educational Science**

Learning academic discipline "Pedagogy" within the Educational Science is very important for students of pedagogical institutions. In the professional and pedagogical training of future teachers Pedagogy as an academic subject occupies a special place. It plays a special role in the integration of pedagogical knowledge, which is also represented in educational psychology, methods, manufacturing practices. Theoretical generality of this science is the foundation for creating a special professional outlook and helps future

teachers to perform under educational qualification the characteristic functions and in making educated professional decisions.

The name of the course indicates its focus - to provide theoretical and practical training for independent educational activities. In the course it is covered next questions: the scientific and pedagogical knowledge as a theoretical and methodological foundation for practice teachers, education as the interaction of human, concrete historical and national components of culture in the process of identity formation, education as the basis of the general culture of the individual, training as an ongoing and integral process of personal development, the integrity of the educational process in educational institutions, the interaction of school, families, institutions of additional education in parenting, relationship learning pedagogy and practice of education, education and training.

The course pedagogy as fundamental place in the vocational and educational training plays an integrative role in the formation of future teachers, it is the baseline for a students' perception of the cycle of humanitarian and socio- economic disciplines, special items and expert methods, laying the foundations of educational integration.

In the current socio-cultural conditions substantially revised course content pedagogy: enhanced humanistic aspects are coordinated the interdisciplinary communication. The mastery course units involves consideration of the processes of native and foreign student teachers, the general foundations of pedagogy, didactics problems, theory of education, principles of teaching process, tasks, forms and methods of teacher.

"Introduction to the Teaching Profession" is a kind of Introduction to the Pedagogy. The professional directing course is designed to present the initial training of future specialists in teaching profession and training system, the types of educational institutions in which they will work to encourage professional and personal development and self-education of future teachers, to help students to adapt the learning process in higher taking part in an independent, educational, scientific, social activities, provides initial training for the teaching practice. In the study of the course it focuses on the study of the following issues: the identity of the student as an object and subject of education, teacher identity as a subject of self-education, educational- correctional institutions as objects of educational activities.

*(Biggs James. Teaching for desired learning outcomes: Handbook of Educational Ideas and Practices. – London-New York: General Editor Noel Entwistle, 2007. – 357 p. – P.257-258.)*

#### **Text 4. Teaching English to the Pre-School Children and Children in a Primary School**

The problem how to teach a foreign language to pre-school children and the children of a primary school has not been solved either in this country or abroad, though some methodologists and teachers have shown an interest in it and there are some books, papers and theses dealing with this problem. For instance, soon after World War II the Modern Language Association in the USA, with Theodore Anderson at the head, a campaign for the teaching of foreign languages in primary schools began. A broad experiment was organized in elementary schools throughout the country. It was done to prove that it is necessary to begin the teaching of a foreign language in the first grade and even in the kindergarten if good results are to be achieved. Otherwise the younger generation will not master foreign languages.

In the former Soviet Union the interest for teaching young children a foreign language was aroused soon after the first schools with a number of subjects taught in a foreign language were opened in Moscow, i.e. in 1950-s. Experience has proved that the earlier the children begin to learn a language, the better they master it. Besides, some teachers volunteered to instruct children a foreign language in pre-school children. The experience and the result they have achieved are described in many articles.

It is necessary to distinguish between teaching pre-school children in the kindergarten and teaching children in the primary grades in the elementary school, as there

are some psychological age characteristics which should be taken into account. Here some of them:

A child of 5 or 6 easily learns words and sentences of a foreign language and associates them directly with the things, actions, etc. He learns a sentence as a sense unit without any strain as easily as he learns isolated words. He encounters the same difficulty in learning the sentences *My name is Mike, I like this black cat* and so on, and words *a cat, a bear* etc. Moreover, it is easier for a child to learn a sentence than isolated words.

Sometimes a child does not notice that he uses English words in a sentence said in Ukrainian: *Я запав shall show you*. English words live side by side with Ukrainian words and the child uses those words which first come to his mind.

This phenomenon does not occur in the elementary school. The children of a primary school are more careful in their speech. They use either English or Ukrainian sentences. Their Ukrainian speech habits are much stable. They don't learn a sentence only as a sense unit, but as a model, a stereotype to be used for building up other sentences by analogy.

The imitative ability of pre-school children is better than that of school-children. They experience fewer difficulties in the assimilation of English pronunciation. They like to repeat sounds, words, and sentences. They try to pronounce in imitation of the teacher, and they usually succeed in imitating. Teaching pronunciation to school children is also based on their imitative abilities though some explanation may be given. Thus, the teacher may not only show his pupils how to pronounce, but explain to the childrenst how to produce this or that sound. For example, *place the tongue a little bit back, while producing «car»*.

The natural activity of a child 5 – 6 is a play. He lives in a world of various games. Moreover, if the child helps grown-ups in doing a room, watering plants, etc. He is playing because he pretends to be a grown-up. In teaching the English language to pre-school children the teacher must take this factor into consideration and suggest different games to them. Playing is the best motivation for children to work at assimilating the language.

A child of 7 – 9 likes playing very much as well. He can and must work hard, however in overcoming the difficulties he encounters. He is taught to do many ways of activities: to read, to write in the mother tongue, count, make various things of paper, etc. In teaching him English it is appeared the new kinds of activities as well. Various exercises should performed alongside.

(Hedge T., Whitney N. *Power Pedagogy and Practice* / Tricia Hedge, Norman Witney. – Oxford University Press, 2001. – 398 p.)

### **Text 5. Pedagogy and Teacher's Work**

«**Theory**» and «**Practice**». The theme of *theory* and *practice* is a recurrent one in pedagogical discourse. The relation between theory and practice is mostly seen as problematic, in that there is a lack of correspondence between what is thought of as «theory» and «practice» respectively.

For example a «gap» between theory and practice is often talked about in connection to different problems such as:

1. The so-called practice chock refers to the gap between what is learnt in teacher education and practice of teaching.
2. The difficulties in spreading research results. It has not been easy to encourage teachers to adopt research results. Teachers seem to be unwilling to use the results from the research.
3. The implementation of reforms. During implementation reforms are twisted and distorted usually in ways that counteract the intentions of the reform.
4. The gap between thinking and acting. Even teachers, who *think* in accordance with research results and «theory», *act* in similar ways to most other teachers.

The formulation of the four problems includes certain perspectives as well as pre-suppositions. Firstly, it seems as if what is meant by practice, i.e. (= [ai] = abbreviation

which means “in other words or that is to say”) the teachers and their work, that is the problem rather than «theory».

Secondly, the gaps are formulated from above – in top to bottom perspective. It seems to be more than perspective of those who govern and administrative the educational system on a central level than of those running it. This perspective means that the gaps are formulated as gaps between *intentions* and *reality*. Theory is connected to intentions and plans while practice is connected to «reality».

Thirdly, this way of referring to the gap between theory and practice presupposes a relation where practice is seen as *applied theory*. Practice is also seen as subordinated to theory, which somehow seems to be closer to what is true.

The four problems are described within the field of «pedagogy». Here it is used the term pedagogy as a designation of a field of knowledge in a quite wide sense. This knowledge is not only built up of pedagogical research but also knowledge within the contexts of university courses, teacher education, school development and evaluation as well as school reforms and implementation. Thus pedagogy as knowledge is developed within university departments, teacher education departments as well as within central education authorities. There are also a “grey zone” of people who make their living as authors and consultants and who base their writings and sayings on a pedagogical knowledge base. There is a large number of different «pedagogies» and there are also a lot of conceptions (as well as misconceptions) about what pedagogy is not that is part of the field’s surroundings.

**Teachers’ work.** Teachers are expected to transmit knowledge as well as morally form the pupils and promote the development of a social and cultural belonging. Teachers’ work is formed between the aims in these respects and the conditions for this. Teachers plan and form, establish and manage a practice where students take part in different activities. The tasks of education give a direction to teachers’ work – student development is supposed to lead somewhere. Teachers’ work is in this way intentional. Thus there is a normative aspect to teachers’ work, the practice they organize and lead can be evaluated in relation to educational aims.

But teachers’ work is also a *response* to the conditions under which they work, and there are different kinds of conditions. Some conditions are not very school-specific, such as unemployment, immigration, racism and ICN (information communication technology), although these more general social changes affect some schools more than others. Other conditions are more school-specific, such as rules and regulations, resources, kinds of teachers, curriculum and syllabuses, systems for assessment and evaluation.

Teachers’ work is formed between their ambitions and intentions on the one side and conditions on the other. The intentional / normative dimension is a *didactic dimension*.

Within the pedagogical field of knowledge the tension between the intentional and conditional dimensions is mirrored as a contradiction.

Let’s consider one more phenomenon as *piloting*, i.e. when the teacher helps the pupil to overcome an obstacle he/ she cannot overcome by herself. From the teacher’s perspective, piloting holds the attention of as many pupils as possible and makes it possible to help more pupils. From a constructive learning theoretical point of view, this has been interpreted as teachers preventing pupils from learning. The teacher should wait for the pupil to discover the answer or help out by finding «cognitive bridges».

*Carlgren Ingrid. Pedagogy and teachers’ work / Ingrid Carlgren. – Nordisk Pedagogisk, Vol. 19, P. 223 – 234. – Oslo, 1999. – ISSN 0901 – 8050.*

## **Text 6. Pre-School Teacher’s Work**

Your role as an early childhood teacher will be very similar to that of a guide. A guide leads others down new paths. A guide walks beside a person on a journey, not in front. A guide also keeps others safe from harm.

As an early childhood teacher, you will be challenged to find new experiences to share with children. Guide children, do not lead them, and move in a direction that interests the child. As a guide, allow the child to choose their learning and playing style while making safety your number one concern!

Give up the notion that a teacher knows everything. Become a partner in learning and encourage children to find their own answers instead of providing the answers for them. By being a partner, teachers learn with the children and share in their experiences.

Early childhood teachers support learning by providing activities and materials that children find engaging. By facilitating learning, supplying a developmentally appropriate environment, interesting materials, and adequate time to explore, play, and interact, children find learning easy and fun!

To nurture is to nourish. Nurturing a child encompasses all aspects of development: social, emotional, cognitive, and physical. In every interaction, a teacher should nurture appropriate growth and development.

Teachers must also take care to listen to a child including interpreting words and actions. Listening carefully helps teachers determine a child's needs and aids in furthering the child's development. Teachers communicate with many people throughout the day: parents, children, support staff, the general public, and administrators. Early childhood teachers must be prepared to communicate with all of these people. You should feel comfortable opening up, asking questions, seeking advice, and sharing your experiences.

Paperwork, lesson planning, preparing materials and the environment, and negotiating require teachers to have strong management skills. Managing a classroom requires organizational skills, attention to detail, and commitment. There are many balls in the air and it is your job to keep them up and moving!

Teaching is full of many responsibilities, roles, and challenges. Like most worthwhile endeavors, it brings both challenges and rewards. Be flexible and you will more readily enjoy the rewards of teaching young children.

Teachers play an important role in fostering the intellectual and social development of children during their formative years. The education that teachers impart plays a key role in determining the future prospects of their students. Whether in preschools or high schools or in private or public schools, teachers provide the tools and the environment for their students to develop into responsible adults.

Kindergarten teachers are tasked with giving students a great start in education and helping them build a strong foundation for learning. If you're thinking about becoming a kindergarten teacher, you'll need to ensure that you're prepared to take on the myriad duties such a task entails. There's no single recipe that works for every child, and kindergarten teachers need to be prepared to manage behavior and implement different strategies to help children begin their educational careers on the right foot.

Kindergarten is the first introduction many children get to formal education, and a primary duty of kindergarten teachers is to ensure that children are ready to start first grade. Basic tasks include teaching reading skills, such as letters and vowel sounds, teaching numbers and counting, helping children learn colors and shapes, and instilling a love of reading by frequently sharing written stories.

Kindergartners can be unruly and unpredictable, and kindergarten teachers must be prepared to manage a classroom full of unique personalities. Consistency, attentiveness and explaining rules clearly all play roles in behavior management. Teachers should also help students master basic social skills, such as sharing, communicating, resolving conflicts and apologizing. Some students might need additional help developing social skills or learning to control their own behavior, and teachers should be prepared to work with students and their parents to develop behavioral plans.

The teacher's quality influences young children and ultimately determines how well his job gets done. Teachers should understand material well and be able to communicate and

explain it to children of varying backgrounds. Teach kindergarten only if you are prepared and committed to the job. What can be a difficult job can also be very rewarding if you work hard and positively affect people's lives.

Teaching kindergarten is an important job, but assigning too many well-qualified members of society to any single social sector leaves gaping holes in others. Business, defense, government and other sectors are important, too. In addition, different people are more capable and interested in different areas of work. For instance, someone who doesn't get along with children but has a knack for math can contribute to society as an accountant, ensuring the financial standing of a business, which ultimately affects the economy. Since not everyone is ideal for teaching kindergarten, only those who can handle the kids, the lesson plans and the cleaning of bodily fluids -- in other words, the good and the not so good -- should consider the job. After all, helping to mold minds at one of the earliest education stages is an important job.

*(Hedge T., Whitney N. Power Pedagogy and Practice / Tricia Hedge, Norman Witney. – Oxford University Press, 2001. – 398 p.)*

### **Text 7. Problems of Bringing Children Up**

A violent disaster, whether natural or man-made, or a loss or tragedy within a family can shake our sense of safety and well-being. Children are especially vulnerable because they do not have the life experience, coping skills or understanding that adults. The following strategies may help children and families cope in times of crisis.

Talk about the event. Encourage family members to describe what they saw, heard, thought and felt. Children need to be reassured that they will be taken care of. Although there may be a tendency to want to protect children from emotional pain by “not talking about it”, this will only make the recovery more difficult.

Be honest, open and clear. Give children the facts in words they can understand. Without facts, a child's imagination will fill in the details, which may be more horrifying than the reality. Telling what will happen next, or is being done, will provide a sense of security.

Listen...Children and adults need you to listen more than they need you to make them feel better. Be prepared to hear or discuss the same details again and again. This is an attempt to regain some control by understanding the event.

Stay together as a family and maintain normal routines as much as possible. If you need to be away, reassure children you will return, and tell them when.

Include children in recovery activities. Chores and responsibility appropriate to their age and abilities will help them feel less helpless. They are reassured that life continues, a sense of “normal” may return, and that they are contributing.

Modify your expectations. Give yourself and family members time and understanding to grieve and heal. Understand that performance at home, work or school may be temporarily affected. Set small, realistic goals. Break large, overwhelming jobs into smaller manageable tasks. Allow others to help.

Let your children know others love and care about them. Connect with family, friends and neighbors. Encourage them to share their experience by mailing letters or drawings, or talking on the phone.

Limit exposure to additional trauma, including news reports. Watching sensational reports again and again can cause people to re-live the traumatic experience. Reports of other disasters and “bad news” can also cause more distress.

Reassure children that it was not their fault. Children and adults often wonder if there was something they did or didn't do to cause a crisis or tragedy. Likewise, people may question if there was something more they could have done to prevent it. Guilt may be expressed in behaviors or emotions that are self-destructive.

Resources for help. Sometimes additional help is needed to deal with trauma or life changes. Child Guidance Programs in County Health Departments statewide provide family

support, parenting education and counseling services. Community Mental Health Centers and Youth Services agencies offer counseling services and support. Talking to a minister, rabbi or other spiritual leader may also provide relief.

*(Hedge T., Whitney N. Power Pedagogy and Practice / Tricia Hedge, Norman Witney. – Oxford University Press, 2001. – 398 p.)*

### **Text 8. Kindergarten and School : Prospects of Collaboration**

Pre-school education aims to encourage children aged between two and five years old to learn, play and develop. It should build on the learning that takes place in a child's home and should also prepare the child for primary school.

All children aged three and four years old are eligible for a free part-time pre-school place depending on the date of the child's birthday. Local authorities have a duty to ensure that enough places are available for all three and four year olds whose parents want them to attend. Children whose birthdays are on or between 1 March and 31 August are eligible for a place in the autumn term. Children whose birthdays are on or between 1 September and 31 December are eligible for a place in the spring term. Children whose birthdays are on or between 1 January and the last day of February are eligible for a place in the summer term. The entitlement starts from the beginning of the school term immediately following the child's third birthday and continues until the end of the school term before they are eligible to start primary school.

Children are entitled to 475 hours of funded pre-school education over the school year. This usually means that a child is offered five sessions of education a week, of about two and a half hours each, throughout the school year. However different education providers may offer slightly different patterns of sessions. Children do not have to have pre-school education and as a parent you can decide whether you think your child will benefit or not. It is generally thought that children find it easier to go to primary school and do better when they get there if they have had pre-school education, but this may not be the case for all children. You can discuss these matters with your local nursery, your local authority or with other advisory bodies (see under heading Further information).

Local authorities provide pre-school education in the form of nursery classes in primary schools and nursery schools. However local authorities have also made arrangements with private and voluntary centres to make sure that there are enough places available to meet the demand. This means that there are a variety of different types of pre-school providers:

- local authority nursery schools and classes
- nursery classes in independent schools
- child and family centres run by social work departments
- community childcare centres
- private day nurseries
- college, university or workplace nurseries
- playgroups.

If you are finding it hard to choose a pre-school provider you may find it helpful to visit nurseries or playgroups in your area. Phone to make an appointment before visiting so that staff have time to talk to you and answer your questions. You could also ask to see the pre-school centre's most recent inspection report (see under heading Registration and inspection of pre-school centres).

Demand for places at some pre-school centres may be high. You should check with the pre-school centre you have chosen about how to enrol your child. You may wish to put your child's name on the pre-school centre's waiting list once they reach their second birthday.

Children at pre-school are encouraged to learn through play. The staff at any pre-school centre will arrange activities to help the children learn and develop. All pre-school

education providers have to follow the early stage of the Curriculum for Excellence. Information about the early stage of the Curriculum for Excellence can be found at the Education Scotland website.

Staff at pre-school centres monitor children's progress. This progress will be discussed with parents as well as used to plan the next steps in a child's learning. Local authorities encourage pre-school centres to share information about children's progress with the primary schools the children are due to move on to at the end of their pre-school education.

If your child has additional needs, you should contact the local authority to discuss this. Your child will be given priority in the allocation of a pre-school place. The child may also be able to stay on at pre-school after their fifth birthday if this would be helpful.

All pre-school education centres must have a complaints procedure and should make this information available to parents. Complaints should be made to the pre-school provider in the first place. Depending on the management structure of the pre-school, complaints should then be taken to the next appropriate body, such as the pre-school's management committee or the local authority. For example, if a parent wants to complain about a child and family centre run by the local authority social work department, they could complain to the local authority if they are not satisfied with the response from the centre itself.

You may need to access both childcare and pre-school education for your child. Some pre-school centres provide childcare services. This is often the case with pre-school centres run by private or voluntary organisations. You can find out about provision in your area from your local authority or from the ChildcareLink help line or website (see under heading Further information).

If you use childcare services at a centre which also provides pre-school education to your child, you will need to pay for the hours of childcare provided on top of the free pre-school provision. Charges vary from centre to centre. You may be able to get help with childcare costs by claiming the childcare element of working tax credit.

*(Hedge T., Whitney N. Power Pedagogy and Practice / Tricia Hedge, Norman Witney. – Oxford University Press, 2001. – 398 p.)*

### **Text 9. Training and Education : What are They?**

Training and education - two parallel existing interlinked processes of pedagogical activity. In practice they can not be separated. Indeed, the teacher leads the lesson of natural history. He brought the children on a trip into the woods to get acquainted with trees, pupils learn the names of trees, learn to recognize them in the form of leaves, bark color, etc. At the same time, the teacher draws attention to the beauty of nature, the diversity of life in the forest. He, therefore, and teach children, and educates. No accident that the pedagogy emerged the concept of "bringing up training" and "raising a generation." The first relates directly to the learning in the classroom, it is known that the content of each school subject, methods and organizational forms that are used by the teacher, educate children. The second concept is broader. It refers to the educational process as a whole: the whole system brings educational activities, the whole educational process of children's educational institutions.

Special role in fostering education plays the content of education. Proper selection of the content of education is of great importance to the quality of training and its impact on the development of the child. Under the content of education in pedagogy understood the totality of the fundamentals of science, technology, art, culture, social life, which students need to master. It is taken from the total wealth of the cultural heritage of mankind. Of course, in kindergarten and elementary school, we can not represent the diversity of the components of educational content, here imposes age restrictions. But even in those subjects and activities kids that are planned in the programs of training and education, educational content to be truly educate, must meet certain requirements:

- Knowledge from the beginning of training should be such that students do not have to relearn later. It must be facts generalizing concepts, theoretical ideas. Preschooler and

primary school student should learn to classify real objects on different grounds, to be able to compare objects, set simple causal relationships, to answer the question "Why?"

- The content of preschool and primary education should be systematic, that the children formed the first ideas about the general relationships of the phenomena of the world;

- The educational content should be a lot of local, local history material: nature, history, culture, work and crafts of his native land.

In teaching some subjects (for example, language) during the passage of this or other topics in the classroom to the fore may be made of the introduction of certain activities and exercises for their implementation. For some time training may be in the nature of training, and can be creative, for example, if students are busy artistic activities, designing, learn to express their beliefs, thoughts, views. But always with a specific need to see the connection learning stage a systematic process of cognition. Exercise in the performance of actions, remembering significant, creative activities, skills training may be effected by only on the basis required for this level of knowledge. They are based on the previously formed cognitive processes and become the basis for further learning. This aspect of training is primarily the consolidation and full application of the knowledge acquired in the learning process and transforms them into a true treasure of a student that allows him to use that knowledge in teaching and other areas of life.

The content of education is characterized by unity of thought, evaluation and emotional sides of cognition. The training must be linked with the process of learning emotional experiences that help students develop their personal impact on the relevant facts, events, situations, the characters. This requires the formation of relationships, evaluation skills to defend their point of view. Training material has enormous potential for moral education of students, if the study of specific educational material logically clear representation of knowledge combined with vivid emotional overtones and accompanied by profound experiences of the students themselves.

Learning content is taken so that the knowledge and skills taught in unity. Thus creating conditions for further self-expanding knowledge, and to expand and improve skills. At the same skills are always a means of testing the knowledge that the children learned. Formed in learning knowledge and skills are the leading means of mental development, formation of his creative thinking, systems of moral norms and rules, outlook, means all-round development of the child. That knowledge and skills for a person of any age determine the content of individual value orientations, rules and regulations dealing with people, relations to the world, to others, to himself.

Knowledge and skills are the basis on which to develop an interest and aptitude, ability and individual characteristics. After all, only by the way the child learns math or artwork, how interested he perceives wildlife or plays with the designer draws or fantasizes, teachers and educators can determine its inclinations and interests. In further educational activities, these observations help to build a more effective individual work with children.

At the same time, learning outcomes are directly dependent on the quality and level of parenting, from sformirovannosti their responsibility for the results of their work, in particular the results in their studies.

Without education there is no learning. It's very difficult to say which of them it is primary. In the educational process they exist in unity, in constant interaction. Education gives the child a knowledge of the qualities of the person, which should be gradually formed him: about morality, standards of communicating with other people, the aesthetic ideal, scientific knowledge about nature, society, man, forming the basis for its future outlook, etc. Education helps the child better and better absorb this knowledge due to the fact that he formed the appropriate attitudes to learning and knowledge itself, on the other hand, it is purposefully carried out in the pedagogical process through various methods and forms of education, applied teacher and educator.

## **The Basis of Business and Professional Communication in the Modern World**

**Tasks for texts 1 – 3: Read and discuss texts. Write down the translation of business specific words, learn them by heart. Be ready for discussing the problems of Business and Professional Communication in the Modern World**

### **Text 1. Enterprising Type Work Environment**

Persons having an Enterprising personality type "dominate" this environment. There are more of them than there are people of other personality types. For example, in a business or legal setting there will be more persons having an "Enterprising" personality than there will be people who have an Investigative type.

"Enterprising" people create an "Enterprising" environment. For example, they particularly value people who are energetic, ambitious, and sociable — who are good at politics, leading people and selling things or ideas.

Examples of occupations that have an Enterprising environment are:

Auctioneer	Sales Person	Travel Agent	Judge
Recreation Leader	City Manager	Sales Manager	Lawyer
Lank President	TV Newscaster	Customs Inspector	School Inspector
Camp Director	Hotel Manager	Real Estate Agent	School Principal

The two work environments that are closest to the Enterprising type are Social and Conventional. The furthest away is the Investigative type.

### **Text 2. Conventional Type Work Environment**

Persons having a Conventional personality type "dominate" this environment. There are more of them than there are people of other personality types. For example, in an office of a bank or real estate company there will be more persons having a "Conventional" personality than there will be people who have an Artistic type.

"Conventional" people create an "Conventional" environment. For example, they particularly value people who are orderly, and good at following a set plan — good at working with written records and numbers in a systematic, orderly way.

Examples of occupations that have a Conventional environment are:

Court Clerk	Secretary	Bookkeeper
Bank Teller	Post Office Clerk	Mail Carrier
Typist	Title Examiner	Timekeeper

The two work environments that are closest to the Conventional type are Realistic and Enterprising. The farthest away is the Artistic type.

### **Text 3. Realistic Type Work Environment**

Persons having a Realistic personality type "dominate" this environment. There are more of them than there are people of other personality types. For example, at a construction site there will be more persons having a "Realistic" personality than there will be people who have a Social or Artistic type.

"Realistic" people create a "Realistic" environment. For example, they particularly value people who are practical and mechanical — who are good at working with tools, mechanical or electrical drawings, machines, or animals.

Examples of occupations that have a Realistic environment are:

Farmer Forester	Fire Fighter	Police Officer	Flight Engineer
Pilot	Carpenter	Electrician	Diesel Mechanic

Locomotive Engineer

Truck Driver

Locksmith

The two work environments that are closest to the Realistic type are Conventional and Investigative. The farthest away is the Social type.

**Task for text 4: 1) Read the text.**

**Text 4. Future Prospects**

From Ernest's point of view, the interview was going very well indeed. Six days before, he had applied for a job (написати заяву з проханням прийняти на роботу) with a small business company and now one of the directors was interviewing him. The advertisement had invited applications from ambitious (амбіційний) young men who would like to travel abroad if necessary and who wouldn't mind working irregular hours. Ernest had tried very hard not to say anything silly and the director seemed most impressed.

"You say you're not married, Mr Reeves," the director said.

"No, sir," Ernest answered. "I'm getting married next June, but I'm sure my future wife won't have any objection to my keeping irregular hours."

"I see from your application form you have worked as a salesman for two years. Why do you wish to change your job now?"

"I found the work too dull, sir," Ernest answered. "That's a pleasant change," the director said. "Most young men these days seem to want dull jobs. The first question young men ask me is whether the job I'm offering carries a pension. They want to retire before they start!" "Does the job carry a pension, sir?" Ernest asked anxiously.

**2) Work in pairs. Ask Ernest questions:**

if the interview went well; whether it is a large company; how he learnt about the job; whether Ernest is ambitious; whether he will like to travel abroad; if he will have to work irregular hours; if he was careful not to say anything silly; why the director seemed to be impressed; whether he is married; whether he is going to get married; whether his wife will object to his keeping irregular hours; what his previous job was; why he wished to change his job; how long he had worked as a salesman; if the job carries a pension.

**3) Reproduce the interview between Ernest and the company director. Read the dialogue and the account of it.**

*Aunt Mary:* Oh dear. It's eight o'clock already. It's time I began getting 168 ready to go... Will you call a taxi for me, John? My train is leaving at nine. I wouldn't like to miss it.

*John:* Don't worry, Aunt Mary- I'll take you to the station. My car is outside and it won't take more than 10 minutes.

*Aunt Mary:* Well, really, I'm afraid it's too much trouble for you. I expect you have other things to do tonight.

*John:* No, Aunt Mary, it's all right. No trouble at all. Anyway, I'm free tonight.

*Aunt Mary:* Oh, thank you, John. It's very sweet of you. Are you absolutely sure it's all right with you?

*John:* Of course I am. No problem. Have another cup of coffee.

*Aunt Mary:* Oh, thank you very much. For a man, John, you make excellent coffee. By the way, how are things with you and Pam?

*John:* Oh, fine...

*Aunt Mary:* You are going to get married soon, I hear.

*John:* Well... Not quite... We've no definite plans yet. Er... I think... probably next August. It depends. Pam's got her examinations to take, you know. Of course, we'll let you know the minute we fix the date... Oh, really, I'm afraid we must be going if you don't want to miss the train.

*Aunt Mary*: Oh, yes, John, dear.

\* \* \*

Aunt Mary *gave an exclamation of surprise* when she saw it was already eight o'clock, and said it was time she thought about leaving. She *asked* John whether he would mind calling a taxi for her, *explaining* that her train left at nine and she didn't want to miss it. John *reassured* his aunt and said that he would drive her to the station - the car was outside the door and it would only take ten minutes. Aunt Mary *hesitated* at first. But John *managed to persuade* her that he had nothing else to do that evening, and that it would be no trouble at all. She eventually *agreed*, so John offered her another cup of coffee, which she gratefully accepted, commenting that, for a 1 man, he made excellent coffee. This *led to the question* that John had been fearing - Aunt Mary *insisted on knowing* whether he and Pamela had decided when they would be getting married. John *mumbled* (прошепотів) something about the following August, saying that it depended on how Pam got on with her examinations. He *promised* to let Aunt Mary know the date the minute it was fixed. Then he looked at his watch and *said* he was afraid that they really would have to be going if she was to catch the tram. (From "Functions of English")

### **How do you think :**

1. What is a career path?
2. What character traits are essential for a mentor?

### **Vocabulary**

To evolve - розвиватися, розгортатися, еволюціонувати

Insight into - 1) проникливість 2) розуміння

Preceding - попередній

Explicit - ясний, докладний

Sequence - послідовність; порядок

Reassessment - переоцінка

To sacrifice - жертвувати, приносити в жертву

Adolescent - підліток

To explore - вивчати, досліджувати

Exploration - досліджування

To match - узгоджувати

Tentative - попередній, пробний

To refine - удосконалювати

Establishment - тут: становлення

To lock on to - тут: зупиняти (вибір) на

Occupation - вид діяльності, професія

Occupational - професійний

Capability - здібність, обдарованість, здатність

Trial - випробування

To accomplish - виконувати, доводити до кінця

Maintenance - підтримання, збереження

Decline - спад, кінець

Retirement - вихід на пенсію

Deceleration - зменшення швидкості, кількості оборотів

Mentor - наставник, вихователь

Confidant - довірена особа

## **Task for text 5: 1) Read the text.**

### **Text 5. The Stages in a Person's Career**

Each person's career goes through stages, and it is important to understand how careers evolve. One reason is that you can better plan your own career and deal with occasional career crises if and when they occur. Another is because it can improve your own performance by giving you a better insight into your employees' behavior. The main stages of one's career can be summarized as following.

#### *Growth stage*

During this stage (from birth to age 14) the person develops a self-concept by identifying with and interacting with other people such as family, friends and teachers. Towards the beginning of this period, role-playing is important, and children experiment with different ways of acting; this helps them to form impressions of how other people react to different behaviors, and contributes to their developing a unique self-concept, or identity. Towards the end of this stage, the adolescent (who by this time has developed some preliminary ideas of what his or her interests and abilities are) begins some realistic thinking about alternative occupations.

#### *Exploration stage*

During this stage (from 15 to 24) the person seriously explores various occupational alternatives, attempting to match these alternatives with what he or she has learned about them (and about his or her own interests and abilities from school, leisure activities, and part-time work). Some tentative broad occupational choices are usually made during the beginning of this period. This choice is, then refined as the person learns more about the choice and about himself, until, before the end of this period, a seemingly appropriate choice is made and the person tries for a first job.

Probably the most important task the person has in this and the preceding stage is that of developing a realistic understanding of his or her abilities and talents. Similarly, the person must discover and develop his or her values, motives and ambitions, and make sound educational decisions based on reliable sources of information about occupational alternatives.

#### *Establishment stage*

This stage (from about 24 to 44) is the heart of most people's working lives. Sometimes during this period a suitable occupation is found and the person engages in those activities that help him or her to earn a permanent place in it. Often the person locks on to a chosen occupation early. But in most cases, this is the period during which the person is continually testing his or her capabilities and ambitions against those of the initial occupational choice. This stage itself comprises three substages.

#### *Trial substage*

This lasts from about 25 to 30; during this period the person determines whether or not the chosen field is suitable; if it is not, several changes might be attempted.

#### *Stabilization substage*

This lasts from about 30 to 40. During this period firm occupational goals are set while at the same time the period does more explicit career planning to determine the sequence of promotions, job changes and / or any educational activities that seem necessary for accomplishing these goals.

#### *Mid-career crisis substage*

Finally, somewhere between the mid-thirties and midforties people often make a major reassessment of their progress relative to original ambitions and goals. They may find that they are not going to realize their dreams or that, having accomplished what they set out to do, their dreams are not all they were made out to be. Also, during this period, people have to decide how important work and career are to be in their total life. It is often during this substage that a person is, for the first time, faced the difficult decisions of what he or she

really wants, what really can be accomplished and how much must be sacrificed to achieve this.

#### *Maintenance stage*

Between the ages of 45 and 65, many people slide into this stage. During this period the person has typically created for himself a place in the world of work and most efforts are now directed to securing that place.

#### *Decline stage*

As retirement approaches, there is often a deceleration period during which many people are faced with the prospects of having to accept reduced levels of power and responsibility, and have to learn to accept and develop new roles as mentor and confidant for those who are younger. There is, then, the more-or-less inevitable retirement. After this, the person is faced with the prospect of finding alternative uses for the time and effort formerly expended on his or her occupation.

## **2. Exercises:**

### **a) Answer the questions.**

- \* When does a person begin to develop ideas about possible jobs?
- \* What is the most important task in the first two stages?
- \* When do professional people usually engage upon their chosen occupation?
- \* Why is the decline stage associated with deceleration?

### **b) Translate into Ukrainian:**

occasional career crises, to give a better insight, a self-concept by identifying with and interacting with other people, alternative occupations, occupational choice, explicit career planning, a major reassessment of one's progress, a deceleration period.

### **c) Translate the sentences into English.**

- Важливо зрозуміти, через які етапи і як розвивається кар'єра, це дозволить краще планувати власну кар'єру.
- Головними етапами кар'єри є: етап росту, дослідницький етап, випробування, етап становлення, етап збереження та етап спаду.
- Протягом підетапу випробування людина визначає, чи підходить їй обрана сфера діяльності.
- Протягом періоду спаду багатьом людям доводиться вчитися брати на себе нові ролі, такі як роль наставника та довіреної особи молодших працівників.
- Кар'єра визначає службовий шлях людини, її можливість самомотивації і самовираження та впливає на якість трудового життя.
- Важливо, щоб реальна кар'єра і бажання людини збігалися.
- На етапі дослідження людина шукає різні професійні альтернативи, прагнучи застосувати їх відповідно до своїх здібностей, інтересів, амбіцій.

### **d) Find proper definitions.**

Terms	Definitions
1) occupation (n);	a) a person aged between 13 and 16, not yet adult;
2) retirement (n);	b) time when one stops working because of old age or illness;
3) communication (n);	c) time when one stops working because of old age or illness;

4) adolescent (n);	d) job;
5) mentor (n).	e) exchange of views and information either in speech or writing

## JOB INTERVIEW

### REMEMBER :

**Resume (AmE) / Curriculum Vitae «CV» (BrE) – a short written account of your education and your previous jobs that you send to an employer when you are looking for a new job.**

1) Complete this extract from an interview with questions A – F .

*A – How long have you been in your current job?*

*B - So why do you want to come and work here?*

*C – What would you say your main qualities are as an employee?*

*D – Would you be interested in going full-time at a later date?*

*E – What do you enjoy most about your work?*

*F – Do you realize that this is a part-time position?*

**Interviewer - 1** \_\_\_\_\_

**Alice –** I'm honest, hard-working – and I'm a self- starter, too.

**Interviewer –** Good! We like self-starters in this company. **2** \_\_\_\_\_

**Alice –** I'll have been there three years exactly next month/

**Interviewer – 3** \_\_\_\_\_

**Alice –** Lots of things, really. But I suppose the best thing is working as part of a team. And also, dealing with the public – I really like that.

**Interviewer – 4** \_\_\_\_\_

**Alice –** I just think it's the right time in my career for a new challenge.

**Interviewer –** I see. **5** \_\_\_\_\_

**Alice –** Yes, I do. I'm planning to start a degree course with the Open University, so I

Need time for that.

**Interviewer –** I understand. **6** \_\_\_\_\_

**Alice –** Perhaps. I hadn't really thought about it.

2) Complete the phrases used at the beginning and and the Interview. Who says them: **Alice or Interviewer?**

1/ I'd like to \_\_\_\_\_. ()

2/ Pleased to \_\_\_\_\_ you. ()

3/ I'd like to start by talking about your \_\_\_\_\_. ()

4/ Well, thanks for \_\_\_\_\_ in. ()

5/ We'll be in \_\_\_\_\_ very soon. ()

6/ I look forward to \_\_\_\_\_ from you. ()

3) Read the job advertisements. Which job Alice being interviewed for? How do you know?

#### Advertisement 1.

**The National Portrait Gallery** is looking for a part-time marketing executive to join their busy promotional team. Experience of similar work is essential, as is a positive attitude. Salary negotiable, depending on qualifications.

#### Advertisement 2.

**The BBC** is looking for a trainee producer to work in its Manchester studios. No experience required, but candidates must demonstrate enthusiasm and ability to learn. An interest in current affairs and / or the arts is essential. Starting salary: 24 500 pounds for a 35-hour week/

### Advertisement 3.

**Hermes** is looking for a senior retail assistant to join a friendly and effective team at its internationally renowned store in Knightsbridge, London. Great people skills are essential, and knowledge of other language would be a distinct advantage. Salary dependent on age and experience.

**Your answer: It must have been because** \_\_\_\_\_.

**4) Imagine that you are being interviewed for one of other jobs from advertisements. Write three questions for the interviewer and appropriate answers for yourself.**

### WRITING LETTERS

#### Letter 1 (business)

25th February 19...

Dear Sirs,

About this time every year, we have to revise our export prices. This is made necessary by the increased costs from the factories which we have had to take into account over the last six months. As a result, we now enclose a copy of our export price-list which becomes valid immediately.

We are pleased to enclose our new catalogue and price-list covering our latest models and we should like to draw your attention to three new items: 1, 2, 3.

All these three items will be exhibited for the first time at the European International Spring Fair from March 5th to 9th on stands Nos. 10, 11, 12.

We thank you for your support in the past and hope to be of service to you in the future.

Yours faithfully, Thomas & Co

To Increase - збільшити

To take into account – взяти до уваги, враховувати

valid - дійсний

to become valid - вступають в силу, набирати чинності

immediately – негайно

#### Our partners

Date	Company	Country	City	Street	House №
5/VI19...	Blake and Co	Great Britain	London	Conduit Street	40
20/X 19...	Smith & Co, Ltd	USA (Ohio)	Lima	Park Street	25
22/1119..	The export & Transport Co	Great Britain	Hull	Water Street	25
23/119^	The Liverpool Forwarding	England	Liverpool	High Street	19

## Letter 2 (personal)

Dear Ann,

Please, forgive my delay in writing. It's been a long time since I left Kiev indeed. Try to get into my moccasins, will you? I'm writing in English for our mutual practice. Would you mind? I miss you badly, I wish you were with me now.

I'm sure you are anxious to know as much as possible about my stay in the States. I must confess it was rather difficult for me to adjust to American life at first. The first two weeks were rough, I should say. I'll always remember my flight. I got to know a lot of very nice people on the plane. I'm really lucky with new acquaintances. We've become good friends. They help me here with good advice.

I wish you could meet them.

The plane landed at Kennedy at 7 a.m.

Mr. Cobbs, a representative of Mr. Nickles's firm was waiting for me in the airport. He took me to the hotel. That was very helpful.

The Sheraton is a very comfortable hotel. I have a luxurious single room with a lovely view and all the modern conveniences, color TV including. You should see their programs!

There's a sign above my bed which strikes me; "If you smoke in bed, the next ashes that fall on the floor may be your own."

The personnel are very polite and thoughtful. I spent the first day unpacking and getting used to American time.

On the following day I went to Mr. Nickles's office.

Mr. Neckles turned out to be a great guy with a sense of humour, the feature I appreciate most of all, in people.

Our business is going O.K. There was a lot of work during the first week.

It took almost all my time. But somehow I managed to find time to go sightseeing with my new American friend, Frank Canter.

New York is a magnificent city, take my word! I attended a concert at the famous Carnegie Hall.

I also saw a ballet at the Metropolitan Opera Haus.

I took a closer glimpse of the American Indians at the Museum of the American Indian.

The other day, on the weekend, a friend of mine, Ernest Burtley, an English Journalist, took me to Washington, where I saw the Major Monument Area with the Capitol, "the Pencil", that is a nickname for Washington Monument, and the Lincoln memorial on the banks of the Potomac.

I read Lincoln's famous words from the Second Inaugural Address: "With malice toward none, with charity for all, let us strive on to finish the work we are in to bind up the nation's wounds..."

I visited the National Gallery of Art and the Concoran Gallery where I enjoyed the real beauty of America through the works of American artists John Copley, John Sargent, Gilbert Stuart and others.

I'm sending you a set of slides with their works.

Also we went on Skyline Drive along the picturesque Blue Ridge Mountains – it was great, but for the amazing speed of the drivers on the roads, a typically American phenomenon. I can never get used to it.

I'm planning to go to Pennsylvania one of these days.

I won't miss my chance to see Philadelphia with all its places of interest: Independence Hall and Franklin Court.

Ann, dear, I include a few pictures for you to get at least some impression of this great country. I'm looking forward to seeing you soon.

Love and kisses.

Yours,  
Igor.

### **Letter 3 (an extract).**

On top of everything else, in 1936, when her husband was running for a second term and she had to travel around the country with him aboard his campaign train, she used the time between each stop to write a book about her own early life. “This is My Story,” she called it.

It became a best-seller.

“On December 7, 1941, the Japanese attacked Pearl Harbor in Hawaii. Roosevelt had an actual job Assisting the director of the nation’s civilian defence program. She flew out to California the next day because of frightening rumors that enemy planes were about to bomb the West Coast.

“I seem to have a calming effect”, she wrote to her old friend Hick.

On countless occasions already – in a coal mine, an auto factory, at the top of a mountain – someone had glanced up and seen a tall woman who looked familiar. Then came the cry: “Gosh, there’s Eleanor!” During the war, American soldiers all over the world had the same experience.

The First Lady become the symbol of home to millions of homesick fighting men. Everywhere she went, she copied down the names and addresses of “the boys” she talked with, then wrote heartwarming notes to their parents on her return.

Being tireless herself, Mrs. Roosevelt failed to sense how tired her husband was becoming. By the end of his third term, with the in Europe nearly won, it seemed to her beyond question that he must run again so he could directory in the Pacific, too. In 1944, a weary and ailing F.D.R. did summon enough of his former fire to win another four years in the White House.

But on April 12, 1945, while he was resting in Warn Springs, Georgia, Franklin Roosevelt suddenly fainted. A few hours later, while his wife was making a speech in Washington, he died.

In autumn of 1945, soon after her sixty-first birthday, Mrs. Roosevelt received a telephone call from the White House. President Truman wanted to appoint her to represent the United States at the first meeting of the new United Nations in London.

Mrs. Roosevelt spent the rest of her life striving to promote the cause of peace. “The First Lady of the World”, President Truman would call her.

She retired from the U.N. when she was nearly seventy, but she still did not stop speaking and traveling. She went to Russia and Japan, to Israel and India, visiting peasants and prime ministers, always spreading the message that world peace depended on international friendship.

Fifteen years after F.D.R.’s death, his widow’s word carried so much weight that a young man named John F. Kennedy came to seek her approval before he began campaigning for the presidency in 1960.

By then, Mrs. Roosevelt had begun failing. Yet she kept writing and spiking two more years – until a complicated blood disease made her enter a hospital. Shortly after her seventy-eighth birthday, on November -7, 1962, this world-famous woman died.

Her funeral in Hyde Park was attended by President Kennedy and also by two former presidents, Truman and Eisenhower, as well as a future president, Lyndon Johnson. Yet a man who had twice lost to Eisenhower spoke the most moving words about Eleanor Roosevelt after her death.

“She would rather light a candle than curse the darkness”, said Adlai Stevenson. “And her glow has warmed the world”.

## **BUSINESS LETTERS : Instruction**

The lay-out of the **business letter** differs in some respects from that of the **personal letter**.

Not only the sender's address is given (as in personal letter) but also the name and address of the person or organisation to which the letter is being sent. This is written on the left-hand side of the page, against the margin, slightly lower than the date ( which is on the opposite side; see models below ). It should be the same as the name and address on the envelope.

A letter written to a man should be addressed to, for example, *Mr. D. Smith* or to *D. Smith, Esq.* (= Esquire).

A letter to a woman, should be addressed to, for example, *Mrs. C. Jones* or *Miss C. Jones*.

If you do not know the name of the person for whom your letter is intended you may address it directly to the company, for example,

*The Branded Boot Co. Ltd.,  
5 Rubberheel Road,  
Wellingborough,  
Northants,  
England.*

(Co. and Ltd. are the usual abbreviations for Company and Limited.) However it is better to address your letter to some individual — *The Managing Director, The Personnel Manager, The Secretary, The Branch Manager, The Export Manager* — followed by the name of the company.

a) If the person you are writing to is known to you, you should begin with, for example, *Dear Mr. Thompson, Dear Mrs. Warren*, etc. Otherwise you should begin *Dear Sir(s), Dear Madam*, or *Gentlemen*: (Am.). Note that Gentlemen is followed by a colon.

b) The body of a business letter usually includes:

a) *Reference*, b) *Information*, c) *Purpose*, d) *Conclusion*.

### **Reference.**

You should begin your letter with a reference to a letter you have received, an advertisement you have seen, or an event which has prompted the writing of your letter.

e.g. Thank you for your letter of May 3rd.

In your letter of January 13th you inquire about...

It was a great pleasure to receive your letter of July 1st that...

I recently called on your agent in this country to ask about... but he was unable to help me.

### **Information**

It is sometimes necessary to add some detailed information related to the reference, in a subsequent paragraph.

### **Purpose**

This is the most important part of the letter, where you are expected to state clearly and concisely what you want and answer carefully and clearly all the questions that you have been asked.

### **Conclusion.**

This usually consists of some polite remark to round the letter off:

*I look (am looking) forward to hearing from you soon.*

*I sincerely hope you will be able to help me in this matter.*

*I should greatly appreciate an early reply.*

*Please accept our sincere apologies for the trouble this mistake has caused you.*

*We apologize sincerely for the trouble caused to you, and will take all possible steps to*

*ensure that such a mistake does not occur.*

**The subscription.** If you begin your letter with *Dear Sir(s) or Dear Madam* you may end it with the words '*Yours faithfully.*' If you address a person by name, the words '*Yours sincerely*' are preferable. There is a modern tendency, however, to use '*Yours sincerely*' even to people you have never met. You may also put, before one of these phrases: *I am; I remain; We remain; I am, Dear Sir; We remain, Gentlemen.* This usage is very formal, however.

**The signature.** Sign your name clearly, in full, as it should appear on the envelope of the letter addressed to you.

**TASKS : Read the following letters, noting how they have been written and laid out:**

**1. A Letter of Inquiry.**

15 Maple Street,  
Montpelier,  
Vermont,  
USA.  
6th May, 1991.

The Manager,  
Park Hotel,  
26, .....St.,  
Brighton,  
England.  
Diar Sir,

The name of your hotel has been given me by the Hotel Association, and I shall be very much obliged if you will let me know whether you have the following accommodation available for 3 weeks, from 15th July:

One double room, if possible with private bathroom, and one single room. I thank you in advance for your reply.

Yours faithfully,  
W.D.Throp

**2. Booking Seats on a Plane.**

Win Mouk Co.,  
302 Barr Street  
Rangoon,  
Burma.  
7th June, 1991.

Scandinavian Airline System.  
12, .....St.....,  
London, W.I.,  
England.  
Dear Sirs,

Our Technical Director, Mr. Hla Thuong, will be arriving in London next week and will then go on to Sweden and Finland. We shall therefore be obliged if you will book a seat for him on a plane leaving Britain for Stockholm on or about the 21st.

We thank you in advance for your kind attention to this matter.

Yours faithfully,

Win Kyu

(Secretary)

### 3. Accepting an Invitation.

Colorado State University,  
Fort Collins,  
Colorado,  
80521,  
USA.  
May 16, 1991.

Professor A.B.Solovey,  
Geophysical Observatory,  
10,.....St.,  
Kiev  
Ukraine.

Dear Professor Solovey,

Thank you for the invitation to attend the meeting of the Radiation.

Subprogramme Working Group to be held in Kiev from 18—21 June 1991. I will attend and will arrive by train from Helsinki on the morning of June 18. Professor S.K.Adams will accompany me and will depart from Kiev on Fin Air Flight 711 for Helsinki on June 22, 1991.

I look forward to many scientific discussions with you and your colleagues and fully appreciate the contribution of the Ukrainian scientists to the success of the Radiation Subprogramme.

Sincerely yours,  
Thomas Anderson,  
(Head of Atmospheric State Dept.)

### 4. A Letter Arranging a Visit

United States Department of Commerce  
National Oceanic and Atmospheric  
Administration,  
Washington D.C.,  
20658,  
USA.  
June 2nd, 1991.

Prof. T.N.Loza,  
Dept, of Atmospheric Physics,  
University of Kiev,  
61, Volodymirska Str,  
Kiev  
Ukraine

Dear Professor Loza,

I learned two days ago that the USA/CIS Working Group on Natural Environment is meeting in Minsk 30 July, 1991. Presumably our work will end on Saturday, 5 July. You have twice in the past extended an invitation to me to visit your laboratory in Kiev. Would it be possible for Mr. James Robins, who is also a member of the Working Group, and me to visit your laboratory on Monday, 7 July? If this meets with your approval, we would fly from Minsk to Kiev on Sunday, 6 July, probably on Aeroflot Flight No. SU 643, which arrives at 10.20 (Sun.).

If this proposed visit to Kiev is convenient for you, could you assist us with visas and by reserving a hotel room for us on Sunday and Monday nights? If for any reason this visit would be difficult or inconvenient for you at this time, please do not hesitate to tell me.

Yours sincerely,  
Michael Stephens.

### Correspondence

Address (mailing)	Адрес (почтовий)
Addressee (mailing list)	Адресат (перелік адресатів)
To put somebody on the mailing list	Включити до переліку адресатів
Parcel	Бандероль
Correspondence	Кореспонденція, переписка, листування
To hold correspondence	Вести переписку
Letter (registered)	Лист (На замовлення)
To send (to post, to mail) a letter	Відпривити лист
Post-office	Пошта
Airmail	Авіапошта
To mail, to send, to post, to dispatch (by airmail)	Відправити (послати) лист поштою(авіапоштою)
Telegraph	Телеграф
Telegram	Телеграма
To fill in a telegram form	Заповнити бланк телеграмми
To dispatch (to send) a telegram / Telex / Fax	Відправити телеграмму / Телекс / Факс

### Translate sentences

1. It is a job of the secretary to deal with correspondence
2. I'd like to put my mine on the mailing list for information concerning the Conference.
3. Would you, please, send me an application form to the Conference.
4. The applicants are requested not to mail fees to the address of the Organizing Committee of the Congress.
5. Please mail a registration form as set forth in the Conference announcement.
6. The current work of working groups is generally carried out by correspondence.
7. Invations For the opening session should be mailed well in advance.
8. The material can be airmail to regi

### BUSINESS TRIP

#### At the Hotel

The lobby was becoming busier. A group of new arrivals has just come in and were registering, while others were still checking baggage that was being unloaded from an airport limousine. A small line had formed at the reception counter. A middle-aged, well-dressed Negro, valise in hand, had entered the hotel. He came towards reception counter, put down his valise and stood waiting, third in line...

«Good morning,» the Negro said. His voice — a Midwestern accent — was pleasant and cultured. «I'm Dr. Nickolas; you have a reservation for me.» The clerk looked up. «I'm

sorry,» he said firmly, «the hotel is full.» The Negro replied smilingly. «I have a reservation. The hotel sent a letter confirming it». The clerk barely glanced at the letter placed in front of him. «There must have been a mistake... I'm sorry but we have a convention here».

«I know,» said the Negro, «it's a convention of dentists. I happen to be one». The room-clerk shook his head. «There is nothing I can do for you». The Negro put away his papers. «In that case I'd like to talk with someone else». «You can talk to the assistant manager». Leaning forward across the counter, the room-clerk called: «Mr. Bailey, would you come here, please?»

The assistant manager walked across the lobby, putting on a professional smile. «Mr. Bailey,» the room-clerk said, «I've explained to this gentleman that the hotel is full». «I've explained,» the Negro said, «that I have a confirmed reservation». The assistant manager nodded and said in a business-like tone, «Well, doctor, I apologize for the misunderstanding, but I'm sure we can find you other accommodation in the city». He pulled a telephone towards him and lifted the receiver. «Just a moment,» for the first time the Negro's soft voice sounded angry. «You tell me the hotel is full but your clerks are checking people in. Do they have some special kind of reservation?» The professional smile on Mr. Bailey's face disappeared.

«Jim Nickolas!» the cheerful greeting resounded across the lobby. A small elderly man with unruly white hair hurried towards them.

«Dr. Ingram! How good to see you!» The Negro extended his hand which the older man grasped. «How are you, Jim, my boy? No, don't answer! I can see for myself you're fine. I believe your practice is going well». «It is, thank you». Dr. Nickolas smiled. «Of course my university research still takes a good deal of time».

«Don't I know it! That paper of yours on mouth cancer has caused a lot of discussion and we're all looking forward to your firsthand report. By the way, I shall have the pleasure of introducing you to the convention. You know they made me president this year?»

«Yes, I've-heard. I can't think of a finer choice». The small white-haired man, Dr. Ingram, continued. «Give me your room number, Jim. A few of us will be getting together for drinks later on. I'd like you to join us».

«Unfortunately,» Dr. Nickolas said, «I've just been told I won't be getting a room. It seems to have something to do with my colour».

There was a shocked silence in which the dentists' president flushed deep red. Then he said, «Jim, I'll deal with this matter. I promise you there'll be an apology and a room. If there isn't, I guarantee every other dentist will walk out of this hotel». He added addressing the assistant manager, «Dr. Nickolas is a highly respected member of our profession. When you refuse to accommodate him in your hotel, it's a personal insult to me and to every member of our convention».

*The lobby – лоббі/ вестибуль, холл.*

*Full – повний*

*To confirm – підтверджувати,  
оформляти*

*barely – ледь*

*to glance – глянути*

*resound – звучати, лунати.*

*cancer – рак (хвороба)*

*accommodation – житло*

### **BOSTON TEA PARTY**

A raid on three British ships in Boston Harbor (December 16, 1773) in which a body of 50 men, disguised more or less as Indians, threw the contents of several hundred chests of tea into the harbor as a protest against British taxes on tea and against the monopoly granted the East India Company. The incident marked the rising influence of the radical wing in the colonies and helped initiate the open break between Great Britain and the American colonists.

Parliament's reply to the destruction of the tea was a series of «Intolerable Acts», including closing of the port of Boston until the tea was paid for. The rest of the colonies rallied to the aid of Boston and brought the American Revolution a step nearer.

To disguise - маскувати

The contents of – вміст (чогось)

the tax – податки

to initiate – ініціювати

to rally – згуртувати, об'єднати

to the aid – допомог

## Meetings - Types

засідання (збори, нарада): - meeting; session; sitting:

позачергове – special (extraordinary)

річне - annual

ділове - professional

щоденне – daily

завершальне (підсумкове) - final

закрите – private (closed, secret); in camera

інструктивне - briefing

наукове - scientific

неофіційне - informal

загальне - general

об'єднане – associated (joined)

відкрите – open (public)

офіційне – official (formal)

чергове - regular

пленарне - plenary

підготовче - preparatory

робоче – business

секційне - section

урочисте – grand, formal, ceremonial

спеціальне – special

присвячено пом'яті – commemorative session

поміж сесіями – meeting between sessions

на рівних правах – round table meeting

через конкретний випадок – ad hoc meeting

з представленням стендових докладів – poster session

характер (загальний напрямок роботи) зборів – format of a session

розпочинати/закривати збори – to begin/to close a session

відмовитись від участі в зборах – to refuse (to decline) to take part in a session

скасувати збори – to cancel (to eliminate, to call off) a session

перенести (відкласти) збори – to adjourn (to postpone, to suspend) a session

присвятити збори питанням – to devote a session to some problem

відвідувати збори – to attend sessions

запрошувати учасників на збори – to invite participants to a session

проводити збори – to hold (to run) a session

проводити одночасно декілька зборів – to hold overlapping sessions

запропонувати відкласти (перенести) збори – to move (to propose) the adjournment (postponement) of a session

вести збори – to direct (to govern) the procedure at a meeting

скликати збір – to summon (to call, to convene) a session

ставити питання (на збірці) – to bring up (to raise) some matter (at a session)

брати участь в збірці – to attend up (to participate in, to take part in) a session

засідати: - to meet; to sit; to be (to sit) in conference; to be in session:

буз перерви періодично по к.-л. питанню постійно – without abreak periodically on some problem at regular intervals

колоквіум пленум – colloquium (pl –an) plenum; plenary session

робоча група – working group

секція - section

семінар – seminar; study group

семінар по спеціальному питанню - workshop

сесія – session; meeting; sitting

## Examples

1. The president opened the session welcoming those present.  
*Президент відкрив засідання вітанням, зверненням до присутніх учасників.*
2. The session lasted without a break from 9:00 a.m. to 11 a.m.  
*Засідання продовжувалось без перерви з 9-ти до 11-ої годин ранку.*
3. The final plenary session took place on 1 July and was as usual a closed session.  
*Завершальне пленарне засідання проходило 1-го липня, і воно як завжди, було закритим.*
4. The official ceremony was held on Monday, 24 June, 10 a.m.  
*Офіційна церемонія відкриття відбулась в понеділок 24-го червня о 10-ій годині ранку.*
5. A decision was taken to eliminate a session of the executive council so that the final plenary session could take place on the Saturday afternoon.  
*Було прийнято рішення скасувати сесію виконуючої ради, з тим щоб заключне пленарне засідання могло відбутися в суботу вдень.*
6. The public session of the COSPAR plenary meeting was devoted to the presentation of statements by the invited organizations.  
*Відкрите пленарне засідання комітету по дослідженню космічного простору було присвячено виступам запрошених організацій.*
7. The plenary applauded Prof. D.'s statement.  
*Пленарне засідання погодило заяву проф. Д.*
8. The plenary session approved the changes in membership of the working groups.  
*Пленарне засідання погодило зміни в складі робочих груп.*
9. Eleven members attended the meeting of the panel.  
*11 членів були присутні на засіданні спеціального комітету.*
10. The third general assembly of ... was held in Varna from 4 to April ... .  
*Третя генеральна асамблея ... відбулась в Варне з 4-го по 10-те квітня.*
11. The regular Committee meeting included session of the executive council and business meetings of the working groups.  
*Чергове засідання комітету включало нараду виконуючої ради і ділові засідання працюючих груп.*
12. At 2 p.m. the first plenary session was adjourned until 4 p.m.  
*О 2-й годині було оголошено перерву на першому пленарному засіданні до 4-ї години.*
13. The president opened the first business at 2.40 p.m.  
*Президент відкрив перше робоче засідання о 2 годині 40 хв. дня.*
14. Workshop and seminar on space applications were held in ... .  
*Семинар по спеціальним питанням і семінар по дослідженню космосу проводились в... .*
15. The poster sessions will constitute the usual short communications of recent research data.  
*Засідання з презентацією стендових докладів будуть складатись із звичайних коротких повідомлень по останній дослідній темі.*
16. Before each session a meeting will be held so that the session Chairman can discuss the management of the session with the authors.  
*Перед кожною сесією будуть проводитись наради, на яких спікер сесії зможе обговорювати її проведення з виступаючими.*
17. The conference programme provided for general discussion sessions.  
*Програма конференції передбачає загальне дискусійне засідання.*
18. The conference programme has been arranged to allow the maximum time to be available for discussion.  
*Програма конференції була складена таким чином, щоб представити максимум часу для дискусій.*
19. A meeting of panelists and chairmen prior to the session for general coordination is generally prerequisite for the success of the section work.  
*Нарада експертів і керівників, перед засіданням по загальній координації, зазвичай є необхідною умовою успіху роботи секції.*

20. The authors, panelists, session chairmen and vice-chairmen of each day's sessions will meet at 7.15 a.m. for breakfast, to become better acquainted and to discuss session arrangements.  
*Виступаючі, експерти, а також керівники і замісники щоденних засідань зустрічаються о 7:15 ранку за сніданком для того, щоб краще познайомитись один з одним і обговорити робочу сесію.*
21. Contributed papers will be presented in poster session format only.  
*Презентації, доклади будуть демонструватись тільки на стендах.*
22. The poster sessions will be held at the hotel and are scheduled as follows: ..  
*Демонстрація стендових докладів буде проводитись в готелі в зазначений нижче дні і час: ...*

### Meeting Agenda

порядок дня - agenda:

перенавантажений - overcrowded

напередодні, заздалегідь – provisional (tentative)

прийнята – approved

засідання – for a session

наступна... - is as follows...

без змін – as it stands

проект порядку денного – draft of the agenda

пункт (питання) порядку денного – item (point) of the agenda (agenda item)

розгляд порядку денного – the examination (consideration) of the agenda

включити в порядок денний – to include (to incorporate) in the agenda

затвердити – to approve

завернути (*відмовити в порядку денному*) – to reject

запропонувати – to propose

прийняти (затвердити) – to adopt

роздати – to circulate

розглянути – to consider

скласти – to draw up

встановити – to fix

переходити до порядку денного – to proceed to the agenda

розподіл пунктів порядку денного – to schedule agenda items

зняти питання з порядку денного – to remove (to cross out) a point from the agenda

стояти (дотримуватись) порядку денного – to appear (to be) on the agenda

різне (*в порядку денному*) - other business; miscellanea; miscellaneous

### Examples

1. The chairman proposed a seven point (item) agenda for the meeting.  
*Керівник запропонував зборам порядок денний, що містить сім пунктів*
2. The nine items of the agenda for the plenary session were approved. *Були затверджені дев'ять пунктів порядку денного пленарного засідання.*
3. During the meeting statements were heard on various agenda items.  
*Підчас засідання було сказано низку думок з різних пунктів порядку денного.*
4. One of the important items on the agenda is the international geological cooperation programme.  
*Одним з важливих пунктів порядку денного є програма міжнародної співпраці в сфері геології.*
5. Another important item to be considered by the plenary is the location and dates for the next conference.  
*На пленарному засіданні слід розглянути ще один важливий пункт порядку денного, що стосується місця і часу проведення наступної конференції.*

## DISCUSSIONS

Question	Питання / проблема
to ask a question	ставити запитання
to answer (to respond to) a question	відповісти на питання
Urgent	Невідкладний
under discussion	розглянути питання
in question	Своєчасний
to comment on	Коментувати
discussion	неофіційна - informal грунтовна - detailed загальна - general жвавість - lively
to discuss	Обговорювати
to reject	Відхилити
to raise	Підняти
to clarify	роз'яснювати
to consider	Розглядати
to solve	Вирішити

### Vocabulary Notes

плідна – fruitful;

надати час і місце для неофіційної дискусії - to provide time and space for informal discussion;

дискусія у вузькому колі з широкого кола дискусія з питань фахівців (з певного питання) - private wide – ranging panel discussion;

особа, що підтримує хід дискусії - animator of a discussion;

предмет дискусії результат - subject of a discussion outcome;

мета дискусії - purpose ( aim ) of a discussion;

викликати - to provoke;

закрити - to close;

направляти - to direct;

почати (відкрити) - to initiate (to open); дискусію - a discussion;

відкласти - to postpone (to adjourn);

призупинити - to suspend;

перервати - to interrupt;

проводити - to hold.

оголосити дискусію відкритої to declare the discussion open;

відводити час на дискусію - to allow time for discussion;

приступити до дискусії - to proceed to ( to take up , to come to ) a discussion;

думка: - opinion:

особлива – dissenting;

обмін думками - exchange of opinions;

висловити свою думку - to voice one's opinion;

розділити чию-небудь думку - to share smb's opinion;

на мою думку - in my opinion;

мотивування – motivation;

мотивувати - to motivate;

внести (висунути) - to make (to propose , to move , to bring forward)

Відхилити to reject;

пропозиція - motion;

прийняти to adopt (to carry);

поставити пропозицію на голосування - to put the motion to vote  
дебати – debate;  
тема дебатів - subject of a debate;  
відновити дебати - to resume a debate;  
припинити дебати. - to close the;  
регламент - time – limit;  
порушити регламент - to break;  
дотримуватися регламенту - to keep to (within) the time – limit;  
встановити регламент -to set up (to fix);  
тема: - subject; topic:  
основна – basic;  
тема (предмет) дискусії - subject (topic) of the discussion;  
точка зору: - point of view; viewpoint; vjews:  
особиста – personal;  
висловлювати точку зору - to give one's point of view;

### **Expressions used during the meeting**

Я вважаю, що... - I believe that...  
Треба сказати, що... - I must say that...  
У мене є (все) підстави - I have (every good) reason to  
вважати, що... - believe that...  
Чи вважаєте ви, що...? - Do you consider that...?  
Яка ваша думка про...? - What is your opinion on...?  
по-моєму - in my opinion...; as to me...; as for me...; to my mind; I think...  
Що, на вашу думку, є причиною...? - What in your opinion is the reason for...?  
Я дотримуюся тієї ж думки - I hold ( am of ) the same opinion;  
Я міг би прокоментувати це питання. - I could comment on the question.  
Не могли б ви сказати , яким чином... - Would you tell us how...  
(абсолютно) правильно - that's right; exactly; quite so; quite right; quite true;  
Якщо я зрозумів вас правильно... - If i understand you correctly...  
Якщо я не помиляюся... If I am not mistaken...  
Я правильно я вас зрозумів - Do I understand you correctly;  
що...? - that...? .  
Ви згодні з цим? - Do you agree to that?  
Я (абсолютно) згоден з вами - I (quite, fully, entirely) agree with you; I think so too.  
Я не згоден. - I don't think so; I don't agree; I disagree.  
Я не можу погодитися з вами. - I can't (very well) agree with you.  
Я не можу не погодитися з вами. - I can't but agree with you.  
Не могли б ви роз'яснити вашу точку зору? - Could you clarify your point of view?  
насправді - as a matter of fact;  
беручи до уваги - taking into consideration.

### **Speech Patterns**

1. A discussion took place during the meeting and the following was proposed: ...- На засіданні відбулася дискусія, в результаті якої було запропоновано наступне: ...
2. A number of informal discussions aimed at finding some satisfactory solution to the problem took place in Varna. - У Варні відбулося кілька неофіційних дискусій, що мали на меті знайти якесь задовільне рішення проблеми.
3. After a wide - ranging discussion the 15 recommendations were endorsed by the committee. - Після широкої дискусії комітет схвалив 15 рекомендацій.
4. The programme has been the subject of much discussion. - Предметом широкого обговорення стала програма (конференції).

5. The secretary should not give his personal views at a meetin gunless asked to do so by lhc Chairman.  
 - Під час засідання секретар не повинен висловлювати свою власну думку, якщо тільки про це його не попросить голова.
6. What problems are to be discussed at the Congress? - Які проблеми передбачає обговорити конгрес

## PART II. LEXICAL AND GRAMMAR MATERIAL

### CLASSIFICATION OF THE PARTS OF SPEECH IN MODERN ENGLISH

According to their meaning, morphological characteristics and syntactical functions, words fall under certain classes called **parts of speech** (notional and structural).

**The notional parts** of speech perform certain functions in the sentence: the functions of subject, predicate, attribute, object, or adverbial modifier. They are:

- a noun                      the words of the category of state
- a verb                        the modal words
- an adjective                the interjection
- an adverb
- a pronoun
- a numeral

**The structural parts** of speech either express relations between words of sentences or emphasize the meaning of words or sentences. They never perform any independent function in the sentence.

Here belong: an article a preposition a conjunction a particle

According to another theory (R. Close, J. Eastwood) there are main word classes (parts of speech) in English: verb, noun, adjective, adverb, preposition, pronoun, conjunction, determiner (article, possessive and demonstrative (this, that), pronouns, quantifier (numeral; all).

#### Peculiarities of English

Languages may be synthetic and analytical according to their grammatical structure. In synthetic languages, such as e.g., Russian, Ukrainian, the grammatical relations between words are expressed by means of inflections: e.g. дах будинку.

In analytical languages (English), the grammatical relations are expressed by means of form words and word order: e.g. the roof of the house.

Unlike words in some other languages, English words do not have a lot of different endings nouns take "s" in the plural, but they do not have endings to show whether they are subject or object.

#### THE ARTICLE

Is a structural part of speech, used only a noun. **The form of the articles**

We use "a" before a consonant sound and "an" before a vowel sound, e.g. a visitor  
 an exhibition

The basic use of the articles

**A/an** is the indefinite articles, and **the** is the definite article. We use **the** when it is clear which one we mean. This can happen in three different ways. Firstly, by repetition: we say "**an**" exhibition when we first mention it but "**the**" exhibition when it is mentioned again, when it means "the exhibition just mentioned". Secondly, when there is only one: the captain. And thirdly, because a phrase or clause after the noun makes clear which one is meant: the woman sitting behind us.

<b>The</b>		<b>The</b>	
1.	the doctor / the dentist	1.	to bed, in bed
2.	the police / the fire brigade / the army	2.	Home, at home
3.	the top / the end / the middle / the left etc.	3.	sports/game
4.	the piano / the guitar / the trumpet etc.	4.	to prison, in prison

	<b>The</b>		<b>the</b>
5.	the north / the south / the east / the west / the middle	5.	to hospital, in hospital
6.	the cinema / the theater / the bank / the post office / the 200	6.	to church, in church
7.	the sun / the moon / the world / the sky / the sea / the country	7.	to work, at work, start work, finish work
8.	the door / the ceiling / the floor / the carpet / the light etc. a room	8.	to school, at school, start school, leave school
9.	the roof / the garden / the kitchen / the bathroom etc. a house	9.	to university / college, at university / college
10.	the station/the airport/the center/the city center/ the town hall etc. a town	10.	breakfast / lunch / dinner / supper
II	the... with "republic"/"states"/"kingdom"	11.	The general + names of places
12.	the + names of oceans /seas/ rivers / canals	12.	names of streets, squares, roads etc.
13.	the + plural names of countries / islands / mountains	13.	next / last + week / month / year / summer / Monday etc.
14.	the + names of hotels / restaurants / pubs / cinema / theatre / museum	14.	names of place (or person) station / airport / university / castle etc.
15.	the = names with ... of (the Bank of England)	15.	television (but Can you turn off the television?)
16.	the ... est (superlative) city (bank..., etc.)	16.	languages or academic subjects (history / biology / geography / physics etc.)
17.	the radio	17.	
18.	the; same...	18.	

Pay your attention to the

a) *continents: we do say the with the names of continents: Africa (not "the Africa", Asia, Europe, South America)*

b) *countries and states: we do not say **the** with the names of countries and states: France (not "the France"), Japan, West Germany, Nigeria,*

But we say the with the names which include words like "republic", "union", "kingdom", "states":

**the** United Kingdom                      **the** United States

**the Republic** of Ireland              **the** United Arab **Emirates**

We also use the with *plural* names:

**the** Netherlands                      **the** Philippines

c) *cities: we do not use the with the names of cities / towns / villages: Cairo (not "the Cairo"), new York, Glasgow, Madrid*

Exception: the Hague (in the Netherlands)

d) *islands: island groups usually have plural names with **the**: the Bahamas, the Canaries / the Canary islands, the British Isles. Individual islands usually have singular names without **the**: Corfu, Sicily, Bermuda, Easter Island.*

e) *regions: we say*

**the** Middle East

**the** Far east

**the** North of England                      **the** South of Spain **the** West of Canada

(*but: northern* England / *southern* Spain / *western* Canada - without **the**)

f) *mountains: mountain ranges usually have plural names with **the**: **the** Rocky Mountains / **the** Rockies / **the** Andes, **the** Alps*

But individual mountains usually have names without **the**: (Mount) Everest, Ben Nevis (in Scotland), (Mount) Etna.

g) *lakes: lakes usually have names without **the**: Lake Superior, Lake Constance*

h) names of oceans / seas / river / canals have **the**: **the** Atlantic Ocean, **the** Indian Ocean, **the** Mediterranean (Sea), **the** Red Sea, **the** English Channel, **the** Nile, **the** Amazon, **the** Thames, **the** Rhine, **the** Suez Canal, **the** Panama Canal.

Note: on maps **the** is not usually included in the name.

## THE NOUN

The noun is a word expressing substance, and does not have special endings to show that they are nouns, or to show that they are subject or object. The noun is generally associated with the article, can be modified by an adjective, a pronoun, by another noun or by verbals.

### TEST 1

**Write all possible questions to which the following sentences are the answers:**

1. The street in which I live is broad and straight.
2. My girl-friend has just arrived in Kyiv from the Crimea
3. There is a new cinema not far from the metro station.
4. In summer we shall visit a lot of towns in different parts of the country and we will see many places of interest.

**Use "it" or "there" with the appropriate tense of "be"**

- 1 ..... some glasses in the cupboard. Would you fetch them?
- 2 ..... very hot when I went out this morning.
- 3 ..... difficult to speak English correctly, don't you think?
- 4 ..... warm today, but some clouds in the sky.
- 5 ..... true that... some difficult questions in this exercise?
- 6 ..... possible that another war soon?
- 7 ..... difficult to understand why Gertie ever married him.
- 8 ..... a flight in the street last week.

### Articles or pronouns - found the place!

Charles Dickens, one of greatest and most popular English novelists, was born on 7<sup>h</sup> of February, 1812, in small English town. He was weak child and did not like to take part in noisy and the active games. Little boy was very clever and learnt to read at early age. He read lot of books in the childhood. When he was about six, someone took him to theatre the first time. He saw play by Shakespeare and liked it so much that he decided to write a play of own. When it was ready, he performed it with some of friends. Everybody enjoyed performance, and little writer felt very happy.

When Dickens was nine years old, family moved to London where they lived in old house in suburbs.

They had very hard life. There were several younger children in the family besides Charles. Future writer could not even go to school, because at time his father was in Marshalsea Debtor's Prison. There was in London to whom Mr. Dickens could go for money, and his wife with all children except Charles went to join in prison. Family lived there until Mr. Dickens could pay debts. Were most unhappy days of all Charles's life. Boy worked from early morning till late at night to help family.

## Find the proper prepositions

1. "Why can't we live ... a fine house like that?" the boy asked his father.

"We're rather poor, and can't pay ... it," his father answered.

Little Charles often went... that place. He liked to look ... the house and play outside it. Many years later he really moved ... that house and lived there ... a long time.

2. Theodore Dreiser, the great American writer, was born ... the 27<sup>th</sup>... August, 1871 ... a

small town ... America 3. When Jack London was a boy ... ten, he sold newspapers ... the

streets and ... this way helped ... his parents. 4. Which novels ... Jack London are popular... the Soviet reader? 5. The boy learned to read ... the age ... five. 6. The Caucasus is famous ... its holiday centers. 7. When we were travelling ... the Crimea, we stopped one day ... a nice little village ... the mountains. 8. Are you travelling ... business or... pleasures? 9. I like travelling...train, because when the train passes ... beautiful places, I can see them ... the window. 10. As we were flying ... my home town, I could see how large it had become. 11.... the way ... Italy the plane flew ... many European countries. 12. The book I advise you to read consists ... three parts.

## Definite, indefinite article or zero?

### United Kingdom

The UK (short for.. .United Kingdom of Great Britain and Northern Ireland) is situated on two large islands called ...British Isles. ...Larger island is Great Britain, which consists of .. .three parts: .. .England,.. .Scotland and .. .Wales, and .. .smaller is Ireland. Southern Ireland, now called Eire or the Irish Republic, is... independent of... UK.

.. .Country is washed by.. .Atlantic Ocean,.. .North Sea and .. .Irish Sea, which is between Great Britain and Ireland.

If you travel to .. .England from .. .Ukraine, it will take you two days to pass through ... several countries on .. .Continent by train, and six more hours to cross .. .English Channel by boat You can also fly there, and then .. .journey will only take three and ... half hours.

There are mountain chains in .. .Scotland, Wales and North-West England, but they are not very high. North-West England, but they are not very high. North-West England is also famous for its .. .beautiful lakes.

...Longest river in England is ...Severn, and ...deepest is ...Thames, on which stands capital of England, London.

...UK is ...highly-developed industrial country. She exports machinery, vessels, motors and other goods. One of her main industries is textile industry and ...lot of British textiles are exported. .. .UK buys more goods than she sells because she has to import .. .food products and raw materials from many countries of world including Ukraine.

## Fill articles or possessives pronouns.

It happened early in ... spring. ... village schoolgirl of about twelve was going home after ... school. When she was approaching ... river, she suddenly heard ... cries. She hurried in that direction and saw two small children on ... piece of... ice. It didn't take her long to make up ... mind, and ... minute later she was down on ... ice. Very quickly she reached ... children. They had calmed down ... little and she was about to go back with them when ... ice broke and she saw... smaller boy fall into... water. She immediately lay down on ... ice and caught (схватила) ... boy by ... hand. Thought it was very dangerous and she was very tired, she continued lying on this position until two men saw them. They first carried them to ... safe place on ... bank and then took them to ... nearest hospital.

## Do you know how the prepositions are used in English?

1. It has just been announced ... the radio that a famous French doctor is arriving... Kyiv a few days. 2. Jane is ... a very good mood because the doctor told her yesterday that her father's life was danger. 3. the boat is expected to arrive ... the port... the 20<sup>th</sup> of October. 4. When did world War II break ...? 5. When the audience saw the famous singer appear... the stage, they greeted her... a storm ... applause. 6. When the ship was approaching ... Kyiv, all the tourists went out to look at the great city that could already be seen ... the distance. 7. I wonder what school this writer belongs ...? 8. The children jumped ... joy when they saw the NewYear tree ... the middle ... the room.

**Put the sentences into the interrogative and negative forms, paying attention to the use of indefinite pronouns.**

1. Someone's waiting for you. 2. There's something interesting in this magazine. 3. Something can be done to help you.

**Answer the question bearing in mind the use of the indefinite pronouns and adverbs.**

1. Is there anything on that table? What is it?
2. Can you see anything on that wall? What is it?
3. Did you read anything interesting last month? What did you read?
4. Did any of you read any English books last year?
5. Why did none of you read English books last year?
6. Have you invited anybody to dinner at the week-end?
7. Are you going to invite anybody?
8. Why didn't you invite any our students to (your place for) your last birthday party?
9. Why doesn't anybody go to the office on Saturday and Sunday?
10. Are you going away anywhere for your holiday, or are you staying in town?
11. Did all of our students take part in the last English language show?
12. Do you always hurry if anyone's waiting for you? Why?

**Fill in the blanks with the indefinite pronouns and adverbs.**

1. Can ... help me with this work today? I'll be very glad if you invite... else to join us. 3 of us could answer this difficult question. 4. If... rings me up, tell them that I'll be at home at five. 5. ... must be done to save the child's life. 6. If you don't find ... at home when you get back, you'll have to wait for me. 7. We got home late and ... went to bed at once. 8. Can you get this book form me ...? 9. I don't like shopping on Saturday because there are too many people .... 10. "I don't think ... is here yet. Let's wait a little".

**Translate the sentences into English**

1. Якщо хто-небудь запізниться, ми не будемо чекати, усі повинні прийти вчасно. 2. Я нічого не бачу тут. 3. Всі міцно заснуть, як тільки доберуться до своїх ліжок. 4. Розкажіть нам що-небудь цікаве, добре? 5. Ходімо у магазин. Мені потрібно купити що-небудь до вечері. 6. Вас хтось чекає у вашій кімнаті. 7. Попрохайте його, будь-ласка, казати гучніше. Ми тут теж нічого не чуємо. 8. В моєму оповіданні є що-небудь смішне. 9. Якщо ви не розпочнете працювати над своїми помилками зараз, ніщо не допоможе вам потім (пізніше). 10. Вас хто-небудь запросив на цей вечір, 11. Зараз дуже пізно що-небудь робити. 12. Ця людина ніколи нічого не боїться. 13. Він зараз де-небудь біля моря. 14. Чи бажає (хоче) хто-небудь іще прийняти участь в обговоренні. 15. Чому ніхто з вас не слухає? 16. Ніхто не забуде цього. 17. Хіба ніхто з вас не знав, що він приїздить сьогодні? 18. Я знайшов чиюсь ручку. 19. Вони всі виступали на зборах? - Ні, для всіх не вистачило часу. 20. Все було зроблено, щоб врятувати життя цієї людини.

**Answer the question paying attention to the use of the article with the geographical names:**

1. How many continents do you know? What are their names?
2. Which European countries do you know?
3. How many oceans are there in the world? What are their names?
4. Which is the largest island in the world?
5. Which is the largest sea in Europe?
6. Which is the deepest lake in the world? Where is it?

**Find the mistakes in the sentences:**

1. Africa is much largest than Europe.
2. South of England is warmer than north.
3. We went to Spain for holidays and swam in Mediterranean.
4. Tom has visited most countries in Western Europe.
5. A friend of mine used to work as a reporter in Middle East.
6. Neat year we are going skiing in Swiss Alps.

7. Malta has been a republic since 1974.
8. Nile is the longest river in Africa
9. United Kingdom consists of Great Britain and Northern Ireland.

**Fill in the articles.**

There is more water than land in our planet. ... Largest and deepest ocean in ... world is ... Pacific, then comes ... Atlantic. ... Indian ocean is only ... little smaller... smallest ocean is ... arctic.  
 ... longest river in ... world is ... Mississippi, ... largest sea is ... Mediterranean, ... deepest lake is ... Lake Baikal.

Large masses of... land are called ... continents. They are ... Europe and Asia, ... North and ... South America,... Australia and ... Antarctica.

There are mountain chains in my parts of... world. Some of them such as ... Urals are old, others like ... Caucasus are much younger. ... highest mountain chain, which is called ... Himalayas, is situated in ... Asia.

**Add the prepositions: "on", "at", "In", "until", "from", "to"**

1. He came to London... 13<sup>th</sup> June and left again ... September.
2. They went out... half past one; they'll be back ... ten minutes.
3. He plays cricket... summer and football... winter.
4. He always leaves early... the morning and comes back late... night.
5. He rests... the weekends but works hard... Monday... Friday.
6. He was born ... the nineteenth century.
7. I am working... six o'clock... Friday evening.
8. He's busy ... present. He'll see you ... 30 minutes' time.

**Write this paragraph using only one of the four choices in each bracket**

I had (1. a number of / a great deal of / many / much) work to do and I didn't have (2. many / much / plenty of / a number of) time to waste, so when my son began to ask ( 3. much / many / plenty of / a number of) questions, I became rather angry. I told him he had (4. lots of / many / much / a great deal of) toys to play with and (5. much / plenty of / many / a large quantity of) friends to go and see. As soon as he had gone, I took (6. many / much / a great deal of / a quantity of) magazines from my desk and tried to find an important article to one of them. I haven't got (7. many / a number of / much / plenty of) patience and I soon stopped searching. There was (8. a lot of / much / many / a number of) noise coming from the street outside my window, and when I looked out, I saw (9. a large number of / much / many / plenty of) people gathered round a car. There had been an accident and there wasn't (10. many / a large quantity of / much / lots of) doubt that it was serious.

**Write these sentences in the negative, using "much" or "many"**

**Example:** I've got a lot of time.

I haven't got much time.

1. There are a lot of people in the street.
2. I took a large number of photos while I was on holiday.
3. The people were spending a lot of money.
4. He gave me lots of help.
5. They've got plenty of whisky.
6. He can't drink a great deal of wine.
7. There was a large quantity of blood on his face.
8. He saw a great many animals.

**Write the adjectives in the comparative or superlative degrees.**

1. The arctic (Ocean), the Atlantic (ocean) - *cold*. 2. The Baltic (Sea), the Black Sea - *large*. 3. The Caspian (Sea), Lake Baikal - *beautiful, deep*. 4. The mountains in the Caucasus, the mountains in the Crimea - *high*. 5. The Dnieper, the Volga - *long*. 6. The Urals, the Caucasus - *old*. 1. The Mediterranean, the Black Sea - *large*.

**Translate the sentences into English paying attention to the degrees of comparison of adjectives and adverb**

1. Зима в Україні не така холодна, ніж на півночі Європи.
2. Зараз грудень. Дні становляться коротшими, ночі - довгими. 22 грудні самий короткий день в році.
3. Який самий спекотливий місяць в році? Липень. В Києві не так спекотливо, як в Ташкенті.
4. Яке ваша сама улюблена пора року? Я люблю весну більш за все. Що ж до моєї дружини, вона не любить ні весни, ні літа. Осінь її улюблена пора року.
5. Хто ваш самий кращий друг? Ви одного віку? Ваш друг такого ж зросту як і ви? Мі самий кращий друг - Нік. Ми одного віку. Він трохи вищий за мене.
6. І він і я любимо читати. Я прочитав стільки ж книжок, скільки і він. Правда у мене менше англійських книжок у бібліотеці, чим у нього.
7. Нью-Йорк являється самим великим містом США. Нью-Йорк - один з найкрупніших промислових центрів США. Добратися до Нью-Йорку швидше літаком, аніж морем. Але це самий дорогий вид транспорту.
8. Уолт-Стріт - одна з самих старих та коротких вулиць Нью-Йорку. На цій вулиці багато банків, відомих у всьому світі.
9. В цьому році ціни на це обладнання були набагато нижчими. Я гадаю, ми повинні купити його зараз. На даний момент це сама оптимальна ціна. Я впевнений, що на наступний рік ціни будуть набагато вищими.
10. В цьому місяці у нас такий же прибуток, як і у вас. А в минулому місяці у нашої фірми був самий великий прибуток.
11. Яка фірма надає нам найвигідніші умови поставки? Фірма "Белл і Ко" Але ми ніколи не працювали з нею. Умови фірми "Кребтрі і Блум" - не такі гарні, як у "Белл і Ко". Але "Кребтрі і Блум"- наш самий надійний партнер.
12. Перша партія товару була краще, ніж друга, а третя партія сама погана.
13. Ми продивимось ваші пропозиції ще раз і більш детально (closely).
14. Скільки часу займуть переговори? Я думаю, дня два чи трохи більше.
15. Ви часто їздите у від'їждження? Так, останній час я їжджу все частіше.
16. Все складніше стає нам займатися експортно-імпортними операціями, але декілька років тому це був самий вигідний вид бізнесу.
17. Чим більше я займаюся цією справою, ти більше вона мені подобається.

**Choose the appropriate word for each gap:**

1. "This is a very ... problem to solve, but if you try ..., you will find the answer". "I've tried very ..but you've... tried at all", (hard, hardly).
2. "Have you seen the boss "No. he always comes ..., and I always leave ..., So I... over see him now" (early, hardly, late, lately).
3. "How ... is it to the hotel?" "It's not... from here. If you walk.... it won't take you ... to get there". "But I always walk... I've ... walker, but a ... driver"(long, far, slow, slowly).
4. "My boss says he thinks ... of my work, but he doesn't pay me a ... salary". "He thinks you'll climb ... in the organization though" (high, highly).

**Make this story much shorter using only one of the four choices in each bracket**

I had (1. a number of / a great deal of / many / much) work to do and I didn't have (2. many / much / plenty of / a number of) time to waste, so when my son began to ask ( 3. much / many / plenty of / a number of) questions, I became rather angry. I told him he had (4. lots of / many / much / a great deal of) toys to play with and (5. much / plenty of / many / a large quantity of) friends to go and see. As soon as he had gone, I took (6. many / much / a great deal of / a quantity of) magazines from my desk and tried to find an important article to one of them. I haven't got (7. many / a number of / much / plenty of) patience and I soon stopped searching. There was (8. a lot of / much / many / a number of) noise coming from the street outside my window, and when I looked out, I saw (9. a large number of / much / many / plenty of) people gathered round a car. There had been an accident and there wasn't (10. many / a large quantity of / much / lots of) doubt that it was serious.

**Write these sentences again using a double comparative:**

**Example:** When he drinks a lot, he gets very bad. The more he drinks the worse he gets.

1. He tries hard but he only learns a little.
2. When you shout a lot, she gets very angry.
3. If you stay longer you will make a lot of money.
4. If you drive fast you will soon get there.
5. If you do it very often it will become very easy.
6. Mrs. Jones is getting old and she's getting nasty.
7. He earns a lot but he spends a lot.
8. If you practice a lot you'll play well.

**Complete the dialogue by adding the missing words and making the adjectives comparative or superlative where necessary**

John Salesman:

This grey car is (old)... the red one. Why is it (expensive)... the red one? It isn't (old). It's the same age ... the red one. But it's in (good) condition. The red one is (cheap) one... garage at the moment, but of course it's not... (good)... our other cars.

John Salesman:

Is that blue car there the same model... the red one?

No. It's similar ... the red one, but it's a (powerful) engine ... the red one. so naturally it goes much (fast). It's automatic, too so it's (easy) to drive ... the others. John I suppose it's (expensive)... the three, isn't it?

John Salesman:

Yes and no. In one way it's (expensive) ... all, because you'll be able to drive much (far) in it before you need to spend a lot of money on repairs.

**Task - Peter can't hear very well, so he asks questions about what John says. Write down the questions that Peter asks.**

Examples: John: I bought a new car.

Peter: What have you bought?

John: A new car. I bought it yesterday.

Peter: When did you buy it?

John: Yesterday. I got it from Greenham's garage.

Peter:...? John: from Greenham's garage. It cost 500 \$

Peter:...? John: 500\$. It's red.

Peter:...? John: Red. I took Mary for a drive in it last night.

Peter:...? John: Mary . We only drove ten miles.

Peter:...? John: Ten miles. Then the car stopped because we ran out of petrol.

Peter:...? John: Because we ran out of petrol. We got home at half past eleven.

Peter:...? John: Half past eleven. Mary became rather angry.

Peter:...? John: Mary, of course.

**Practice your "if" sentences by writing about countries and their languages**

If I lived in (Cuba, Denmark, Canada, Japan, Poland, Czechoslovakia, Norway, Greece) I should speak .... (Spanish, Danish, English and French, Japanese, Polish, Czech and Slovak, Norwegian, Greek).

**Write a story about Graham again using a double comparative (the more the better)**

1. When Graham eats more he gets fatter.
2. But then his wife grumbles more, and Graham smokes more.
3. And when he smokes more he eats less.
4. And when he eats less he gets thinner.
5. When he gets thinner he feels fitter.

6. When he feels fitter he plays more squash.
7. But then he gets thirstier, and he drinks more beer.
8. And when he drinks more beer he gets fatter...

**Add "a", "some", or "any", if needed, in the blank spaces**

1. I want... paper to write ... letter.
2. He wants ... milk and ... teaspoonful of... sugar in his tea.
3. You need ... sharp knife to cut... wood.
4. I'd like ... cup of... coffee and ... water, please.
5. There's ... tea in the pot but there isn't... coffee left.
6. Have you got... good ideas?
7. John gave me ... good advice, but I didn't take ... notice.
8. I went to the manager to get... information.

**Fill in articles where necessary:**

1. ... United Kingdom includes ... Great Britain and ... Northern Ireland.
2. John took ... train from Waterloo station and read times on ... journey to ... south coast of... England.
3. He stayed ... night in .. Grand Hotel, which is in ... Brook Street in ... center of ... Southampton.
4. His ship,... Queen's Star, sailed next morning down ... English Channel towards ... Atlantic Ocean.
5. They passed ... Channel Islands and John recognized ... Jersey,... island he had once visited.
6. He went to ... North America, where he spent ... week with ... uncle who lives in ... Canada... near Lake Superior.
7. Now he's travelling by... car across ... United States, along... Mississippi River and into ... Mexico.

**Fill in articles where necessary:**

4. train stopped at - small station. - passenger looked out of - window and saw - woman who was selling - cakes. - man wanted to buy - cake. - woman was standing rather far from - carriage. — man railed - boy, who was walking on - platform near - carriage and asked him:  
"How much does - cake cost?"  
"Three pence, sir", answered - boy. - man gave him - sixpence and said to him: "Bring me
5. cake, and with - other three pence buy one for yourself'.  
Some minutes later - boy returned. He was eating - cake. He gave - man three-pence change and said: "There was only one cake, sir".

**Find out the right answers using the definite article "the"**

1. What joins the Atlantic and Pacific oceans?  
(Suez Canal / Panama Canal)
2. What is the name of the ocean between America?  
(Atlantic / Pacific / Indian Ocean)
3. Which country is Stockholm the capital of?  
(Norway / Denmark / Sweden)
4. Which country lies between Mexico and Canada?  
(Venezuela / El Salvador / United States)
5. What is the name of the sea between Britain and Norway?  
(Norwegian Sea / English Sea / North Sea)
6. Which is the largest continent? (Africa / South America / Asia)
7. What is the name of the mountain range in the west of North America?  
(Rocky Mountains / Andes / Alps)
8. Which country is Manila the capital of?  
(Indonesia / Philippines / Japan)
9. What is the name of the ocean between Africa and Australia? (Atlantic / Pacific / Indian Ocean)
10. What is the name of the sea between England and Europe?  
(Mediterranean Sea / English Channel / French Sea)

11. Where is Ethiopia?  
(Asia / South America / Africa)
12. Which is the largest country in the world?  
(United States / China / Russia)
13. Which river flows through Vienna, Budapest and Belgrade?  
(Rhine / Danube / Volga)
14. Where is Bolivia?  
(Africa / South America/North America)

**Add the prepositions: on, at, in, until, from, to:**

1. He came ... London ... 13<sup>th</sup> ... June and left again ... September.
2. They went out... half past one; they'll be back ... ten minutes.
3. He plays cricket... summer and football... winter.
4. He always leaves early ... the morning and comes back late ... night.
5. He rests ... weekends but works hard ... Monday ... Friday .
6. He was born ... the nineteenth century.
7. I'm working... six o'clock... Friday evening.
8. He's busy at present. He'll see you ... 30 minutes.

**Fill in prepositions, using these words: up, in, at, after, of, on, by, to, out.**

1. He takes ... his father. He will be just like him when he grows ...
2. He is interested ... languages, but he isn't good ... them.
3. He specialized ... Roman history.
4. We are thinking... going to Sweden, but we haven't made... our minds yet.

**Fill in prepositions and adverbs where necessary. Use these words: for, in, of, on, over, from, off, at, up, beyond, to.**

a)... the morning it was raining. A fog had come ... the mountains ... the sea You could not see tops ... the mountains. The plateau was dull and gloomy, and the shapes ... the trees and the houses were changed. I walked the town to look ... the weather. The bad weather was coming... the mountains ... the sea.

(E.Hemingway. Fiesta).

b)- Why have you turned... the radio?

- I'm going to listen ... the seven o'clock news.
- Hurry, I'm short-time
- But I've got to see a button - my coat and to press ... my dress
- What mark did you get... History ... the entrance exams?
- I've got a good mark, I was never good ... history.
- I do invite you... my birthday party.
- It's a pity I won't be here ... long, give my best regards ... your family.

**Fill in prepositions and adverbs where necessary. Use these words: down, of, up, with, to, on, by, or, until, from, at, into.**

a)All large cities have the problem ... transport. The roads are jammed ... cars, buses and other vehicles. The pavements are crowded ... people, and it is dangerous ... cross the road ... the traffic is stopped, either... a policeman ... point... duty .....the red traffic lights.

b)I went - one - the big London stores today and enjoyed myself very much, just wandering - one department - another, looking - the various articles - the counters. I went - one department - another, - and -, lifts and - escalators.

## TEST 2

**Choose the correct item.**

1. I've been working... all day. I'm exhausted.  
a), hardly b). the hardest c). harder d). hard.

2. Paul is ... experienced he'll get the job.  
a), such b). so c). much d). too
3. Is there ... in the office?  
a), anywhere b). anybody c). somewhere d). everywhere
4. I need a break. I think I'll go to the seaside... Easter. \_\_\_\_\_  
a), in b). on c). at d). from
5. She's.. older than I thought.  
a), rather b). fairly c). quite d). pretty
6. He's ... helpful policeman I've met.  
a), least b). the least c). less d). little
7. Do they sell... clothes here?  
a). children's b). childrens' c). childrens d).childrens's
8. He spent a month in ... hospital after his accident.  
a), the b). an c). — d). any
9. "Is that Jane and Mary's house?" "No,... is the one across the road"  
a), theirs b). hers c). their d). there
- 10.He bought a (n)... cottage in the country  
a), stone, old, small b). old, small, stone  
c) small, old, stone d). stone, small, old

**Define (he part of speech the underlined words belong to.**

1. I have only just come. I haven't seen him yet.
2. Carrie said nothing, but bent over he work.
3. He steeled himself with that phrase, and tiptoed on; but the next door was harder to pass.
4. His tone was different from that of his friends.
5. He ate all that was placed before him.
6. They were only five at a round table.
7. Columbus intended to round Africa and thus find a waterway to India
8. And life, unfortunately, is something that you can lead but once.
9. The startling discovery so terrified her that she could hardly express a sound.
10. At that moment the woman at the fire turned round.

**Translate into English.**

1. У мого брата поганий зір, тому він носить оі^ляри.
2. Племінник Браунів моряк, і зараз він у морі.
3. Кордильєри знаходяться в Північній Америці.
4. Був чудовий ранок — сонячний і тихий.
5. Ватікан-найменша держава в Європі.
6. Точка кипіння спирту нижче точки кипіння води.
7. Це були твої слова, а не мої.
8. Ніхто не відповів, усі були зайняті.
9. Ніколи не розмовляй з людьми грубо, поведься з усіма ввічливо і дружньо.

**THE VERB  
TEST 3**

The verb is a notional part of speech which denotes an action, and tells us what someone or something does or is.

Verb has the grammatical categories such as person, number, tense, aspect, voice and mood. Verbs may be transitive and intransitive, have finite and non-finite forms.

**Find the proper form of the verb "to be"**

1. You speak English fluently... .from Britain?
2. I... sorry, I... late again. Tomorrow I'll try to be in time.
3. He... at home only in the evening because he... very busy at work. He is preparing for the business trip.
4. How much ... this lovely dress? I... sure it'll suit me.
5. Haven't seen you for ages! How... you? How... your family and a little daughter?
6. It's a pity! I will not come the party tonight. I... in my office working over the project.
7. Whose coat... this? I think it... mine.
8. I... thirsty. Would you be so kind to bring me a glass of water, please?
9. We'll have a party tomorrow. Will you join us?
10. I'd love to. I... glad to meet all my friends!
11. Call me back tomorrow. I... at home in the evening.
12. Don't forget to congratulate Ann with her birthday or she ... angry.

**Give the English equivalents**

Вчора	Ранком у неділю	Післязавтра
На Різдво	Увечері о 10 на цій неділі	1 -го квітня 1999
О 5 ранку	В середу	В обід
У понеділок	В четвер 5-го грудня	Сьогодні вранці
Позавчора	У минулому році в червні	Взимку 1998
На минулому тижні	В наступному році	В полудень
На вихідні	Увесь день вчора увечері	

**Fill in the blanks using "to have"**

1. My best friend ... a lot of spare time every day because he doesn't work.
2. .. you ... a minute? I'd like to talk to you.
3. I wonder where is Peter? He... some work to do.
4. Tomorrow morning I'll... an appointment with my future boss.
5. What about going to the cinema? I... enough money.
6. When you were at school,... the best friend?
7. Call the police or we'll... problems!
8. Next Monday I'll... an exam.
9. I decided to ... a pet in my house because I'm very fond of them.
10. Tomorrow we'll... a party. Will you join us?
11. I am going on a business trip to London.... a ticket?
12. ....some urgent business yesterday?
13. He... the desire to communicate with me. I don't know why?
14. She... a large flat in the center of the city.
15. I am really very tired after this working week. I need to ... a rest.

**Put the questions to the following sentences using the given interrogative word.**

1. Sally feels tired (Why).
2. They want to buy some presents for their friends (Where?).
3. My Daddy want to catch the 6 o'clock train (Why?).
4. Edward prefers to have lunch in the canteen (Why?).
5. Every evening Peter walks his dog (Where?).
6. As a rule I get up early every morning (Why?).
7. Snow melts in spring (Why).
8. We want to have a bite (Where?)
9. He studies English in London (Where?).
10. I hate loud and noisy music (Why?).
11. Usually Ann helps her little brother with mathematics (How?).
12. The Browns always go to the seaside in summer (Where?).
13. Tom wears his old slippers at home (Where?).

14. Sometimes I drink tea for breakfast (Why?).
15. Jane plays the piano every evening (When?).

**Make up, the questions with "do" and "does".**

1. John likes classical music?
2. My aunt speaks English fluently?
3. It takes Diana long to get to work?
4. He calls me every evening and tells jokes before going to bed?
5. After classes all the students usually study in the library?
6. As a rule we spend a lot of hours in the picture gallery?
7. Jane attends tennis classes every evening?
8. They are fond of travelling around the world?
9. As a tradition at the beginning of spring we go for a picnic?
10. Mrs. Brown teaches at (he University)?
11. We often help our mother about the house?
12. My brother lives in the nice and comfortable cottage?
13. When we go to the forest we usually gather mushrooms there?
14. He always repairs the radio and TV himself?
15. Sometimes I read English books in the original?

**Find the answers**

1. Excuse me, are you Mr. Smith ...
2. How was the flight?...
3. How do you <sup>2 3</sup> ke our city? ...
4. And how do you like our weather? ...
5. ... in Britain the weather is rainy!
6. What is the weather like in Russia?...
7. How long are you going to stay here? ...
8. ... I am going to stay in the Hotel.
9. What are you going to visit? ...
10. What are your plans? ...
11. When are you going to leave? ...
12. Was it your first visit to Moscow? ...

**Fill the blanks. Use the verb in brackets in proper tense.**

1. Ann ... in the suburbs of Kyiv (to live).
2. You ... dinner at home on week-days (not, to have).
3. She ... usually ... supper (not, to have).
4. Bob... at 7 o'clock in the morning (to get up).
5. Sometimes she ... dinner at home (to have).
6. In the evening Mr. Brown ... in his garden (to work).
7. ... they usually ... TV after supper? (to watch).
8. ... Harry ... to his office by bus?
9. Her friend ... to town by train (to get).
10. How much time it... you to get to the college? (to take).
11. It... him long to reach the college (to take).
12. It often ... in autumn (to rain).
13. It often... in winter (to show).
14. The weather... fine in summer (to be).
15. How old... you? (to be)
16. ... she ... morning exercises? (to do)
17. Harry ... at his office early (to arrive).
18. His office ... near the underground (not, to be).
19. Harry ... to London by train because he... in the suburbs (to get, to live).
20. What... she... for breakfast? (to prefer)

21. Who ... dinner for you? (to cook)
22. There ... many plats on the table (to be).
23. There ... some coffee in the cup (to be).
24. Mary ... her studies in Paris (to begin).
25. Soon they ... close friends (to become).
26. Marry years ago she ... this country (to visit).
27. Yesterday he ... his problem (to solve).
28. I... to study English two years ago (to begin).
29. There ... a report on the table (to be).
30. How long ... it... you to go shopping yesterday? (to take).
31. There ... lots of pencils in his bag yesterday (to be).
32. They ... in London (to be).
33. When ... she born? (to be)
34. When ... you ... school? (to leave)
35. What subjects ... you ... to study at school? (to like)
36. Yesterday the doctor... the operation (to make).
37. We ... this book last week (not, to read).
38. ... you ... this film last month? (to see)
39. We ... this film last week (to see).
40. ... You ... TV yesterday? (to watch)
41. There ... some milk in the bottle yesterday (to be).
42. We... about our trip (to speak).
43. What book... you ... ? (to choose)
44. He ... very well (to swim, not, to be) at his youth (when he... young).
45. Tomorrow it... (to rain).
46. ... you ... my car tomorrow? (to use)
47. She... a university graduate next year (to be).
48. Next month we... enough time to do the job (have).
49. Next week she ... enough time to make the report (not, to have).
50. How much time ... it... you to get to the college? (to take).
51. Everybody .. at this picture tomorrow (to laugh).
52. There ... a fine garden in front of the house (to be)
53. ... I... for a walk after supper? (to go)
54. Tomorrow Nick... very early (to get up)
55. There ... a dance at the end of the party (to be)
56. Harris ... a comic song tomorrow (to sing).
57. ... they... a meeting tomorrow? (to have).
58. There ... many visitors next week (to be)
59. Next Sunday I... a letter to my friend (to write).
60. Some of them ... to Brighton one of these days (to go).
61. Soon there ... many young trees in this park (to be).
62. The children ... in the garden now (to play).
63. Mary ... her lessons now (to do).
64. What... you ... here? (to do).
65. Mr. Block... over the telephone (to speak).
66. She ... a new poem now (to recite).
67. Mother... dinner in the kitchen now (to make).
68. Student A ... at his desk now (to sit).
69. ... he ... the text or... the words on the blackboard? (to read; to write).
70. ... you ... the words after him now? (to repeat).
71. Who... you questions now? (to ask)
72. What... you ... about now? (to speak)
73. Who... in the garden now? (to work)

74. Who... to what the teacher... ? (to listen; to say).
75. What class... you ... now? (to have)
76. What... you ... at 5 o'clock yesterday? (to do)
77. Who ... for you at 8 yesterday? (to wait)
78. ... you ... TV yesterday from 7 to 9 in the evening? (to watch).
79. Where ... you ... at 6 o'clock yesterday? (to go)
80. Mother... the cake in the evening yesterday (to lake)
81. He ... the letter the whole day yesterday (to write)
82. Tomorrow we ... a report in the evening (to make)
83. Bess ... breakfast at this time tomorrow (to make)
84. I... to the radio at this time tomorrow (to listen)
85. My father... in the garden at this time (not, to work)
86. Next Sunday he ... translation at 8 o'clock (to write).
87. I... just... from London (to come).
88. I.. you for ages (to see, not).
89. ... you ... to Paris? (to be).
90. He... to her yet (to write, not).
91. ... he ... a very good time? (to have).
92. I... you for a long time (not, to see)
93. ... everybody ... yet? (to come).
94. She... to him yet (to speak, not).
95. Who... it?(to take)
96. Who ... off the light? (to turn).
97. We ... here since 1980 (to live).
98. She... here since her birthday (live).
99. The delegation ... by last Sunday (to arrive).
100. The pupils... this book by last week (to read).
101. They ... this work by 5 o'clock yesterday (to finish).
102. He... the article by this time yesterday (to translate).
103. My mother... the cake by the arrival of the quests (to cook).
104. They ... at the station by 6 o'clock yesterday (to arrive).
105. They... the letter by 6 o'clock yesterday (to send, not).
106. We ... the report by the morning tomorrow (to make)
107. I... my exams by the middle of July (to pass).
108. Father... the car by our trip tomorrow (to repair).
109. She... the socks by his birthday (to knit).
110. She... the cake by the arrival of the quests tomorrow (to cook).
111. I ...the book by next week (to read).
112. He ... the book by next Sunday (not, to read).
113. She ... periodicals by next month (not, to read).
114. We know that if the wind (to blow) from the west it (to rain).
115. If the weather (to be) fine tomorrow we (to meet).
116. We (to stay) at home of it (to rain).
117. If it (to be) cold next week we (to put on) the warm clothes.

**Complete the conversation. Put in a past continuous form of the verb on the right**

Jeremy: I am afraid I've broken this dish.

Oh,no! What<sup>1</sup>...?

Jeremy: I<sup>2</sup>... it into the dinning-room.

I bumped into Emma She<sup>3</sup>... our just us

I<sup>4</sup>...in.

Emma: It was your fault. You<sup>5</sup>.... You

1)you do

2)take

3)come

4)go

5)dream

<sup>6</sup> ... where you  
.....

6)not look  
7)go

### Put in the past continuous or past simple.

Kim: I hear the lights a  *went* out last night.

Charles: Yes, I  *was watching* television at the time. The programme 1 ... interesting, too. But the electricity 2 ... on again after about ten minutes. 13... very much of it.

Angela: Sarah 4 ... down the stairs when the Lights went out. She almost 5 ... over.

Jessica: Tom and I<sup>6</sup> .. table tennis at the time.

Peter: 17 ... at my computer. When it

<sup>8</sup>.....,I<sup>9</sup>.....  
work and <sup>10</sup> ... to bed.

go  
 watch  
1 get  
2 come  
3 not miss  
4 come  
5 fall  
6 play  
7 work  
8 happen  
9 stop  
10 go

### Put in the correct verb form.

1. I have arrived / arrived

Our visitors .... They're sitting in the garden.

2. I has repaired / repaired

Susan ... the television, but then it broke down again.

3. I have lost/lost

I... my purse. I can't find it anywhere.

4. I has started / started

The match .... They're playing now.

5. I has run / ran

Joanne ... away from home. But she came back two days later.

6. has aimed / earned

James ... some money last week. But I'm afraid he's already spent it all.

7. have planted / planted

We... a tree in the garden. Unfortunately it's died.

8.have gone / went

Prices ... up. Things are more expensive this week.

### Complete the letter. Put in the present perfect or past simple of the verbs on the right

1.  was angry and sad to hear that someone plans to knock down the White Horse Inn in Brickfield. This pub  *has been* the center of village

life for centuries. It<sup>1</sup> ... at our crossroads for about 500

years. It<sup>2</sup>... famous in the old days, and

Shakespeare once <sup>3</sup>... there, they say. 1

<sup>4</sup>... in Brickfield all my life, and I know all about it.

We<sup>3</sup>... for some talk a years or two ago about knocking it down

<sup>6</sup>... some talk a year or two ago about knocking it down.

But all the villagers are against the plan. We will stop it, you'll see.

### Put in "this", "last", "today" or "yesterday"

<sup>o</sup>Last month prices went up, but *this* month they have fallen a little.

1.It's been dry so far... week, but... week was very wet

2.I went shopping earlier... and spent all the money learned....

3.We didn't have many tomatoes ... year. We've grown a lot more... summer.

4. don't feel so tired now. We got up quite late ... morning. I felt really tired ... morning when we got up so early.

### Put in the verbs

be  
 be  
1 stand  
2 be  
3 stay  
4 live  
5 know  
6 be

Craig: <i>Have you heard</i> the news about Cathy?	"you hear
Nicola: No., what' ... ?	1 happen
Craig: She"... an accident. She was running	2 have
For a bus when she <sup>J</sup> ... down and	3 fall
<sup>4</sup> ... her leg.	4 break
Nicola: Oh. how awful! When <sup>5</sup> ...?	5 this happen
Crag: Yesterday afternoon. Sarah <sup>6</sup> ... me about it last night. <sup>6</sup> tell	6 tell
Nicola: Last night! You <sup>7</sup> ... last night, and	7 know
you <sup>8</sup> ... me!	8 not tell
Craig: Well, I ... you last night. And I	9 not tell
<sup>10</sup> ... you today, until now.	10 not see
Nicola: I hope she's all right. She <sup>11</sup> ... lots of	11 have Accidents, you know.
She <sup>12</sup> ... the same thing about two years ago.	12 do

**Decide whether the periods in the following sentences are Perfect or Non-Perfect (make illustrations of the periods), and then change the infinitives that are in parentheses into the required tenses.**

1. Peter (to be) in China for many years between the two wars.
2. Paul (to be) in India for several years when the Second World War broke out, but he returned home at once. He then (to spend) four years in the Army.
3. I think that up to the moment, you (to be) at your piano practice for precisely twelve minutes and yesterday you (to practice) for only fifteen. No, I definitely do not think you should stop yet.
4. You (to wait) long? I'm so sorry I'm late, but I (to wait) for over twenty minutes for my bus and then it (to take) ages on the journey.
5. Yesterday afternoon he (to play) football for an hour and then, after a shower, he (to sleep) for an hour or so. Then he sat down to his homework. When his teacher arrived, he (to work) for about two and a half hours.
6. Next April 5<sup>th</sup> they (to be) married for exactly thirty years and their eldest son (to be) married for almost ten.
7. This flat will drive me crazy! Since you went out, there (to be) bedlam; the man upstairs (to play) on his trombone and his wife (to practice) scales on the piano. And us though that were not enough, that horrible child downstairs (to beat) his drum and (to blow) whistles for the past forty minutes.
8. "Mr. Lovelace (to lecture) here for quite a long time now, I am told. Do you know precisely how long?"
9. "Let me see. He came here in the middle of an academic year soon after the war, I think. Yes, by the end of next month, he (to lecture) here for just seven years. But he (to lecture) here for some time before the war, too, you, know".

**Use the required tenses instead of the infinitives in brackets, translate the story into Ukrainian in written form.**

Dear Mr. Priestly,

My letter is rather a surprise, isn't it? Yes, I'm actually in America; I (to live) here for three months, but I (to be) so busy going about "seeing America" that I (to have) hardly any time for writing letters. All the same, I (not to be) lazy, I (to keep) a "journal". I know you (to find) this hard to believe after the way I so often (to waste) my time when you (to be) my teacher, so, to prove what I (to say) I (to send) the journal to you now, under separate cover. I (to see) and (to hear) so many things that interested me that I (to want) to write them down while the impressions (to be) still fresh in my mind. I hope that what I (to write) in the journal may interest you and my old friends. I often (to think) about you and (to hope) we (to meet) again before very long. Kind regards and best wishes to you all,

Yours sincerely, Lucille.

**Use Past Continuous where appropriate; if it is not suitable, use Past Simple.**

The students (1. talk) excitedly when the teacher (2. come) in, but they (3. stop) at once when the teacher (4. speak). He (5. walk) across the room and (6. begin) to write question on the blackboard. While he (7. write), the students (8. sit) down, (9. take) out their pens and (10. prepare) themselves for the test. The teacher (11, finish) writing, (12. sit) down in front of the class and (13. open) a book. He (14. read) his book the whole time while the students (15. answer) the question. When the bell (16. ring) at four o'clock, most of them (17. still write). The teacher (18. tell) them to stop working and he (19. collect) their answer papers. As they (20. leave) the room he began to correct the papers.

#### TEST 4

##### Put the verb in brackets in the correct form.

1. When he rang he got to know the letter (to send) a week ago.
2. He believed the children (to take care of) by a nurse next year.
3. When it began to snow the warm coats (to wear) by the people.
4. He said the meeting (to postpone) yesterday.
5. The letter (to type) at the moment when knocked at the door.
6. She felt the task (to fulfill) by the manager in time.
7. By the next year the book (to publish) and (to send) for selling.

##### Translate the sentences into English.

1. Київ розташований на березі Дніпра Він був сильно зруйнований під час війни. Зараз Київ відновлений і це - один з красивіших міст миру.
2. Кожний рік у Києві будуються нові будинки, готелі, школи та інші споруди.
3. Це дім, в якому я народився. На моїй вулиці збудували нову школу, лікарню у цьому році. На тій розі вулиці будується концертний зал. Він буде закінчений у наступному році.
4. Не заходьте у зал! Там обговорюється важливе питання. Я зачекаю тут поки обговорення закінчиться Містера Н. слухають з великою увагою. Зустріч на вищому рівні між президентом України і президентом відбулася у Нью - Йорку. Головами країн зроблена велика праця. Підписано спільну україно-англійську заяву. Було обговорено ключове питання сучасного міжнародного положення.
5. Обладнання буде доставлене у вересні.
6. Кожен рік наша фірма заключає багато контрактів.
7. Вимоги контракту обговорюються з самого ранку.
8. Зараз нашим представництвом встановлюються ділові контракти з французькими фірмами по виробництву електричних приборів.
9. Документи не були відправлені покупцеві, так як було виявлено недоліки.
10. Ми зацікавлені, щоб виставка ваших товарів була організована якомога раніше.
11. Переговори з представниками компанії "Браун енд Ко" вже закінчилася.
12. Боюсь, що це обладнання ще не пройшло тестування на заводі виробника
13. Містер Браун був призначений президентом фірми у цьому році.
14. Останнім часом усі наші контракти заключаються за участю фірми-посередника
15. Термін поставок оговорювався на переговорах на тому тижні.

##### Change the sentences from active to passive.

1. A large member of people speak Spanish.
2. The secretary is going to type the letter.
3. The teachers explanation confused Carlos.
4. My mistake embarrassed me.
5. Helicopters fascinate children.
6. Shakespeare wrote Hamlet.
7. This news will amaze you.
8. Bob Smith built the house.
9. Something confused me in class yesterday.
10. The president has cancelled the meeting.

11. People speak Spanish in Venezuela
12. A carpenter is going to mend the bookshelf.
13. They will pass the exam tomorrow.
14. She is typing the letter now.
15. Columbus discovered the New World.
16. Thomas Edison invented the phonograph.
17. Water surrounds an island.
18. A maid will clean our hotel room.
19. A plumber is going to fix the leaky faucet.
20. A doctor has examined the sick child.
21. The police arrested James Swan.
22. The dean has just signed the papers.
23. No one has any mistakes.
24. What do you call t?
25. They asked us to stay a little longer.
26. One expects him to obey the regulations.
27. People have made great progress in physics.
28. They are discussing the possibility of new negotiations.
29. Everybody thought that Jack was clever but lazy.
30. People use coal for making artificial materials.
31. What books are people reading this year?
32. They elected him President of the Club last year.
33. Nobody has lived in this house since they moved out.

**Prepare this text for retelling after filling in the blanks.**

4 years ago one man (drop) his wallet into the waters of loch ness in Scotland. His passport, his car keys, his business card and his money (lose) in 150m of water. This week the phone (ring) in his Barsezona flat and a Scottish policeman told him, "Sir, your wallet (find). It (discover) last Sunday on the bed of the loch by some scientists in a submarine looking for the Loch Ness monster!" The man said, "The whole thing is absolutely amazing. Apparently my wallet and its contents (put) in the post to me already. I should get them tomorrow. I can't believe it!" We the proper tense.

**Dwell upon the use of these tenses.**

### TEST 5

**Translate into English paying attention to the sequence of tenses and reported.**

1. Цікаво, де він живе.
2. Вона цікавилася, звідки він приїхав. Він відповів, що приїхав з Севастополя, де живе вже 20 років.
3. Студент знав, що викладач зайнятий. Вона попередила його, що йому доведеться почекати годину. Та додала, що він зможе обговорити це питання з нею, як тільки вона звільниться.
4. Я був впевнений, що вона зможе здати екзамен успішно.
5. Усі знали, що він багато працював над англійською мовою.
6. Я запитала, чи знає його дружина англійську мову. Він відповів, що вона вчила її у школі і зараз не може розмовляти по англійськи.
7. Вона думала, що у нього є брати та сестри. Він сказав мені, що у нього не було ні братів, ні сестер.
8. Мій друг розповів мені, що в минулому році він був гідом англійської делегації у Криму.
9. Він поцікавився, де я збираюся провести відпустку, чи хочу я провести її з сім'єю. Я відповів, що я ще не вирішив.
10. Він попередив мене, що йде дощ і попросив мене взяти зонтик і надіти плащ.
11. Представник фірми впевнений, що вони зможуть відправити свої останні каталоги фірми 'Сміт и Ко' на наступному тижні.
12. Я запитала чи почали вантаж насосів.

13. Він думав, що вони вже почали виробляти нову модель. Але йому відповіли, що ще тільки йдуть підготовчі роботи.
14. Працівник фірми розповів мені, де я зможу отримати інформацію, яка мене цікавить з маркетингу.
15. Вона цікавилася, чи підписав він контракт з "Браун и Ко" на тому тижні.
16. Він запитав чи зустрінемося ми ще, щоб обговорити графік доставки товару.
17. Мі поцікавилися, які товари продає фірма "Грин и Ко".
18. Секретарка відповіла, що президент розмовляє по телефону.
19. Керівник ще не повернувся з відрядження до Лондону. Але він телефонував мені і просив вам переказати, що прийде в середу.
20. Я був впевнений, що у них є додаткові квоти.
21. Мій колега розповів мені, що у минулому році працював там отже і у нього є досвід у цій справі.

**Report the following direct speech, using the verb suggested.**

- a. 'I'm sorry I'm late.'  
She apologized \_\_\_\_\_
- b. 'I'll pay you back as soon as I can,' he said to his father.  
He promised \_\_\_\_\_
- c. 'Let me tell you how to get to my house,' she said to Anne.  
She explained \_\_\_\_\_
- d. 'I can't work at all! My typewriter isn't working properly,' she said.  
She complained \_\_\_\_\_
- e. 'The plane will be taking off in a few minutes.'  
It was announced \_\_\_\_\_
- f. 'No no! Please let me play for a while!' Pat said.  
Pat insisted \_\_\_\_\_

**Retell dialogue in reported speech.**

"You travel a lot, don't you?"

"Oh, yes, I love travelling, and I spend much of my time visiting different parts of the world, sometimes on business and sometimes for pleasure?"

"Have you ever traveled by plane?"

"Yes. I always go by air on my business journeys, but when I travel for pleasure, I usually go by train and ship. It's so interesting getting to know the other passengers, and of course, I enjoy being on the sea in any kind of weather."

"Very many of my journeys have been made by train. I find it quite pleasant, but not in the holiday season when there are so many people that you have to stand all the way."

"I quite agree with you. Then, of course, it's better to go by car."

**Open the brackets and find the proper tense and voice of the verbs.**

**Change the following sentences into indirect speech using the verbs - to suggest or to offer.**

1. "Let's study English together," said Olga.
2. "Why don't you buy a dictionary?" Mary said to me.
3. "Let's go to the park by Metro," said John.
4. "Take another piece of cake, it's delicious," said our hostess.
5. "Let us rest for a while." Said my friend.
6. "Let you have another cup of tea?" asked Mother.
7. "Let us visit Mary," said one of the students.
8. "Why not arrange some excursions during the winter holidays?" said the monitor of the group.

**Phrasal verbs are a problem that many students of English have to face. Here are some examples of verbs which can change their meaning by the addition of a preposition or adverb. At the end of**

**each sentence, in brackets, is the new meaning of the phrasal verb. Put the right verb from the list, in the correct tense, into each of these sentences: put, take, carry, run, come, set, make, give.**

1. I was feeling very unhealthy, so I - up playing tennis last year, and now I'm feeling much better./start/.
2. They play music all night. I can't - up with it any more./tolerate/.
3. He speaks very quickly. Often, I can't - out what he's saying, /understand/.
4. I was looking through my desk, and I - across this photo. I hadn't seen it for years, /discover/.
5. I'm sorry- I can only give you a cup of coffee. I've -out of tea./exhaust supply/.
6. It was a long drive, so we - out very early in the morning./start a journey/.

**Divide all the modal verbs into three groups and give your own examples.**

**Give examples of free and obligatory use of the oblique moods. Distribute the given sentences according to the moods (conditional, subjunctive, suppositional). Translate into Ukrainian.**

1. You'd better think it over again.
2. If she found the money, we would begin building our house.
3. If he should return, ask him to stay here.
4. I wish you had known about it then.
5. It is desirable that they should be engaged sooner.
6. Should she appear, I will tell her everything.
7. I insist that he should address the recruitment agency.
8. He was uneasy that she might have changed her mind.
9. But for the rain, they would not have lost the keys.
10. Do this work lest you should be fired.

**Find the mistake (one or two).**

1. I can to speak English.
2. If he will to come, I will help him do that.
3. In those times people would to wear such awkward?
4. Shall I come in?-No, you mustn't
5. He can not have never done such a thing.
6. You shall do it, or you will to be punished.
7. How ought we start the lesson?

**Give the analogue of the proverbs in Ukrainian.**

1. A bird may be known by its song.
2. A man can die but once.
3. As you sow, you shall mow.
4. Every tub must stand on its own bottom.
5. If we can't as we would, we must do as we can.
6. If wishes were horses, beggars might ride.
7. People who live in glass houses should not throw stones.

**Translate into English. Analyse the form of the Subjunctive Mood.**

1. Якщо ви випадково не застанете мене, залишіть записку у секретаря.
2. Якщо б не моя обіцянка (promise), я б не розповів тобі це.
3. Важливо, щоб ви знали кожну дитину по імені (by sub's name).
4. Шкода, що ви так зайняті ці дні (there days).
5. Дивно (strange), що у вашому віці ви не знаєте таких простих речей (at your age).
6. Вам давно пора іти спати.

**Translate the sentences from Ukrainian into English. Considering the peculiarities of using oblique mood and modal verbs.**

1. Ми так давно не бачилися. Не знаю, впізнала я б її тепер.
2. Шкода, що ти не спитав Олену про це. Вона могла б розповісти тобі усе.

3. Якби б не це, що ви розповіли, я б ніколи не запідозрив її.
4. Вона, мабуть, нічого не чула про це, інакше вона б не сказала таку річ.
5. Вам краще було б не згадувати її ім'я при них. Вони можуть сприйняти це нетактовним.
6. Шкода, що ти не поговорив з нею про це. Я вважаю за краще не втручатися, (я б краще не втручалася).
7. Якщо б я був там, я б побачив, як це сталося.

## TEST 6

### Translate sentences

1. On leaving the house we went to the shade.
2. Find the mistake
3. I want them to call on me.
4. She is said to resemble me.
5. The experiment proved to be a failure.
6. That was for him to find out.
7. I haven't heard anyone to call me.
8. Light steps in the gravel made him to turn his head.
9. English is considered to be spoken in England.
10. Let me to introduce myself.

### Give the examples with the infinitive, participle, gerund in the functions of predicative, object, subject, complex object etc. Translate the sentences

1. Мабуть, піде дощ.
2. Я хочу зробити стрижку.
3. Ми вчора відремонтували машину.
4. Кажуть, що вона хороша студентка.
5. Вони змусили мене зробити це.
6. Дня нього дуже складно вирішити цю проблему.
7. Він чекав, коли вона заговорить.
8. З'ясувати це повинен, був він.
9. Оголошують, що літак скоро злетить.
10. Він обов'язково прийде.
11. Вважають, що цей рукопис написаний у XV віці.

### Translate into Ukrainian the complex subject

1. Edith is said to resemble me.
2. The rider was seen to disappear in the distance.
3. He was thought to be honest and kindly.
4. The manuscript is believed to have been written in the 15<sup>th</sup> century.
5. He is sure to marry her.
6. This fire is certain to produce a panic in the morning.
7. The parish is not likely to quarrel with him for the right to keep the child.
8. They seemed to have quite forgotten him already.
9. The experiment proved to be a failure.
10. They all turned out to be good fighters.

### Translate into Ukrainian the for-to-infinitive construction.

1. I sometimes think it is a shame for people to spend so much money this way (subject).
2. That was for him to find out (predicative).
3. He waited for her to speak (complex object).
4. He asked for the papers to be brought (complex object).
5. The best thing for you to do is to bide here with your load (attribute).

6. There's nobody here for him to play with (attribute).
7. He stepped aside for me to pass (adverbial modifier of purpose).
8. The pleasure of accompanying you was too great a temptation for me to resist (adverbial modifier of result).
9. He had consented, and it was too late for him now to recede (adverbial modifier of result).

### **Translate into Ukrainian the complex object**

1. I haven't heard anyone call me.
2. I felt the blood rush into my cheeks, and then leave them again (sense perception).
3. I know you to be the most honest, spotless creature that ever lived.
4. I believe him to have no conscience at all.
5. Everybody expected her to marry Pete (mental activity).
6. The surgeon pronounced the wound to be a slight one (declaring).
7. I don't choose you to go by yourself to an hotel (with and intention).
8. I didn't mean you to learn the poem by heart.
9. I dislike you to talk like that (feeling and emotion).
10. Mr. Merdle ordered his carriage to be ready early in the morning (order and permission).
11. Light steps in the gravel made him turn his head.
12. She caused a telegram to be sent to him (compulsion).

1. We saw them ... 2. The young mother watched her child ... 3. We've never heard him ... 4. Have you ever seen them ...? 5. We didn't notice him ... 6. Has your teacher ever heard your friend...? 7. When did you see your little son ...? 8. That girl has got a fine voice. Have you ever heard her...? 9. They didn't see us ... 10. Have you ever watched ... ? 11. I hope she didn't hear me...

### **Translate into English. Mind the complex object with the infinitive and participle.**

1. Всі батьки хочуть, щоб їхні діти були щасливі. Ми хочемо, щоб всі народи жили в мирі. Ми розуміємо, що це занадто складна проблема, щоб вирішити її відразу.
2. Викладачі, хочуть, щоб всі студенти здали екзамени добре. Нам би хотілося, щоб ви говорили англійською краще.
3. Ви коли-небудь чули, як він говорить англійською? Так, дуже гарно. Цікаво, де він вивчав англійську мову.
4. Я бачив, як вона грає в теніс. Я б хотів, щоб мій син також грав у теніс. Я хочу, щоб він був спортсменом. Він достатньо здоровий, щоб займатися спортом.
5. Ви бачите, як діти переходять вулицю? Вони не дотримуються правил дорожнього руху. Я хочу, щоб всі діти знали та дотримувались цих правил.

### **Translate the sentences with the complex object construction.**

1. Я б хотів, що б ви дали мені типовий контракт, якщо можна.
2. Ми припускаємо, що сьогодні ж обговоримо умови сплати та розміри знижок.
3. Я чув, ви їздили у відрядження до Брюсселя, так?
4. Я гадаю, вони зараз займаються навантаженням запчастин в порту.
5. Я б хотів, щоб ви періодично продивлялися всю документацію, яка стосується виплати за контрактом з GML.
6. Ми чули, що спеціалісти вважають цю виставку самою вдалою за останні 5 років.
7. Керуючий сказав, що пан Браун пообіцяв надіслати всі зразки вчасно.
8. Вони довели, що він помилявся.
9. Ви вважаєте його парним спеціалістом?
10. Ви вірите в те, що подібні дискусії корисні?
11. Ми все бачили, що це була помилка.
12. Я знаю, випадки, коли і грамотні спеціалісти робили цю помилку.
13. Я чую, як він співає у сусідній кімнаті.
14. Ми бачили, як вона друкувала цей лист.

15. Я бачу, що він завжди приходить на роботу вчасно. А зараз я бачу, як він переходить вулицю.
16. Я сподіваюсь, що контракт вже укладений.
17. Ми б зволіли, щоб вони приїхали на наступній неділі.
18. Представник фірми наполіг на покупці цієї моделі фотоапаратів.
19. Замовник запропонував передивитися ціни ти насоси.
20. Генеральний директор фірми відхилив включення до порядку дня переговорів питання про продовження строків постачання.
21. Я не вповноважений відповідати на всі виявлені неполадки.
22. Директор фірми запропонував, що усі неполадки були ліквідовані, і всі зіпсовані частини замінені через неділю за рахунок продавця.
23. Фірма забажала, щоб контракт був укладений на більш вигідних умовах.
24. Я пам'ятаю, що ви вже відповіли на цей лист.
25. Мені потрібно відремонтувати телевізор.
26. Ми відремонтували перший поверх до 1 вересня.
27. Нам потрібно, щоб цей контракт був укладений.
28. Ви повинні добитися, щоб вас поважали.
29. Я хочу укласти контракт.
30. Вам краще вирішити цю проблему.
31. Де ви віддрукували ваші візитні картки?
32. Ми майже оплатили ці товари.

**Translate into English using the infinitive.**

1. Приємно купатися в морі.
2. Було розумно з вашого боку не ходити до лісу.
3. Було мило з вашого боку допомогти мені.
4. Мама не припускала думки зустріти мене тут.
5. Він наказав, щоб його валізи принесли до кімнати.
6. Я не вірю, що це правда.
7. Я не думаю, що ця собака злиться на мене.
8. Я не припускав, що він знає 5 іноземних мов.
9. Я не помітив, як ви увійшли до кімнати.
10. Я не міг чути, як вона співає.
11. Я почував, що він вже прийшов.
12. Дозвольте познайомити вас з...
13. Здається, він все знає.
14. Я чув, що він постукав у двері.
15. Сталося, що вона знаходилася там у цей час.
16. Кажуть, що ти гарний пливець.
17. Схоже, що вона каже правду.
18. Я бачив, як він зайшов в магазин.
19. Я попросив вас прийти, щоб повідомити вам про це.
20. Вам необхідно бути тут завтра о 5 годині.
21. Зараз дуже пізно, щоб іти в парк.
22. Він достатньо розумний, щоб зрозуміти це.
23. Вони хочуть, щоб ми прийшли до них сьогодні.
24. Я знаю, що ти дуже досвідчений викладач.
25. Я вважаю, що я правий.
26. Він наказав моєму сину відчинити вікно. Він наказав відкрити вікно.
27. Що ви хочете, щоб я зробив для вас.
28. Він наказав їм привезти книги в інститут.
29. Я візьму таксі, щоб не запізнитися на потяг.
30. Йому легко це зробити.
31. Сьогодні дуже холодно, щоб обідати у саду.

32. Нам важко зробити цю роботу в такий короткий строк.
33. Я хотів би, щоб ви почекали мене тут.
34. Ви чули коли-небудь, як він співає.
35. Я знаю, що він дуже досвідчений викладач,
36. Кажуть, що він у Києві.
37. Він, задається, знає цей предмет дуже добре.
38. Я випадково чув, як він спитав її про це.
39. Він виявився дуже доброю людиною.
40. Він зачинив вікно, щоб не застудитися.
41. Вона любить, коли діти приходять до неї.
42. Він прочитав правило декілька раз, щоб краще зрозуміти його.
43. Вони не бачили, як я зайшов до кімнати.
44. Кажуть, що цей будинок був збудований біля двохсот років тому назад.
45. Ця книга, очевидно, дуже цікава. Відомо, що Ломоносов був самим визначним вченим свого часу.
46. Вони, очевидно, повернуться наступної неділі.
47. Кажуть, що він написав дуже хорошу п'єсу.

### **Paraphrase the sentences using the gerund.**

*e.g. We didn't discuss his proposal (to put off).*

*We put off discussing his proposal.*

1. He tries not to concentrate on difficult problems (to avoid).
2. We thought it impossible not to support his suggestion (can't help).
3. He agrees that he obtains good knowledge thanks to his studies (to admit).
4. We are not against if you discuss the issue at the next session (to mind).
5. I like to read English books in the original (to enjoy)
6. She says that she is not aware of the news discussed (to deny).
7. He proposed that we should test the advice in the laboratory (to suggest).
8. I'm sorry for troubling you but I've got a question to ask (to excuse).

### **Recast the following sentences so as to use predicative constrictions with the gerund instead of subordinate clauses.**

1. Do you admit if I take your dictionary?
2. Do you think father would mind if we go to the park now?
3. She insisted we should put off our conference.
4. Linda was surprised. She had no idea that he was good at mathematics.
5. I was annoyed because they shouted so loud.
6. "He's a dear little man," said she. "I'd no idea you knew him".
7. As we drove away he suggested that we should return by train.
8. Laura remembered she had left that umbrella standing in the corner.
9. She suggested that Phillip should pass himself off" as her brother.
10. A miner insisted that I should stay at his home.
11. Michael suggested that she should go to the Crimea to be near her mother.

### **Use the gerund in the perfect or non-perfect form instead of the infinitive in brackets.**

1. Without (to ask) his advice I have taken an important step.
2. My sister usually stopped (to read) when there was something terrible in the story.
3. He disliked (to run) the whole department.
4. He spoke with an air of (to work) this out accurately.
5. On behalf of my wife and myself we thank you for (to be) with us on this joyous occasion.
6. Miss Marple had been shown every antique piece of furniture that contained or could be suspected of (to contain) a secret drawer.
7. (to hear) them talk about bathing made me want to bathe too.
8. That charming lady is capable of (to tell) any lie to her advantage, with the most childlike candor.

### **Translate the sentences with the gerund and participle.**

1. Плавати в теплу погоду завжди приємно. Плавання - моя улюблена справа, взимку я віддаю перевагу плаванню в басейні.
2. В Києві дуже багато пам'яток. Що варто подивитися в першу чергу, Я думаю, варто почати з історичних пам'ятників.

3. Ти любиш читати? - Так. Я люблю читати детективні оповідання.
4. Що стосується мене то я не люблю читати детективні оповідання. Я віддаю перевагу історичним романам.
5. Ви закінчили читати цю книгу? - Ні ще. Я почала читати її тільки вчора Як тільки я закінчу читати її, я поверну її вам.
6. Вони продовжували обговорювати цю проблему.
7. Ось - дорога, яка веде в місто.
8. Дві дівчини, що посміхаються сіли на лавку, весело розмовляючи.
9. Чоловік, що стоїть біля вікна-мій старший брат.
10. Ми спостерігали, як викладач пише речення на дошці.

**State the form and the function of Participle 1. Translate into Ukrainian.**

1. There was a smile playing about the comers of his month
2. Turning in anger, she gave John a shove, spilling his tea
3. Dona Carlota covered her face with her hand swooning.
4. To Maggie, the new protective gentleness of her son was sweet, and also very frightening.
5. All the country near him was broken and wooded.
6. For a moment the trio stood as it turned to stone.
7. He spoke when spoken to, politely and without much relevance.
8. Prepared I formed a project.
9. Fancy a married woman doomed to live on from day today without one single quarrel with her husband.

**Translate into English, using the same structure as in the modal.**

*The student who has just spoken to me is a friend of mine.*

1. Молодий чоловік, що написав цю комедію, - автор декількох цікавих п'єс.
2. Я ніколи не чув про актрису, яка зіграла роль у цьому фільмі.
3. Я давно знаю інженера, що зробив вчора доповідь у нашому клубі.

**Translate into English, using the same structure as in the modal.**

*I have never seen any plays produced by him.*

1. Інформація, зібрана під час експедиції, була відправлена в інститут географії.
2. Ми хотіли б, щоб ви подивилися картини, що були написані цим молодим художником.

**Translate into English, using the same structure as in the modal**

*On hearing the news, the girl jumped with joy.*

1. Прибувши до міста, мандрівники поїхали у готель.
2. Прийшовши додому, він зателефонував своїй сестрі.
3. Отримавши телеграму, він поїхав на станцію.
4. Почувши, що її сестра не може приїхати до неї, Ганна засмутилася.

**Translate into English, using the same structure as in the modal.**

*Thinking that he was out, I decided to go and see him some other time.*

1. Він не погодився піти з нами в театр, сказавши, що він зайнятий.
2. Подумавши, що лист дуже терміновий, секретар вирішив відправити його авіапоштою.
3. Попрощавшись зі всіма, він вийшов з кімнати.

**Translate into English, using the same structure as in the modal**

*After leaving school. His son went to work at a factory.*

1. Наклеївши марку на конверт, він пішов відправляти листа
2. Подивившись журнали, він повернув їх бібліотекарю.

**Translate into English, using the same structure as in the modal.**

*Having caught a bad cold, he had to miss a few lessons.*

1. Загубивши квитанцію, він не міг отримати посилку.
2. Не повернувши книгу вчасно, хлопчик боявся іти у бібліотеку. Запізнившись на потяг, він повинен був відправити телеграму друзям, які чекали на нього.

**TEST 7**

**Define the tense and aspect (voice) of the verbals.**

1. He wants to tell us many interesting stories.
2. After arriving at the port the ship was unloaded.
3. I am glad to have seen you.
4. Having written a letter John left the house.
5. I want to be loved.
6. Having been discussed, the problem was not solved.
7. They happened to be standing near a small conservatory.

**Find the mistake.**

1. I want them call on me.
2. She is said resemble me.
3. The experiment proved be a failure.
4. At the moment footsteps heard coming across the hall.
5. That was for him to find out.
6. Shaking hands with them, he brought his own hands together with a sharp slap.
7. I haven't heard anyone to call me.
8. Light steps in the gravel made him to turn his head.
9. I hated the idea your going.
10. English considered be spoken in England.
11. Let me to introduce myself.
12. I was afraid saying the wrong thing.

**Give the examples with the verbals in the functions of predicative, object, subject, attribute, complex object, complex subject etc.**

**Translate the sentences.**

1. Напевно, піде дощ.
2. Я хочу зробити стрижку.
3. Ми вчора відремонтували машину.
4. Говорять, що вона хороша студентка.
5. Вони змусили мене зробити це.
6. Для нього дуже важко вирішити цю проблему.
7. Він чекав, коли вона заговорить.
8. Вияснити це повинен був він.
9. Об'являють, що літак скоро злітає.
10. Він обов'язково прийде.
11. Вважають, що цей рукопис був написаний в XV столітті.
12. Я чув, ви їздили у відрядження до Брюсселя, так?
13. Вони довели, що він помилявся.
14. Ви вважаєте його гарним спеціалістом?
15. Я чую, як він співає у сусідній кімнаті.
16. Ми бачили, як вона друкувала цей лист.
17. Я бачу, що він завжди приходиться на роботу вчасно. А зараз я бачу, як він переходить вулицю.

18. Я пам'ятаю, що ви вже відповіли на цей лист.
19. Мені потрібно відремонтувати телевізор.
20. Ми відремонтували перший поверх до 1 вересня.
21. Нам потрібно, щоб цей контракт був укладений.
22. Ви повинні добитися, щоб вас поважали.
23. Я хочу укласти контракт.
24. Вам краще вирішити цю проблему.
25. Де ви віддрукували ваші візитні картки?
26. Ми майже оплатили ці товари.

### Identify the predicative constructions with the verbals

1. I felt the blood rush into my cheeks, and then leave them again (sense perception).
2. I know you to be the most honest spotless creature that ever lived.
3. I believe him to have no conscience at all.
4. The manuscript is believed to have been written in the 15-th century.
5. He is sure to marry her.
6. The parish is not likely to quarrel with him for the right to keep the child.
7. They seemed to have quite forgotten him already.
8. The experiment proved to be a failure.
9. They all turned out to be good fighters.
10. I sometimes think it is a shame for people to spend so much money this way (subject).
11. That was for him to find out (predicative).
12. He waited for her to speak (complex object).
13. He asked for the papers to be brought (complex object).
14. The best thing for you to do is to bide here with your load (attribute).
15. There's nobody here for him to play with (attribute).
16. I haven't heard anyone call me.
17. Everybody expected her to marry Pete (mental activity).
18. The surgeon pronounced the wound to be a slight one (declaring).
19. I don't choose you to go by yourself to an hotel (with and intention).
20. I didn't mean you to learn the poem by heart
21. This fire is certain to produce a panic in the morning.
22. He stepped aside for me to pass (adverbial modifier of purpose).
23. The pleasure of accompanying you was too great a temptation for me to resist (adverbial modifier of result).
24. He had consented, and it was too late for him now to recede (adverbial modifier of result).
25. I dislike you to talk like that (feeling and emotion).
26. Mr. Merdle ordered his carriage to be ready early in the morning (order and permission).
27. Edith is said to resemble me.
28. The rider was seen to disappear in the distance.
29. He was thought to be honest and kindly.
30. Light steps in the gravel made him turn his head.

### Mind the subordinate clauses of the complex sentence. Study this table very carefully.

Subject clause	Who can it is not known.
Predicative clause	The question is if he will come.
Object clause	He said (that) he had done it.
Attributive clause	(which) Here is the book we have spoken about (that)

Adverbial clauses of time	She will do it when she returns.
Adverbial clauses of place	The plant grows where the others couldn't.
Adverbial clauses of cause	As it was raining, we stayed at home.
Adverbial clauses of purpose	She must hurry lest she (should) be late.
Adverbial clauses of condition	I shall do this work if I have time.
Adverbial clauses of concession	Though he was very young, he was a good worker.
Adverbial clauses of result	It was a hard snowfall, so that the streets were nearly deserted.
Adverbial clauses of manner	She did exactly as he told her.
Adverbial clauses of compassion	His eyes were red, as it he had not slept for many nights.

***Bear in mind same rules:***

1. 'That' is often omitted. *E.g. Everybody (that) with modern high-speed computers it is possible to control a train.*
2. Attributive clauses can be added to the principal clause without any conjunction. *E.g. The problem the scientists are speaking about is connected with new discoveries in the field of electronics.*
3. 'If' used, it such words as were should, had for showing conditionality are wed in the subordinate clause. *E. g. Had the material been tested by the engineers, it could have been used in the construction.*

## TEST 8

**Make the syntactical parsing of the sentences the subordinate clauses.**

1. I couldn't feel my heart. It had stopped beating.
2. He went on eating a while in silence. He was alone
3. When he arrived she was speaking to Mr. Darividson
4. The problem is if the letter will be sent in time.
5. They will meet when he finds the time.
6. If the weather is fine, we will go for a walk.
7. She understood he had been there before.
8. Here is the news we have waited for.
9. We returned to London, as we were pressed for time and money.
10. Though she had to leave their family, she loved her relatives
11. Student must study well lest they fail their exams.
12. I am quite comfortable where I am.
13. What I want to do is to save them.                    ..

**Identify the tense and voice of the predicate. Translate the sentences info Ukrainian.**

1. New metro lines are being built in different parts of the city.
2. The introduction of electric traction on railways was spoken of at the end of the 19 – th century.
3. The building will be completed very soon.
4. Most freight cars have been developed in recent years.

**Translate into Ukrainian paying attention to the words: one, that, it.**

1. It is the electronic computers which will make our travel in high speed trains safer.
2. The gauge on Ukrainian Railways is wider than that in European countries.
3. One can expect that the average speed of trains will be increased.
4. That train might proceed to final destination without any stops.

**Define the type of coordination in the following sentences:**

1. One many expect heavily loaded trains will be hauled by powerful electrics.
2. The electric energy our railways are supplied with is produced at the central power stations.
3. Were permission given they would start the train.

**TEST 9**

**Define the kinds of sentences according to the purpose of the utterance. Translate into Ukrainian.**

Laura was terribly nervous. Tossing the velvet ribbon over her shoulder, she said to a woman standing by". Is this Mrs. Scott's house?" and the woman, smiling queerly, said, "It is, my lass". "Oh, to be away from this! She actually said", help me God!" as she walked up the tiny path and knocked. To be away from these staring eyes, or to be covered up in anything, one of those women's shawls, I'll just leave the basket and go, she decided. I shan't even wait for it to be emptied.

Then the door opened. A little woman in black showed in the gloom. Laura said". Are you Mrs. Scott?" But to her horror the woman answered, "Walk in, please, miss" and she was shut in the passage, "No", said Laura, "I don't want to come in. I only want to leave this basket."

**Point out the subject and explain by what it is expressed.**

1. At that moment the postman, looking like a German army officer, came in with the mail.
2. The clock struck eight. There was no sign of any of the other guests.
3. Now, there is something peculiarly private in sharing an umbrella.
4. Together we walked through the mud and slush.
5. Something impersonal and humble in that action seemed to reassure the Consul.

**Point out the predicate and say to what type it belongs.**

1. Presently she grew tired of that and looked across sister.
2. He was a country doctor. He died young.
3. Even now he was find a thin excuse for that young man.
4. Lately he'd made efforts to bring the matter up with Brian.
5. These days are finished. They are blotted out. I must begin living over again.

**Point out the subjective and objective predicative and say by what part of speech it is expressed.**

1. How do you feel?
2. The half an hour he had with her... left him supremely happy and supremely satisfied with life.
3. How to be shown things and make appropriate comments seems to be an art in itself.
4. John felt a different man now.
5. I would suggest that in the meantime we remain perfectly quiet and keep these matters secret from Oliver himself.

**Analyze the following sentences.**

1. His heart felt swollen in his chest.
2. The girl was really beautiful and much above the average intelligence and force.
3. Footsore and downhearted, they were maling their way back to Coolgardie doing a bit of prospecting.
4. The idleness made him cranky.
5. Ah, to be a soldier, Michelangelo, to fight in mortal combat, to kill the enemy with sword and lance, conquer new lands?

**TEST 10**

**Define the kinds of subordinate clauses (subject, object and predicate clauses). Translate into Ukrainian.**

1. "Everybody who makes the kind of blunder I did should apologize," he remarked with a pronounced nodding of his head.
2. Rachel had become aware of the fact that she was talking loudly.
3. He looked after his blond father, who had been a painter. Rosa took after her dark-haired mother, who had been a Fabia.
4. What we are interested in, as author and reader, is the fact that publishing in England is now an integral part of his big business.
5. The first thing Martin did next morning was to go counter both to Brissenden's advice and command.

**Define the kinds of attributive clauses and punctuate accordingly. Translate into Ukrainian.**

1. He too had moved and was now standing where she had been a moment before.
  2. Once they reached the open country the car left forward like a mad thing.
  3. Alban's eyes glittered as he looked at the buses and policemen trying to direct the confusion.
  4. He watched until the final wisp of smoke had disappeared.
- Even after Glenn had nodded urgently to her, she continued to look as if she did not know whether to run away from him or to walk back down the corridor to where he stood.

**Analyze the following sentences. Translate into Ukrainian.**

1. All I say is that only lies and evil come from letting people off.
2. The only thing, which could be said against Miss Casement's report was that, if carried into effect, it would damage a great many existing interests.
3. Directly I began to cross the common I resized I had the wrong umbrella, for it sprang a leak and the rain ran down under my macintosh collar, and then it was I saw Henry.
4. I had left them early, defining a pressing invitation to dinner, and then had stayed up half the night drinking whisky, I still felt, as I prepared to leave the office, rather sick and giddy.
5. But July arriving and his plan still indefinite, the first thing that occurred to him was that they might go off to some inexpensive resort somewhere.

**Translate the following sentences into English and point out the difference in the way subordinate clauses are introduced in Ukrainian and in English.**

1. Він сказав "Добре" з таким виразом, неначе все, що відбулося і що йому повідомили, було саме тим, що він передбачав.
2. У відповідь на його слова деякі посміхнулися, як і завжди, очікуючи від нього жартів.
3. Вона відчувала, що те, що він говорив, дійсно було правдою.
4. Але одна думка протє, що ворог його боїться, знову підбадьорила його.
5. Перебуваючи у цьому чудовому місці, він не міг стриматися, щоб не запитати у перехожого, хто збудував таку красу.

**Comment on the Sequence of Tenses and Indirect Speech.**

1. He was informed that both his father and mother were out, but that Miss Dinny and come that morning from) Condaford.
2. "I see what I see," Matilda said. 'I see that is how a leading citizen elects to spend his afternoons, sitting on a rock and "
3. And for an instant, Isaak didn't know whether he was really asking her, the mother that last question over or whether he was just asking it over and over in side his head.
4. She said that she was very busy and she wanted to go to the theatre.
5. The professor said that many tests had been done in the laboratory.

## Tenses and verb forms.

Finish each of the following sentences in such a way that it means exactly the same as the original sentence.

Example

*I'm sure she's French.*

*She must be **French**.*

1. I am sorry that I was so rude to her.  
I wish \_\_\_\_\_
2. I didn't apologize. This was wrong of me.  
I should \_\_\_\_\_
3. I'm sure it was Judy that I saw in town this morning.  
It must \_\_\_\_\_
4. I couldn't speak to her, so I didn't ask her how she was  
If I \_\_\_\_\_
5. Why is the postman ringing the doorbell? Perhaps he's delivering the books I ordered. Why is the postman ringing the doorbell? He  
might \_\_\_\_\_
6. No, I'm sure it's not the books. I only ordered them yesterday.  
If I can't \_\_\_\_\_
7. I hope they come soon.  
I wish \_\_\_\_\_
8. I have so little time to read.  
I wish \_\_\_\_\_
9. I have to work at weekends, so I can't read then, either.  
If I \_\_\_\_\_
10. James hasn't rung me. Perhaps he tried to get me while I was out.  
James hasn't rung me. He could \_\_\_\_\_

**Pay attention to the different meanings of the verbs 'to be, to have, to do.' Translate the sentences into Ukrainian.**

1. Recently a passenger car of original design has been developed.
2. Electrified railways are to be found in different countries of the world.
3. We didn't know anything about the decision.

**Translate into English. Pay your attention to the use of modals and their equivalents.**

1. У вас є машина? - Ні, але я збираюсь придбати машину через два місяці. Ви умієте водити машину? Так, я вчився цьому рік тому, і непогано воджу машину. А ви знаєте усі правила дорожнього руху? Я не можу сказати що знаю усі правила. Ви повинні дотримуватися всіх правил дорожнього руху, бо можете потрапити в аварію. Ви не повинні керувати машиною, якщо втомилися чи хворі. Я прислухаюся до вашої поради.
2. Нажаль, я залишив свій словник у дома Ви можете позичити свій словник до завтра? Я хочу попрацювати у бібліотеці, я повинна зробити переклад з російської на англійську мову. Я повинна зробити його зараз. Я зможу дати свій словник через декілька хвилин. Вам доведеться трохи зачекати.
3. Можна мені відповідати на ваше питання? Так. Ви змогли відповісти на всі питання дуже добре. Тепер ви можете їхати до дому. Можна мені взяти цю англійську книгу з собою? Ні, не можна. Вона мені потрібна. Повинен я прийти сюди завтра? Ні, непотрібно. Ви можете їхати на залізничний вокзал.
4. Чи можу я поговорити з містером Гріном? Ні. Його зараз нема в офісі. Ви можете зателефонувати через 2 години?
5. Вчора ми тримали лист від англійської фірми. Мені потрібно перекласти його? Ні не потрібно. Я вже переклав його.
6. Ти збираєшся піти до Ганни сьогодні увечері?

7. Навіщо він їздив в Англію місяць тому? Він повинен був підписати там контракт.
8. Чи можемо ми зустрітися з вами в середу? Боюсь, що це неможливо. Я повинен їхати у відрядження в Берлін на 2 дні.
9. Я поміняв роботу. Тепер я повинен приходити в офіс щ 8 годині ранку і бути там до 6 години вечора
10. Можна мені продивитись пі каталоги? Ні, я повинен показати їх нашому генеральному директорові. Ви можете взяти їх після обіду.
11. Я думаю. Вам потрібно попросити його дати нам знижку.
12. Вчора я не міг прийти на презентацію вашої фірми, так як я повинен був з'ясувати деякі ділові питання з нашими замовниками.
13. Я вважаю, що вам потрібно вивчити англійську мову, щоб вести переговори.
14. Чи може генеральний директор прийняти мене зараз? Ні, він зараз зайнятий. А коли він зможе прийняти мене? Він зможе прийняти вас тільки вдень.

**Translate into English. Analyze the form of the subjunctive wood.**

1. Якщо вам доведеться зустріти його, перекажіть йому, що ми не забули.
2. Твоя мати - мій самий дорогий друг (my dearest friend). Якщо б не це, я б не втручалася( to interfere) .
3. Шкода, що я не розповіла вам про це відразу (right away).
4. Якщо б ти вчора переклав цю статтю, сьогодні б ти не був таким зайнятим (to be busy, to be pressed for time).
5. Вам давно пора би взятися за справу ( its high time you (to get down) to business).
6. Чудово, що він добре балакає по-французьки. Він давно не був у Парижі.
7. Як що ви раптово не застанете мене, залиште записку у секретаря (to find smb. out; to leave a message with smb).
8. Якщо б не моя обіцянка, (promise) я б тобі не розповів це.
9. Важливо, щоб ви знали кожну дитину по і мені (by smb's name).
10. Шкода, що ви так зайняті ці дні (these days).
11. Дивно (strange), що у вашому віці ви не знає простих речей (at your age).
12. Вам давно час іти спати ( its high time you (to go to bed).

**Add this text with all the morphological issues.**

14th of April, 1865. was a tragic day in the history of the united States. For in the evening of that day, President Abraham Lincoln was popular at the time - and never returned.

The day had started for the President with the usual round of office **duties**. The city of Washington **was still in a happy mood**. The weather was fine, the sky was **cloudless**, a fresh spring **wind** was **blowing** about flags hoisted from many private and **government** buildings. The war had only **ended** a few days before, and the **whole** country continued to **celebrate**.

The theatre party for that evening had been planned by Mrs. Lincoln. The President usually enjoyed going to the theatre and went very often - but this evening he had no **wish** to go. He had felt very **tired all day** and looked upset. He finally decided to, go, however, because it had been **announced** in the newspapers that the President would **be present at** Fords Theatre.

The President and his party arrived at the arte when the play had already begun. When he appeared in the box the **audience** greeted him with a storm of applause and the performance was interrupted for a moment. Then the play went on, and the President enjoyed it. He didn't know that his life **was in danger...**

At about ten o'clock an actor named John Both came into the theatre and walked **directly** towards Lincolns box. He noiselessly opened the door, and **approaching** the President so that his gun was only a short **distance** from hi head, **calmly** took aim and fired. The President **fell** forward in his chair. Booth immediately **jumped** from the box to the stage. He landed heavily and shouted something. He **was about to rise** to his feet when he gave a cry of **pain** and **had to lie still** for a moment. Then he got up with difficulty and slowly walked to the back of the stage. His leg was broken, but he was able to get

outside where a horse was waiting for him. The audience saw him do all this, but they thought that it was all part of the play, when suddenly they heard a woman's voice cry out:

"The President has been killed." It was Mrs. Lincoln. Immediately a young doctor from the audience hurried to that the President had only a few hours to live. Lincoln was **lifted** from his chair and **carried** to a house **opposite** the theatre, where he remained until his death the next morning. When died, one of the people in the room at the time said:

"Now he belongs to the ages."

These words have since become famous.

**Read the text Underline the grammatical phenomena. Analyze them from morphological point of view.**

### **The Channel Tunnel**

British Rail and its European partners are already planning the new rail services which will be introduced when the Channel Tunnel opens. An hourly service of high speed trains will link London with Paris and Brussels. Journey times of under 3h for London-Paris and 234h for London-Brussels are anticipated. Though trains will run beyond London to major towns and cities.

The long history the Channel Tunnel began in 1802 when a French engineer Albert Mathieu prepared a scheme of a tunnel to link France and England. Had this tunnel been built the communication between these two countries could have been facilitated. But the plan had a short life for the war between England and France began in 1803. The English people were glad that there was not direct link with France.

In the course of time several projects of the Channel Tunnel were proposed. One of them was placed before the British and the French Governments in the 1950s.

A new plan proposed recently provides a high-speed twin rail link with shuttle trains. The tunnel will carry over 4,000 vehicles an hour in each direction.

### **What grammar rules are used?**

1. He was told that in a month he would have to take a foreign language exam.
2. If the weather is fine, we shall go to the park.
3. I wed to wander along the shore or on the beach and watch the waves as they broke against the cliffs.
4. Lectures are as a rule attended by many students
5. The girl wanted to know if she would take pars in the concert.
6. We haven't seen him since he came to Kiev last winter.
7. I think he is the cleverest boy in our class.
8. When he came, she was a supper.
9. Having posted the letter, she went to the park.
10. On after arriving at the port, the slip was unloaded.

### **Put the sentences in all the verb-tenses: (The Passive Voice)**

1. New underground lines are built in our city.
2. A new building is built every mouth.
3. Grammar rules are explained at every lesson.

### **Make up all the types of the questions:**

1. Years ago I arrived one day at Salamanca, New York, where I was to change taints and take the sleeper.
2. Later on he became a pilot on the Mississippi.
3. He began to work at a printshop in his home town.

### **Translate into Ukrainian:**

... he knew that this day was going to be different. It would be different because ... there were some days compounded completely of odor, nothing but the world blowing in one nostril and out the other. And some ... were days of hearing every trump and trill of the universe. Some days were good for tasting and some for touching. And some days were good for all the senses at once. This day now ... smelled as if a great and nameless orchard had grown up overnight beyond the hills to fill the entire visible land with its warm freshness. The air felt rain, but there were no clouds.

**Put the sentences into the continuous tense. Translate them into Ukrainian.**

1. They (to have) dinner now.
2. Ann (to lay) the table when we entered the dining-room.
3. Bess (to make) breakfast at this time tomorrow.
4. Yesterday they (to write) the article at 5'o'clock.
5. Will you (to think) of it tomorrow?
6. She (to learn) the poem by heart now.

**Define the functions of the Participle I and translate the sentences into Ukrainian:**

1. While preparing the homework he made many mistakes
2. Entering the room she gave a gasp of surprise.
3. He likes to listen to the singing birds.
4. Playing the guitar he heard the voices from the house.
5. Look at the boy standing at the window!
6. When opening the eyes she saw the Christmas presents.

**Make the following sentences interrogative and negative. Give the equivalents.**

1. He can ski.
2. Ann has to take care of her younger sister.
3. He will be allowed to visit the sick man in hospital.
4. He is to take his son to the kindergarten early in the morning
5. I shall be allowed to leave this country.
6. I'm able to buy the tickets for my relatives.

**Change the sentences into the Past and the Future:**

1. I can translate only easy texts.
2. They may attend these lectures.
3. John must swim across the swimming pool.

**Use the proper degree of comparison of the adjectives given in brackets:**

1. He is two years (old) than his sister.
2. The Don is not so (long) as the Volga.
3. He is the (clever) boy in our college.
4. Our monitor is (good) student in the group.

**Make the following sentences interrogative and negative. Give the equivalents.**

1. We can skate in this park.
2. The conference is to be held in August.
3. I shall be able to do this work.
4. You can borrow this magazine from the library.
5. He will be able to recite English poems.
6. I'm allowed to visit my relatives in America.

**Change the sentences into the Past and the Future:**

1. I can't sleep because I am cold.
2. You may leave after your classes.

3. She must rewrite the exercise.

**Use the proper degree of comparison of the adjectives given in brackets:**

1. This is the (large) library in our city.
2. The excursion to the museum was (interesting) than the excursion to the exhibition.
3. Mike is the (bad) pupil in our class.
4. Exercise 2 is as (difficult) as exercise 3.

**Put the sentences into the right continuous tense. Translate them into Ukrainian.**

1. She (to lay) the table now.
2. Tomorrow we (prepare) our homework at 6 o'clock.
3. My mother (to cook) the cake when the guests came in.
4. Will you (to use) my car tomorrow?
5. They (to have) dinner yesterday at 5.
6. He (to write) the article for the conference now.

**Define the functions of the Participle I and translate the sentences into Ukrainian.**

1. While reading the book she learnt many interesting things
2. Closing the door gently John saw a girl standing at the window.
3. I like to look at the playing children.
4. Playing the piano she felt she was very tired.
5. Take the book from the girl sitting on the sofa.
6. When doing this work she made mistakes.

**Define the functions of the participle I and the participle II in the following sentences. Translate them into Ukrainian:**

1. He looked at the smiling children.
2. When playing tennis he slipped and broke his leg
3. She covered her face with her hand as if showing
4. Having closed the sitting-room door she sat down in the armchair
5. All the country near him was broken.
6. Not being able to read or think she phoned her brother and asked him to come.
7. They were old friends having been at school together.

**Change the voice of the verb. Give two passive constructions where possible.**

1. Tchaikovsky used many folk songs in his compositions.
2. The manager offers me several jobs.
3. They will complete the work tomorrow.

**Use the verb in brackets in the appropriate form:**

1. Ask the publishing house to tell that the book to publish by the end of the year.
2. You can't use the refrigerator at the moment, it (to fix) by the mechanic)
3. Evidently the cup (to break) before I dropped it.
4. Nothing (to hear) of him since he left New York.
5. When America (to discover)?
6. I hate it when people (to laugh at).

**Choose the proper tense-form of the verb (sequence of tenses). Translate them.**

1. He said the novel (to be) very interesting.
2. When the husband came the supper (to make) already.
3. Mr. Stone told me that the meeting (take place) the following month.
4. Mary says she (to book) the tickets for the cinema tomorrow.
5. He said that he (to meet) Ann when he (to go) to the supermarket

6. The teacher asked the students to read the sentences written on the blackboard.
7. Entering the room he saw a letter on his desk.
8. John looked out of the window while waiting for her answer.
9. For a moment the trio stood as if fumed to stone.
10. The man standing hear the captain is their new coach.
11. The problem dispensed at the meeting yesterday is very important.
12. When walking home he wet an old friend of his.
13. His parents regularly *sett* him parcels with fruit from their garden
14. They will grant me a leave in July.
15. A lot of people attend musical festivals.
16. A new Metro line (to construct) now.
17. Evidently the tea (to sweeten) before I put sugar into it.
18. The plan (to change) by the end of the term.
19. I don't like when people (to find fault with).
20. How many goals (to score) by the teams before (by) the end of the 1st period?
21. When we came the cake (to cook) in the kitchen.
22. Mary said the weather forecast for the next week (to be) bad.
23. When we came the book (to read) already.
24. He said that he (to meet) Ann when he (to go) to the supermarket.
25. He told them he (to speak) to Mr. Huith about it if he saw him the next day.
26. He says he (to enjoy) the film tomorrow.

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## ДОДАТКИ

### Article 1. TEACHING AIDS AND TEACHING MATERIALS IN CLASSROOM LEARNING

Nadiya Vlasuk

**The problem setting in general and its connection with the main scientific and practical tasks.** During the last few years important developments have taken place in this field. As a result there is a great variety of teaching aids and teaching materials at the teacher's disposal.

To teach a foreign language effectively the teacher needs teaching aids and teaching materials.

**Last scientific researches and publications analysis in which the solving of the defined problem has been commenced, and on which the author bases on.**

People always resorted to the use of aids to the success of education of the younger generation.

In ancient times, parents have taught their children up with the help of colored sticks, bones of animals and other objects. In the later time, as we know from the literature, our colleagues who lived in ancient society, while literacy use planks, which wrote the pointed metal rod - stylus.

Use of technology in teaching foreign languages starting in the first and second decades of the twentieth century, when the "miracle century" - gramophone records. New means by which demonstrated "canned sound" attracted enthusiasts as teachers, but also some great professionals - linguists and teachers. Thus, even I. Espersen 1904, which holds the phonograph capable teacher can give students invaluable help. Russian scientist L. Scherba in 1914 published several works, which put emphasis on great importance phonograph ( gramophone ) to study phonetics, especially in the formation of correct skills rhythm tone alien.

The methodology of teaching foreign languages actively researched educational opportunities hardware. Special attention is paid to them in the writings K.B Karpov, O.S.Kure, M. V. Lyahovytskyi and others.

**Formulation of the article's purpose and setting tasks.** The purpose of this article is to study teaching aids and teaching materials in classroom learning.

**The statement of basic material of investigation with the complete grounding of the received scientific results.**

Teaching aids, properly chosen and skillfully presented, should provide a variety of instructional methods and enhance the amount of actual learning which occurs. In order to help the teacher choose the best teaching aid for a given instructional task, a systems approach to media selection is outlined, and a checklist of questions is presented to aid in decision-making. Having made a decision based on instructional goals and available resources, the teacher may then turn to in-depth discussions of various media. Several presentation methods for still media, from chalkboard to the use of polaroid techniques with projection equipment, are considered, along with the limitations and advantages of each [1].

Teaching aids - devices which can help the foreign language teacher:

- ✓ in presenting linguistic material to his pupils and fixing it in their memory;
- ✓ in testing pupils: knowledge of words, phrases, and grammar items, their habits and skills in using them.

Teaching aids which are at teachers' disposal in contemporary schools may be grouped into:

1. Non-mechanical aids
2. Mechanical (visual materials) aids.

N o n - m e c h a n i c a l a i d s a r e :

- ✓ *a blackboard*, the oldest aid in the classroom;
- ✓ *a flannelboard* (a board covered with flannel or other soft fabric for sticking pictures on its surface), it is used for creating vivid situations which would stimulate pupils' oral language;
- ✓ *a magnet board*, (a board which has the properties of a magnet, i. e., can attract special cards with letters, words, phrases or pictures on it) used with the same purpose as a flannelboard;
- ✓ *a lantern* which is used for throwing pictures onto a screen.

M e c h a n i c a l (v i s u a l m a t e r i a l s) a i d s a r e :

- ✓ *a language laboratory*, this is a special classroom designed for language learning. It is equipped with individual private or semi-private stalls or booths. They are connected with a network, of audio wiring, the nerve centre of which is the monitoring console which has a switch board, making it possible to play tapes and send the programmer to all combination of booths.

Here are two main types of language laboratories — libra - and broadcast systems. *The library system* is suitable for students capable of independent study; each student selects his own material and uses it as he wishes. *The broadcast system* is suitable for classwork when the same material is presented at the same time to a whole group of students, and a class works together under a teacher's direction.

- ✓ *Objects*. There are a lot of things in the classroom such as pens and pencils of different sizes and colours, books, desks and many other articles which the teacher can use in presenting English names for them and in stimulating pupils' activities to utilize the words denoting objects they can see, touch, point to, give, take, etc. Toys and puppets may be widely used in teaching children of primary schools, which is the case in the specialized schools.

✓ *Flashcards*. Various types of flash cards are also useful for teaching activities. Flash cards generally have words, pictures, or a combination of the two. There are commercially available cards, cards that can be made by cutting pictures from magazines, etc., or the teacher can make them herself with drawings and writing. They can be used for a wide variety of activities, from drills to matching activities, to different communicative activities. Flashcards are usually made by the teacher or by the pupils under the teacher's direction, though the some ready-made flashcards [4]

✓ *Sentence cards*. They bear sentences or sentence pai which can be used with different aims. These cards are prepared by the teacher and distributed among the pupils for individual work during the lesson

✓ *Wall-charts*. A wall-chart is a big sheet of paper with drawings or words to be hung in the classroom and used for revision or generalization of some linguistic phenomenon Such as "English Tenses", "Passive Voice", "Ing-Form" "Rules of Reading".

✓ *Posters or series of illustrations portraying a story*. They are used as "props" in retelling a story read or heard. The teacher himself, or a pupil who can draw or paint, prepares such posters.

✓ *Pictures*. There are at least three types of pictures which are used in teaching a foreign language:

- object pictures (e. g., the picture of a bed),
- situational pictures (e. g., the picture of a boy lying in bed),
- topical pictures (e. g., the picture of a bedroom).

They may be big enough to be hung in the classroom or small to be distributed among the pupils for each one to speak on his own. Pictures may be utilized separately (as single units) and in sets to be used as "props" for oral composition or retelling a story.

✓ *Photographs*. They are of two kinds: black-and-white and coloured. One can use photographs which are on sale c. g., "Views of Moscow" or have them taken, e. g , "We are going on a hike", or "Our family".

✓ *Albums*. An album is a book of pictures or photographs which is used for developing pupils' language skills. It usually contains textual material to supply pupils with necessary informations, and in this way make their work easier in describing these pictures. 2

✓ *Maps and plans*. In teaching English the maps of Great Britain, the USA, and other countries where English is spoken may be used. The plans, for example, of a house, a building, a piece of land with measurements may be a help in comprehension and thus stimulate pupils' speaking.

✓ *Filmstrips*. A filmstrip 3 represents a series of pictures, as a rule, situational pictures in certain sequence which a learner sees while listening to a story from the teacher or the tape to reproduce it later. Special filmstrips are available. They last about 5—10 minutes and can be used with synchronized tapes. When a picture appears on the screen, the tape is heard. See, for example, "Great Britain", "London".

✓ *Audio materials*. Tapes and records or discs belong to audio materials. Tapes are usually prepared by the teacher (he selects the material and the speaker for recording). Tapes and records are used for teaching listening speaking, and reading aloud.

Audio is a flexible medium which means that there are many applications within an educational context. The examples of audio uses below show that audio can be used both directly for teaching, e.g. an activity is formed around an audio resource, or as incidental activity where audio plays a minor role.

✓ *Audio-visual materials*. Sound film loops are examples of audio-visual materials. Young children like to sing and play various games that is why songs and games should constitute an important part of teaching materials. 4 Folksongs and popular current songs develop a feeling for the distinctive culture being studied. They furnish a frame work for pronunciation practice. Games give an opportunity for spontaneous self-expression in the foreign language and can be used as a device for relaxation [6].

Films, Specially prepared educational films for la 1 guage teaching have appeared, e. g., "The Mysterioll Bridge", "Robert Burns", "Australia", "New York", "'WintS Sports" [3].

In recent years more and more is the question of the application of new information technologies in high school. Not only the newly created facilities and more and more and teaching methods , the new approach to learning . The primary purpose of teaching foreign languages is the formation and

development of the communicative culture of students, teaching practical mastery of a foreign language [9].

The task of the teacher is to create conditions for the practical acquisition of language for each student to choose such training aids, which would enable each student to demonstrate their activity, their creativity. The task of the teacher - student enhance cognitive activities in learning foreign languages. Modern educational technology such as training in collaboration, project methods, the use of new information technologies, the Internet - resources to help realize a technology-oriented approach to learning, providing individualized and differentiated learning abilities of children, taking into account, dispositions and so on.

Forms of work with computer training programs during language lessons include:

- ✓ study of vocabulary;
- ✓ practicing pronunciation;
- ✓ Learning dialogue and monologue speech;
- ✓ training;
- ✓ practicing grammatical phenomena [5].

The possibilities of using the Internet - a huge resource. Global Internet creates conditions to obtain any necessary information to students and teachers, in any part of the world: regional studies material news to die young, articles and magazines about the necessary literature, etc.

Students may participate in testing, quizzes, competitions, contests, which are the Internet to correspond with peers in other countries, participate in chat rooms, video conferencing and more.

Students may be information on the problems which are at present in the project. This may work together Ukrainian students and their international peers with one or more countries [1].

✓ *PowerPoint* is an extremely popular presentation package and an alternative to using overhead transparencies for the production of interesting and visually attractive presentations. There is a temptation to use PowerPoint just because it exists. Refrain, for technology should not drive the selection of the teaching aid, but the particular teaching aid should be chosen according to its fitness for purpose in that particular teaching situation [10].

The main advantage in using PowerPoint is the flexibility, both in terms of the content of the presentation and the way in which the information is displayed. Graphs, drawings, tables and organisational charts make your presentation more interesting, but as a general rule keep presentations simple and clear. PowerPoint, like overhead transparencies, is most effectively used to emphasise the main points you wish to make. Many of the guidelines relevant to PowerPoint presentations are similar to those used in preparing overhead transparencies – here are additional points to remember:

- ✓ limit the number of slides, for example, no more than 12 for a ten minute presentation
- ✓ ensure text contrasts with the background, but avoid patterned backgrounds
- ✓ if you are using pictures, charts, tables and diagrams, ensure you are complying with copyright law
- ✓ standardise position, colours and styles
- ✓ use only one or two animation or transition effects [8].

Technology and education are pretty intertwined these days and nearly every teacher has a few favorite tech tools that make doing his or her job and connecting with pupils a little bit easier and more fun for all involved.

For example, when teaching a unit on how to find a job, you might use the classified section of a newspaper. Once you have taught the learners key vocabulary, you might have the learners work in small groups to find an appropriate job for one of the students in the group using the classified listings. After that, you might have the learners report to the class on which job they chose for each learner and why they feel the student's skills, experiences, and talents suit them for that job. provides the following "basic kit" of teaching aids, including objects, games, and materials.

1. Realia: clocks, food items, calendars, plastic fruits and vegetables, maps, household objects, real and play money, food containers, abacus, manual for learning to drive, and classroom objects;
2. Flash cards: pictures, words, and signs;
3. Pictures or photographs: personal, magazine, and others;

4. Tape recorder and cassette tapes, including music for imagery and relaxation;
5. Overhead projector, transparencies, and pens; video player and videos;
6. Pocket chart for numbers, letters, and pictures;
7. Alphabet sets
8. Camera for language experience stories to create biographies and autobiographies;
9. Games such as bingo and concentration: commercial or teacher-made;
10. Colored index cards to teach word order in sentences, to show when speakers change in dialogue, to illustrate question/answer format, and to use as cues for a concentration game;
11. Cuisenaire rods to teach word order in sentences, to use as manipulatives in dyad activities, and to teach adjectives;
12. Colored chalk to teach word order, to differentiate between speakers in a dialogue, and to illustrate question and answer format [2].

When working with learners, even if you use a textbook, you should consider a range of teaching aids to supplement the work from the text. This range will help you to address the varying learning styles and modalities of the learners and also, especially in the case of authentic material, help prepare them for communication in the real world.

Especially important are graded materials designed for the teaching of reading. Graded reading materials are essential at every stage from the introduction to reading in association with audio and visual "props", through the elementary stage of reading familiar material to intensive and extensive reading.

Graded materials are also important for the development of writing skills. - Appropriately designed and selected these materials are needed to cover all stages from the introduction to writing through copy writing, memory writing and dictation to guided composition, and finally to free composition. Visual aids can provide a useful stimulus for writing, especially at the stage of guided composition.

Teaching materials can also be used to assist in the general development of the pupil's personality, and this is of great educational value.

#### **Conclusion and the results of the investigation including further perspectives of the research of the suggested direction.**

Teacher, which is in the modern school, not only need to know the range of available tools and their didactic purpose. But to effectively use each of the tools. For only fully using not only basic but also aids learning can achieve the goals of learning a foreign language.

XI century - the century of high technologies. The teacher was free to use in the classroom various technical means, such as a computer, video and audio equipment, satellite TV, Internet, and more. This allows: to make language lessons more interesting and productive, increase students' motivation to learn foreign languages. After using the latest technological tools, students studying a foreign language is not easy, but it can be fully used, for example, communicating with foreign peers as the e-mail address (which allows students to train in a letter), and vykorystovuyuchyveb - camera (which allows students to practice speaking in).

The use of modern language teaching, such as computer, video and audio recordings, the use of television, Internet and others allows you to:

- ✓ Fill in the absence of alien environment all stages of language learning.
- ✓ To increase motivation of students to study foreign languages.
- ✓ More fully realize the important didactic principle of clarity.
- ✓ Provide training to the individual typological features of each student.
- ✓ Ensure the development of auditory skills of self-control.
- ✓ To carry out many exercises of all students at the same time, including speaking.

Unfortunately, all teachers understand the true value of the use of technology in learning a foreign language and seek it.

**Власик Н. Використання навчальних посібників та (навчальних) дидактичних матеріалів**

**Резюме.** Стаття розкриває головні тенденції у викладанні англійської мови. Використання різноманітних навчальних посібників та дидактичних матеріалів на уроках англійської мови.

**Ключові слова:** підручник, навчальний посібник, механічні навчальні матеріали, немеханічні навчальні матеріали, візуальні матеріали, аудіо-відео матеріали, навчальні картки, карти, настінний матеріал.

#### **Власик Н. Использование учебных пособий и дидактических материалов.**

**Резюме.** Статья раскрывает основные тенденции в преподавании английского языка. Использование различных учебных пособий и дидактических материалов на уроках английского языка.

**Ключевые слова:** учебник, учебное пособие, механические учебные материалы, немеханические учебные материалы, визуальные материалы, аудио-видео материалы, учебные карточки, карты, настенный материал.

#### **Vlasyk N. Use of teaching aids and teaching materials**

**Summary.** The article reveals the major trends in the teaching of English. In it is discovered the peculiarities of usage a variety of textbooks and teaching materials for English lessons.

**Keywords:** books, textbooks, teaching materials, mechanical, non-mechanical training materials, visuals, audio and video materials, educational cards, cards, wall material.

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### **Article 2. Principles of Foreign Language Teaching in Ukrainian School System**

**Alexandrova Elizaveta**

**The problem setting in general and its connection with the main scientific and practical tasks.**

The problem setting in general and its connection with the main scientific and practical tasks. Realities of today, global interrelation of the nations and cultural varieties of our planet of the 21-st century, growing needs in communication and work among countries and people of different languages and cultural traditions demand training highly qualified primary school teachers that are expected to teach foreign languages, and who knows two or three foreign languages and are capable to take part in an international cooperation and formation of a new attitude to Ukraine in Europe and the whole world as well. In our case it is the Principles of Foreign Language Teaching.

**Last scientific researches and publications analysis in which the solving of the defined problem has been commenced, and on which the author bases on.** Problem principles of learning foreign languages has been studied by a great number native and foreign methodologists such as I.

Gruzinskaya, M. Liahovitskiy, S. Nikolaeva, M. Twin and others who have made great contributions to the development of the subject. A special attraction it is presented on the approach of the principles problem of learning English, presented an educator and scholar I. M. Koshman. In his book "Technical means of learning foreign languages", a teacher defines the technical training as one of the main, modern principles of successful mastery of a foreign language, namely English.

**Formulation of the article's purpose and setting tasks.** The article purpose is to explain the principles of teaching foreign languages and to prove the importance of this phenomenon in the process of learning a foreign language. Future teachers of primary schools who will teach foreign languages must have absolutely all the principles of teaching and learning a foreign language to children, so that students have mastered the high-level foreign language. Therefore, using the principles in learning a foreign language elementary school teachers play a significant role. Realization of this goal requires the practical application of the principles of primary school teachers of foreign language teaching in primary school.

**The statement of basic material of investigation with the complete grounding of the received scientific results.** The methodology of FLT (foreign language teaching) is based on fundamental principles of didactics: the principle of conscious approach; communicative approach; differentiated and integrated instruction; activity visuality; accessibility and durability; individualization; consecutiveness; systematicness; [heuristics](#) and others [1].

#### *The Principle of Conscious Approach*

It is one of the leading principles because conscious learning plays an important role in language acquisition, enlarges intellectual capacities of learners, and helps to understand new concepts and express new ideas in the target language. This principle also implies comprehension of linguistic phenomena by the learner through the medium of vernacular and the arrangement in sentence patterns graded in difficulties with the emphasis on some essential points. The principle of conscious approach ensures purposeful perception and comprehension of the material, its creative absorption, and retrieval of information from the learner with a certain degree of automacy [5].

In FLT it is sometimes reasonable to help learners assimilate language rules rather than wait until they deduce these rules through speech activity. The teacher's task is not to put this hard work on the learner's shoulders but to facilitate the process of rule learning and to practise it in real-life situations.

The conscious approach to FLT implies the use of the vernacular when it helps pupils to better understand certain grammar rules. The acquisition of a FLT means the transition to thinking in a second language. For this it is necessary to acquire the ability of establishing direct associations between concepts and their means of expression in the target language. Visual aids and verbal context are of invariable help in establishing the link between what the learner says, sees, reads, and infers the meaning.

Initially, when the pupil learns a foreign language the words of this language are often associated with the words of the mother tongue. However, thanks to constant practice the intermediate link with the vernacular fades and foreign language words come into a pupil's consciousness directly in connection with the concepts they express. Mastery of a foreign language means formulating one's thoughts in this language.

Thus, we may conclude that to master a foreign language pupils must have a lot of practice in *four skills: listening, speaking, reading and writing*. As to the mother tongue, we cannot eliminate it completely. We should use it sparingly as a means of teaching whenever it helps pupils acquire knowledge and reach the goal in the shortest way, i.e. developing necessary habits and skills.

Caution should be exercised in transferring pronunciation habits and grammar structures of one language on to another. In studying English Ukrainian-speaking pupils often make mistakes in word order, grammar tense-forms and prosodic organization of an utterance. The best way to overcome interference is some comparison of language phenomena showing similarities, distinctive features, areas of similarities and digression, as well as constant practice that helps overcome interference in developing pupils' habits and skills [4].

#### *The Principle of Activity*

The didactic [principle of activity](#) presupposes a constant accumulation of knowledge and active participation of learners in the process of instruction. In TEFL we usually differentiate between

intellectual, emotional and speech activities, which, if taken together, ensure favourable conditions to master the language. The intellectual activity can be obtained through guesswork, problem-solving questions, reading texts with their subsequent interpretation, etc. The emotional activity takes place when the pupils are pleased with the work they perform, when they like to learn a foreign language, and like the way of teaching. Speech activity appears during oral communication and is largely due to the intellectual and emotional activity which “feeds” it. To enhance the activity it is necessary to intensify the learning activity of the pupils. Group, choral, and collective work (discussion of a book, role-playing, holding a press conference, etc) can achieve this.

*In FLT the **principle of activity** is realized through the following provisions:*

1. The pupils must be taught to think from the outset not in the mother tongue but in the foreign language.
2. In the early stages and on, the approach to FLT should be primarily oral.
3. The pupils must, whenever it is possible, speak and act, perform actions, and at the same time comment on them. The Total Physical Response Method could be recommended here.
4. Throughout the whole course of instruction, the inductive approach should be adopted: practice precedes theory, since theory is active if put to practical use.
5. Group and choral procedures should be encouraged since they enable all pupils to participate actively in the class-work.

**Apart from the above-mentioned techniques the teacher will resort to the general didactic guidelines to ensure activity:**

1. The teacher must not correct a pupil’s mistake if the pupil can do it himself.
2. During individual interrogation the teacher should address the questions not to the individual pupils but to the whole class to capture their attention and to ensure their active participation.
3. The teacher should comment on the pupil’s marks and always find words of praise rather than find fault with them.
4. Prepare the pupils for independent learning.
5. Activeness is largely dependent upon interest. So, the learners’ interest should be sustained by telling them about manifold possibilities that open up before them as a result of studying the language.

*The Principle of Differentiated and Integrated Instruction*

Every type of speech activity is characterized by its own set of grammar structures, rules and lexical material. Consequently, we should differentiate between teaching speaking and writing; teaching listening comprehension and speaking; teaching reading and writing; teaching prepared and unprepared speech, etc. The realization of this principle is reflected in Instructional Methodological Sets (IMS) which furnish “software” for each type of activity. To acquire skills in reading, readers and periodicals are used. To acquire grammar skills – books on grammar, reference guidebooks and guides to patterns and usage are recommended.

Psychological investigations confirm the idea of interrelation and interaction between types of activity, and these relations are of a deep-seated character. Consequently, all types of speech activity should be regarded as interrelated parts of communicative process and taken into account while forming the learner’s communicative competence [3].

*To realize the principle of differentiated and integrated approach, the following teaching strategies could be recommended:*

1. In teaching listening comprehension provide conditions suitable to hearing recorded materials or make the learners take you for a “foreign-language-native-speaker”. Conduct your lesson in English and resort to the mother tongue only in case of extreme necessity.
2. In teaching speaking, mind that the pupils’ speech is correct, logical, developed, variable and relevant to the topic of discussion. Use phrase openers (gambits), elliptical sentences.
3. In teaching reading differentiate between such teaching strategies as reading aloud, silent reading, expressive reading, etc. Help the learners with the clues to guess the meaning, to make inferences and to draw conclusions.
4. Teach the pupils to use writing as a means and aims of FLT, i.e. to assimilate teaching materials and master speaking and reading.

The teaching process can also be done in integrated way – all types of activity – listening, speaking, reading and writing are developed simultaneously with regard to their interaction.

#### *The Principle of Visuality*

The [principle of visuality](#) or ostensive principle is realized in direct and visual modes of semantizing or explaining meanings, i.e. in the demonstration and naming by the teacher of objects, pictures and actions wherefrom the learners infer the meanings of words and expressions used. Visuality in methodology of FLT creates favourable conditions for sensual perceptions and brings another reality in instructive and educative process. The [principle of visuality](#) is considered to be one of the main methodological principles especially now that the instruction pursues practical aims. The implementation of visual aids develops the learners' habits of speech and enhances the emotional influence of visual perception. Most teachers see the need for making use of oral and visual aids in one form or another to help the pupils through imagination to an experience beyond the reach of the classroom [4].

*Visuality as applied in FLT is of two kinds:*

1. material or ostensive, consisting of the demonstration of objects and actions;
2. graphic, consisting of pictures, tables, diagrams, charts, etc.

Visual or ostensive aids play an important role in FLT. Comprehension skills are formed and developed by listening to the native speakers or authentic recorded materials. Visual props such as texts or illustrations can supplement oral visuality.

The formation of habits and skills of connected speech is almost impossible without an extensive use of visuality, which helps to model a communicative situation, stimulates monologic and dialogic speech. The formation of reading skills can also be achieved with the help of oral and visual teaching aids. The learners listen to the tape and try to imagine objects, pictures and situations co-referent with the text [1].

Most unsuccessful language learning is due to failure of imagination. One failure is the failure of the learners' imagination to realize that words alone may not be enough to carry the pupil over into the situations he is trying to bring him into. Another failure is the failure of the pupils' imagination to create or picture the situation in their mind that the words are intended to build for them. Not enough teachers realize the need of using visual aids imaginatively. That is, they use the objects and situations shown in a picture, film, video, or other visual representation of reality as if they were the actual objects and situations themselves. But even the best and clearest representation remains a representation; and it requires to be related to or based on experienced reality by some effort of imagination, however slight. The teacher can help the pupils to make such effort by reminding them of similar situations from his own first-hand experience and by showing them examples [2].

#### *The Principle of Accessibility*

In FLT this principle is realized in conformity with teaching strategies to the pupils' capacities so that they don't experience insurmountable difficulties. The teaching materials should meet requirements of linguistic and psychological factors:

1. correspond to the age and mental abilities of the learners; be neither difficult nor easy;
2. be properly graded;
3. be heuristic in form and structure;
4. be presented in such a way that the pupils have to solve one problem at a time.

The teaching materials, their organization secure accessibility in FLT, and techniques used at the lesson and outside school hours. Accessibility presupposes adequate rate of presentation, qualitative assimilation, rate of advancement in forming speech habits and skills.

It is a mistake to suppose that a more limited knowledge of a subject can be imparted more easily and within a shorter period of time than a more extensive one. This is largely due to the fact that semantically related words can be easily assimilated through various associations and fewer associations often imply scarce means of memorization. More facts may sometimes be more easily taught, learnt and memorized in verbal context that are of gnostic value and ensure interest and motivation [6].

#### *The Principle of Durability*

This principle assumes particular importance in FLT because it is largely concerned with a constant growth of language and speech units, words, word-combinations, idioms, clichés which are to

be stored and retained in the pupils' memory so that the learners could use them in listening comprehension, speaking, reading, and writing.

*Durable and lasting instruction especially in learning a foreign language can be ensured by:*

1. the content of the material to be studied; realization of its importance and necessity for communication and reading;
2. the presentation of new material should be vivid, bright and live; this results in live images, appropriate associations (perception has an emotional impact on the learners); they have to resort to abstract thinking (analysis, synthesis, comparison, inferences, etc.);
3. a great deal of repetitive work supplemented by assimilation, revision and follow-up practices where visual, aural, kinaesthetic and motor analyzers are at work;
4. this material should be used individually and creatively to solve communicative tasks in speaking, reading and writing;
5. a systematic control of the material to be assimilated helps retain it in the pupils' memory;
6. the revision of the material will be more effective if it is presented repeatedly in a new verbal context, new visual aids are used and the types of exercises are varied [2].

#### *The Principle of Individualization*

This principle takes into account individual peculiarities of the learner, his background knowledge, what he knows, his spheres of interest, etc., i.e. cognitive styles. Cognitive styles have been defined as characteristic mental and psychological behaviours that "serve as relatively stable indicators of how learners perceive, interact with, and respond to the learning environment".

Cognitive styles can hence be thought of as predispositions to particular ways of approaching learning and are intimately related to personality types. Differences in people's cognitive styles reflect the different ways people respond to learning situations [1].

The teacher has to deal with a wide range of pupils: extroverts (who get their greatest satisfaction from social contacts with other people), introverts (who are self-centered, like to be alone with their dreams and their thoughts), deductivists (rational-logical types of pupils who like the rules to be formulated), inductivists (who induce rules from examples), etc. Some pupils can be managed easily and flexibly, others require more attention and a tough hand, and still others prefer a certain degree of freedom in choosing the mode of learning. Consequently, the teacher needs knowledge of psychology to realize the principle of individual approach to organize for instruction and manage it successfully [3].

It is suggested a different classification where four different types of learners are characterised by the following learning styles.

1. *Concrete learning style.* Learners with this style use active and direct means of taking in and processing information. They are interested in information that has immediate value. They are curious, spontaneous, and willing to take risks. They like variety and the constant change of pace. They dislike routine learning and written work, and prefer verbal and visual experiences. They like to be entertained and like to be physically involved in learning.
2. *Analytical learning style.* Learners with this style are independent, like to solve problems, and enjoy tracking down ideas and developing principle on their own. Such learners prefer logical, systematic presentation of new didactic material with opportunities for learners to follow up on their own. Analytical learners are serious, push themselves hard, and are vulnerable to failure.
3. *Communicative learning style.* Learners with a communicative learning style prefer a social approach to learning. They need personal feedback and interaction and learn well from discussion and group activities. They thrive in a democratically run class.
4. *Authority-oriented learning style.* Learners with an authority-oriented style are said to be responsible and dependable. They like a need structure and sequential progression. They relate well to a traditional classroom. They prefer the teacher as an authority figure. They like to have clear instructions and to know exactly what they are doing; they are not comfortable with consensus-building discussion [4].

*Here are some recommendations to implement the principle of individualization in FLT:*

1. Make up a methodological character of the class, describing all the pupils, their features and personal characteristics. This will greatly facilitate the management of instructional-educative process.
2. Be careful to see how the pupils assimilate teaching material; help those who need your guidance, use differentiated tasks, handouts, and clues.

3. Organize work in small groups, using the knowledge of each pupil to work together and get into contact to perform the task [7].

**Conclusion and the results of the investigation including further perspectives of the research of the suggested direction.** Everything said above confirms that the study of the principles of learning a foreign language in the process of learning a foreign language requires intense mental work students who are studying to become a future primary school teacher, who will teach a foreign language and their active participation in the learning process. This process develops students' ability to learn, to obtain information through a foreign language.

For further research on this issue, we may consider it is appropriate to study the works of the Innovative Teachers, follow the latest developments in education and introduce modern educational principles of language learning.

#### **Александрова Є. Принципи навчання іноземних мов в шкільній системі України.**

**Резюме.** Стаття розглядає важливість усвідомлення принципів навчання іноземних мов у процесі оволодіння іноземною мовою в українській школі. Досліджуються системи принципів, які зумовлюють вибір методів навчання іноземної мови.

**Ключові слова:** навчання, принципи, евристика, принцип доступності, принцип діяльності, принцип диференційованого та комплексного навчання, принцип наочності, принципів свідомого підходу, викладання англійської мови, мовна ситуація.

#### **Александрова Е. Принципы обучения иностранным языкам в школьной системе Украины.**

**Резюме.** Статья рассматривает важность осознания принципов обучения иностранным языкам в процессе овладения иностранным языком в украинской школе. Исследуются системы принципов, которые определяют выбор методов обучения иностранному языку.

**Ключевые слова:** обучение, принципы, эвристика, принцип доступности, принцип деятельности, принцип дифференцированного и комплексного обучения, принцип наглядности, принципов сознательного подхода, преподавание английского языка, языковая ситуация.

#### **Alexandrova E. Principles of foreign language teaching in the school system in Ukrainian School System**

**Summary.** This article considers the importance of understanding the principles of learning foreign languages in the process of learning a foreign language in Ukrainian schools. It is studied a system of principles that determines the choice of methods for learning a foreign language.

**Keywords:** teaching, principles, heuristics, principles of accessibility, principles, the principle of differentiated and integrated learning, the principle of clarity, the principles of conscious approach, teaching English, the language situation.

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### Article 3. COVERTION IN MODERN ENGLISH (ON THE MATERIAL OF BRITISH JOURNALISM)

Svitlana Denysko

**The problem setting in general and its connection with the main scientific and practical tasks.** The formation of the English language, like any other ones, is continuous. Language is constantly developing. The main criterion for the analysis of speech is the replenishment of its vocabulary. One of the most productive ways of word formation is the conversion. Conversion is widely spread type of word-derivation in many languages, but in English it is particularly prevalent. The major reason for this is that English does not have morphological parameters of parts of speech. And the second reason is that it's a tendency to simplify English.

**Last scientific researches and publications analysis in which the solving of the defined problem has been commenced, and on which the author bases on.** Different aspects of conversion in Modern English are reflected in the works of contemporary scholars. V. Arakin considers this process as root or affixlessword derivation, L. Blumfield, D. Kastovskyy, M. Lenert, L. Lipka, H. Marchand, O. Yespersen count that it's the zero suffixes. P. Tvardish, Y. Fisyak, M. Postconsider zero derivation. Most researchers, including Ch. Barber, A. Zahoruyko, B. Mazo, O. Smyrnytskyy, Yu. Stepanov, B. Zernov, I. Korunets, O. Kubryakova, M. Ryaschyna, P. Sobolyeva, A. Levytskyy, P. Shtekauer, R. Seymour, called this process conversion. But process of studying the conversion is a synchronic phenomenon, so it requires additional research.

**Formulation of the article's purpose and setting tasks.** The purpose of this article is to study the conversion of the modern English language on the material of journalism.

**The statement of basic material of investigation with the complete grounding of the received scientific results.** Conversion is a special type of affixless derivation where a newly-formed word acquires a paradigm and syntactic functions different from those of the original word (by conversion we mean derivation of a new word from the stem of a different part of speech without the adding of any formatives).

As a result the two words are homonymous, having the same morphological structure and belonging to different parts of speech.

Due to the proliferation of conversion scientists have identified a number of classifications of conversion. According to the first classification we distinguish complete and incomplete conversion. The basis of the second classification are parts of speech of converted words. The third classification divides converted words according to the number of words in the word-derivation chain.

A characteristic feature of the conversion is that it usually subjects to widely used words with a simple morphological structure. Some changes happen with new converted word:

1) New word gets all endings which serve to form grammatical forms of new part of speech (*shelter – to shelter, hand – to hand, doctor – to doctor, bottle – to bottle*).

2) New word gets a different syntactic function. For example, words may be an attribute (*This grass is not as green as on the neighbouring plot*) and an object (*The tastiest dish on this table is a baked chicken with green*).

3) New word gets a new lexical-grammatical meaning (*witness – to witness, hammer – to hammer, to go – a go, to make – a make*).

Journalistic style concern to various aspects of life: culture, sports, tourism, science, the activity of public organizations (environmental, human rights, etc.) and others. To investigate the frequency of use of conversion in British journalism, we have used various British periodicals such as "British Council", "The Guardian", "SIVault" and "Politics.co.uk". We chose 10 articles (2 articles from each topic) that outline the following areas of people's lives as:

1. Sports - "Not going Back There" [2], "Special Forces" [1];

2. Art - "Artwork by apanese patients in care comes to London" [8], "Sky Art hunts for Britain's best portrait artist" [3];

3. Tourism - "Travelling in the UK" [12], "Railroad romance: taking the train from Vancouver to San Francisco" [7];

4. Society - "Working poor face tax hike" [6], "Why are British children so unhappy?" [5];

5. Science - «Making of Europe unlocked by DNA» [11], «Genetic study finds Ice Age salmon refuse» [9].

Each article was processed in terms of frequency of use of conversion. We calculated the proportion of converted words and the total number of words in the article. Converted word is a word which has changes in morphological, semantic, syntactic level.

In the article "Working poor face tax hike" [6] there is a sentence "Over two million poor families will face a significant increase in their council tax in the new financial year, a new report has found". Let's analyze the word "face" (a verb). Compare the features of this word with the word "a face" (a noun), suggesting that they are converted (see Table 1).

	A face	To face
Morphological level	A noun.	A verb.
Semantic level	1.the front part of the head , from the forehead to the chin. 2. look or expression on this part 3.an expression or lookthat indicates ridicule, disgust, etc.; grimace. 4.cosmetics; makeup. 5.impudence; boldness [ <a href="http://dictionary.reference.com/browse/face">http://dictionary.reference.com/browse/face</a> ]	1. to look toward or in the direction of; 2.to have the front toward or permit a view of; 3. to confront directly; 4.to confront courageously, boldly, orimpudently (usually followedby down or out ); 5.to oppose or to meet defiantly [ <a href="http://dictionary.reference.com/browse/face">http://dictionary.reference.com/browse/face</a> ]
Syntactic level	Mostly it serves as subjects (Hisfacewassored.), objects (Washyourhandsandface!), the predicative(I looked at her face).	It's a predicate inFutureSimple.

The word "to face" has changed at all three levels - morphological (moved into the category of verbs without changing the morphological parameters), change the syntactic values, performs different syntactic role in the sentence (predicate). Thus, it can be considered convertible.

Analyzing the results of our research, we noticed next patterns in the phenomenon of conversion:

1) The conversion of words capable of having a simple morphological structure. Most often it is one or two - syllable words. For example:

- poor (Adj.) – apoor (N.);
- to drop (V.) – a drop (N.);
- a cause (N.) – to cause (V.);
- aplace (N.) – toplace (V.).

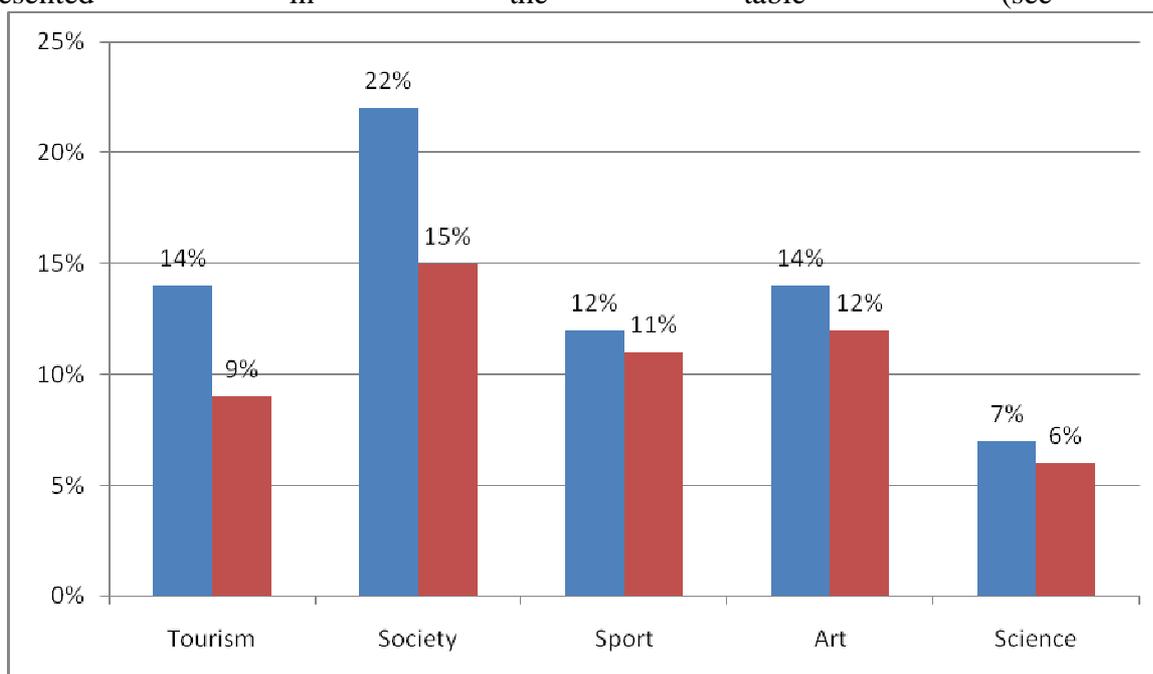
2) One of the converted word has a broader semantic meaning. We can assume that specific meaning of the word is derived, and a wider - primary (see Table 2). For example:

№	An origin word	A converted word
1.	To pay – 1)give (someone) money that is due for work done, goods received, or a debt incurred; 2) suffer a misfortune as a consequence of an action; 3) give (attention, respect, or a compliment) to (someone).	A pay –the money paid to someone for regular work.
2.	Areport – 1) an account given of a particular matter, especially in the form of	To report – 1) give a spoken or written account of something that one has

<p>an official document, after thorough investigation or consideration by an appointed person or body; 2) a piece of information that is unsupported by firm evidence; 3) a sudden loud noise of or like an explosion or gunfire; 4) an employee who reports to another employee; 5) archaic the reputation of someone or something.</p>	<p>observed, heard, done, or investigated; 2) present oneself formally as having arrived at a particular place or as ready to do something; 3) be responsible to (a superior or supervisor);</p>
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3) Mostly converted words are commonly used in everyday life. For example, real (Adj.) - a real (N.) - real (Adv.), a change (N.) - to change (V.), a work (N.) - to work (V.), a game (N.) - to game (V.) - game (Adj.), a lead (N.) - to lead (V.) and others.

Consider an analysis of frequency of use the conversion in British journalism, which are presented in the table (see Table



3). As we see in the existing table results, the highest frequency of conversion usage(22%) is in the article “Working poor face tax hike” [6], which belong to the topic "Society." The least converted words are in the article “Genetic study finds Ice Age salmon refuse” [9] (6%) and “Making of Europe unlocked by DNA” [11] (7%) belonging to the topic “Science”.

In other articles, average frequency of conversion usage is varied from 9% to 14%. In the topic “Tourism” [7, 12] the frequency of conversion usage in relation to the total number of words in the article is from 14% till 9%, in the “Arts” [3, 8] –from 14% to 12%, in the topic “Sport” [1, 2] –from 12% to 11%. This indicates that the conversion is wide spread phenomena.

What is the reason that in the topic “Society” there is the highest frequency of conversion usage?

Analyzing the article "Working poor face tax hike" [6] and "Why are British children so unhappy?" [5], which belong to the sphere of public life , it should be noted that it has the following features :

- synthesis of components of scientific, official, business, art and conversational style;
- lots of words belonging to general use;
- the use of many- shaped vocabulary, emotional and evaluative words, expressive of sustainable phrases, paraphrase ;
- different types of interrogative, exclamatory sentences, inverse of words etc. [10].

It can be concluded that the main cause of the frequent of the use the conversion in the social life is a large number of common words, colloquial, vernacular words which is best able to convert.

But this is not the scientific and journalistic sphere in which the conversion occurs least. Scientific style has the following language features:

- a significant amount of scientific terminology,
- availability of diagrams, tables, charts, graphs, maps, mathematical systems, physical, chemical, and other signs and symbols,
- manipulation of abstract, mostly alien words,
- the use of purely scientific phraseology, terminology stable combinations of words,
- drawing the quotes and links to the original source,
- lack author mostly individual manner and emotionally expressive vocabulary
- the presence of distinct compositional structure of the text (consecutive division into sections, parts, paragraphs, subparagraphs, paragraphs, indents using the numeric or alphanumeric numbering).

Thus scientific and journalistic style requires use of scientific vocabulary, terminology, plates, etc., which are not favorable for the conversion [12].

In the articles that belong to topics "Sport", "Art", "Tourism", the number of converted words is about the same. Because there are athletic, musical, artistic, geographical terms in these areas that are not within of general usage. Therefore it does not get a spread in the conversion of both the public topics.

### **Conclusion and the results of the investigation including further perspectives of the research of the suggested direction.**

So the main cause of high frequency of usage conversion in the social life is usage of a large number of common words, colloquial, vernacular word. They are often capable of conversion.

The wide spreading conversion in scientific style is explained usage of scientific vocabulary, terminology, plates, etc., which are not favorable for the conversion. While the main cause of frequent of conversion usage in the social life is a large number of common words, colloquial, vernacular words are often capable of conversion. Thus, the highest frequency of conversion usage is in the areas of journalism, which occur most commonly used number of common words.

The relevance of conversion is due to several reasons:

- an absence of English morphological parameters to determine the parts of speech. - a trend towards English simplification.

Conversion is one of the most productive and easiest ways of word formation. A number of converted English words is growing every year. Therefore, the study of conversion is synchronic phenomenon, and therefore it requires constant research.

**Дениско С. М.** Конверсія в сучасній англійській мові (на матеріалі британської публіцистики)

**Резюме:** Стаття подає результати дослідження частоти використання конвертації слів у різних сферах британської публіцистики і подає причини популярності даного виду словотворення на сучасному етапі розвитку англійської мови.

**Ключові слова:** безафіксний спосіб словотворення, конверсія, конвертовані слова, частота використання конверсії, публіцистика.

**Дениско С. М.** Конверсия в современном английском языке (на материале британской публицистики)

**Резюме:** Статья подает результаты исследования частоты использования конвертированных слов в разных сферах британской публицистики и подает причины популярности данного вида словообразования на современном этапе развития английского языка.

**Ключевые слова:** безафиксный способ словообразования, конверсия, конвертированные слова, частота использования конверсии, публицистика.

### **Denysko S. Conversion in modern English (on material of British journalism)**

**Summary.** The article gives the results of researching the frequency of conversion usage in different spheres of British journalism and provides reasons for the popularity of this affixless type of word-formation in the modern stage of development of the English language.

**Keywords:** affixless derivation way, conversion, converted word, frequency of conversion usage, journalistic style.

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## Article 4. GENERAL PROBLEMS OF FOREIGN LANGUAGE TEACHER TRAINING IN UKRAINE

*Darina Lavrynenko,*

**The problem setting in general and its connection with the main scientific and practical tasks.** Every few years, new foreign language teaching methods arrive on the scene. New textbooks appear far more frequently. They are usually proclaimed to be more effective than those that have gone before, and, in many cases, these methods or textbooks are promoted or even prescribed for immediate use. New methods and textbooks may reflect current developments in linguistic/applied linguistic theory or recent pedagogical trends. Sometimes they are said to be based on recent developments in language acquisition theory and research.

**Last scientific researches and publications analysis in which the solving of the defined problem has been commenced, and on which the author bases on.** Similarly independent academic work is defined by V. Zyahvyazynsky, P. Pidkasysty, O. Volkov, T. Lumpiyeva that independent work of students is planned and executed tasks with methodic guidance of teachers, but without his direct involvement.

N. Havrysh said that the term “independent work” used in scientific papers within the meaning of specific forms of the educational process, how the individualization of the learning process, learning how educational material. So, R. Yesipov, I. Lerner, P. Pidkasystyi define autonomy as the ability to perform individual tasks and solving cognitive tasks. Here are examples of self-treatment of various scholars: independence is:

1) conscious motivate actions and their justification, resistance to impacts and harmful influences, the ability of people to determine the most objective basis, to act so, but not otherwise (V. Krutetsky, A. Petrovsky, S. Rubinstein);

2) productivity of mental processes (P. Blonsky, A. Matyushkin, N. Menchynska, A. Smirnov);

3) strong-willed action that characterizes the mental activity, a sign of active personality, his ability to cognitive search (A. Kovalev, R. Lemberg, G. Shchukin);

4) the ability to think, see and propose new questions, new problems and solve them by own forces, the ability to navigate in this new situation (D. Bogoyavlensky, A. Brushlynsky, V. Davydov, M. Makhmutov);

5) integrative quality or the quality of the individual (A. Shcherbakov, M. Didora, N. Didus);

6) displays life personality in various forms (A. Pinkevych).

**Formulation of the article's purpose and setting tasks.** The first component of "what to teach" is habits and skills which pupils should acquire while learning a foreign language. According to the aims of learning this subject they are: hearing (listening comprehension), speaking, and writing. The level of habits and skills is determined by the syllabus for each form.

So, the aim of the article is to consider general problems of foreign language teacher training in Ukraine.

**The statement of basic material of investigation with the complete grounding of the received scientific results.** A student who starts studying Methods will be puzzled by the variety of «methods» he may come across in books and journals and, of course, there are good grounds for this. At different periods, depending on the aims of teaching and learning a foreign language, new methods sprang up. In each case the method received a certain name; sometimes its name denoted logical categories, for example: the synthetic method (synthesis), the analytic method (analysis), the deductive method (deduction), the inductive method (induction), sometimes the method was named after the aspect of the language upon which attention was focused as in the cases of the grammar method, the lexical method, the phonetic method. A third set of methods received their names from the skill which was the main object of teaching. Among these are the translation method (translation), the oral method (oral language). Sometimes the method got its name from the psychology of language learning: in this category the following names occur: the intuitive method, the conscious method, the direct method. Finally, the method was sometimes named after its inventor. Thus we find: the Amos Comenius method, the Jacotot method, the Gouin method, the Berlitz method, the Palmer (West, Fries) method [5, p.48].

In some cases the methods bear coupled names: they represent two sides of teaching, for example, the leading aspect of the language and the skill the pupils acquire (the grammar- translation method), or the name of the author and the language activity which is the main aim in teaching – «Fries oral method», «the method of teaching reading by West». We may find even such names as «hear-say-see-say-read-write method» and others. It would be impracticable in a short chapter such as this one to give a classification of methods. All that one can hope to do is to select for comment those methods which have had a long history and have influenced the contemporary methods of foreign language teaching, and live on in them. This brief review will deal with:

- 1) the grammar-translation method, the oldest method of teaching foreign languages which had its origin in Latin schools;
- 2) the direct method which began to be widely used in schools in the 1870`s.
- 3) contemporary methods [3, p.34].

Methods of foreign language teaching is understood here as a body of scientifically tested theory concerning the teaching of foreign languages in schools and other educational institutions. It covers three main problems:

- 1) aims of teaching a foreign language;
- 2) content of teaching, i.e. what to teach to attain the aims;
- 3) methods and techniques of teaching, i.e. how to teach a foreign language to attain the aims in the most effective way.

Methods of foreign language teaching is closely related to other sciences such as pedagogics, psychology, physiology, linguistics, and others.

Pedagogics is the science concerned with the teaching and education of the younger generation. Since Methods also deals with the problems of teaching and education, it is most closely related to pedagogics. To study foreign language teaching one must know pedagogics. One branch of pedagogics is called didactics. Didactics studies general ways of teaching in schools. Methods, as compared to didactics, studies the specific ways of teaching a definite subject [4].

Thus, it may be considered special didactics. In the foreign language teaching, as well as in the teaching, of mathematics, history, and other subjects taught in schools, general principles of didactics are applied and, in their turn, influence and enrich didactics. For example, the so-called «principle of visualization» was first introduced in teaching foreign languages. Now it has become one of the fundamental principles of didactics and is used in teaching all school subjects without exception. Programmed instruction was first applied to teaching mathematics. Now through didactics it is used in teaching many subjects, including foreign languages [2].

Teaching a foreign languages means first and foremost the formation and development of pupils` habits and skills in hearing, speaking, reading, and writing.

We cannot expect to develop such habits and skills of our pupils effectively if we do not know and take into account the psychology of habits and skills, the ways of forming them, the influence of formerly acquired habits on the formation of new ones, and many other necessary factors that psychology can supply us with. At present we have much material in the field of psychology which can be applied to teaching a foreign language. For example, N.I. Zhinkin, a prominent psychologist in his investigation of the mechanisms of speech came to the conclusion that words and rules of combining them are most probably dormant in the kinetic center of the brain. When the ear receives a signal it reaches the brain, its hearing center and then passes to the kinetic center. Thus, if a teacher wants his pupils to speak English he must use all the opportunities he has to make them hear and speak it. Furthermore, to master a second language is to acquire another code, another way of receiving and transmitting information. To create this new code in the most effective way one must take into consideration certain psychological factors [3].

Effective learning of a foreign language depends to a great extent on the pupils` memory. That is why a teacher must know how he can help his pupils to successfully memorize and retain in memory the language material they learn. Here again psychological investigations are significant. For example, the Soviet psychologist, P. K. Zinchenko, proved that in learning a subject both voluntary and involuntary memory is of great importance. In his investigation of involuntary memory P. K. Zinchenko came to the conclusion that this memory is retentive. Consequently, in teaching a foreign language we should create favourable conditions for involuntary memorizing. P. K. Zinchenko showed that involuntary memorizing is possible only when pupils` attention is concentrated not on fixing the material in their memory through numerous repetitions, but on solving some mental problems which deal with this material. To prove this the following experiment was carried out [2].

Students of group A were given a list of words to memorize (voluntary memorizing). Students of group B did not receive a list of words to memorize. Instead, they got an English text and some assignments which made them work with these words, use them in answering various questions. During the next lesson a vocabulary test was given to the students of both groups. The results were approximately the same. A test given a fortnight later proved, however, that the students of group B retained the words in their memory much better the students of group A. This shows that involuntary memorizing may be more retentive under certain circumstances. Experiments by prominent scientists show that psychology helps Methods to determine the role of the mother tongue in different stages of teaching; the amount of material for pupils to assimilate at every stage of instruction; the sequence and ways in which various habits and skills should be developed; the methods and techniques which are more suitable for presenting the material and for ensuring its retention by the pupils, and so on.

Methods of foreign language teaching has a definite relation to physiology of the higher nervous system. I. Pavlov`s theories of “conditioned reflexes”, of the “second signaling system” and of “dynamic stereotype” are the examples. Each of these interrelated theories bears a direct relation to the teaching of a foreign language.

According to I. Pavlov habits are conditioned reflexes, and a conditioned reflex is an action performed automatically in response to a definite stimulus as a result of previous frequent repetitions of the same action. If we thoroughly study the theory of conditioned reflexes we shall see that it explains and confirms the necessity for frequent repetitions and revision of material pupils study as one of the means of inculcating habits. Pavlov showed that man's higher nervous activities – speaking and thinking – are the functions of a special system of organic structures within the nervous system. This system is developed only in man. It enables the brain to respond to inner stimuli as it responds to outer stimuli or signals perceived through the sense organs. I. Pavlov named this the second signaling system [5].

Consequently one of the forms of human behaviour is *language behaviour*, i.e., speech response to different communication situations. Therefore in teaching a foreign language we must bear in mind that pupils should acquire the language they study as something that helps people to communicate with each other in various real situations of intercourse. Hence a foreign language should be taught through such situations [2, p.17].

I. Pavlov's theory of "dynamic stereotype" also furnish as the physiological base for many important principles of language, e.g. for the topical vocabulary arrangement.

Methods of foreign language teaching is most closely related to linguistics, since linguistics deals with the problems which are of paramount importance to Methods, with language and thinking, grammar and vocabulary, the relationship between grammar and vocabulary, and many others. Methods successfully uses, for example, the results of linguistic investigation in the selection and arrangement of language material for teaching. It is know that structural linguistics has had a great impact on language teaching. Teaching materials have prepared by linguists and methodologists of the structural school. Many prominent linguists have not only developed the theory of linguistics, but tried to apply it to language teaching. The following quotation may serve as a proof of this.

It has occurred to the linguist as well as to the psychologist that the foreign language classroom should be an excellent laboratory in which to test new theories of language acquisition [1, p.72].

Methods of foreign language teaching like any other science, has definite ways of investigating the problems which may arise. They are:

- 1) a critical study of the way foreign were taught in our country and abroad;
- 2) a thorough study and summing up of the experience of the best foreign language teachers in different types of schools;
- 3) experimenting with the aim of confirming or refuting the working hypotheses that many arise during investigation. Experimenting becomes more and more popular with methodologists. In experimenting methodologists have to deal with different data, that is why in arranging research work they use mathematics, statistics, and probability theory to interpret experimental results.

In recent years there has there has been a great increase of interest in Methods since foreign language teaching has many attractions as an area for research. A great deal of useful research work has been carried out. New ideas and new data produced as the result of research are usually developed into new teaching materials and techniques.

It should be said that we need research activities of the following types: descriptive research which deals with "what to teach"; experimental research dealing with "how to teach". More research is now needed which compares different combination of devices, various teaching aids, etc. [4].

### **Conclusion and the results of the investigation including further perspectives of the research of the suggested direction.**

Methodologists and teachers are searching for ways to solve the problem of foreign language teaching. Some ways may be recommended. They are as follows:

- a) work in unison, when pupils are fold to pronounce a sound, a word, a phrase, a sentence, or to read something out loud in chorus in imitation of the teacher, or a speaker if a tape-recorder is used;
- b) mass work, when pupils are invited to listen to a text, to read a text silently, to do some exercises in written form, in other words, when they learn for themselves, and each does the same work as his classmates;

c) work in small groups when pupils are divided into four-five groups, and each group receives a special assignment either for reading or speaking; the work results in conversation between group 1 and the class, group 2 and the class, etc.;

d) work in pairs, when pupils sitting at the same desk have an opportunity to "talk" in the target language: reciting a dialogue they are to learn, doing an ask-and-answer exercise or making up a dialogue of their own;

e) individual work in programmed instruction, when each pupil can work with the programmer he receives either through visual or auditory perception at his own pace.

So, the content of foreign language teaching or what to teach is one of the main problems the Methods deals with.

#### **Лавріненко Д. Загальні проблеми підготовки вчителя іноземної мови в Україні.**

**Резюме.** Стаття розглядає загальні проблеми підготовки вчителя іноземної мови в Україні. Досліджує головні питання організації навчального процесу з іноземної мови: «чому навчати» і «як навчати», тобто висвітлює проблему форм і методів навчання іноземної мови у процесі підготовки вчителя.

**Ключові слова:** підготовка вчителя, іноземна мова, методи та форми навчання, навчальний процес.

#### **Лавріненко Д. Общие проблемы подготовки учителя иностранного языка в Украине.**

**Резюме.** Статья рассматривает общие проблемы подготовки учителя иностранного языка в Украине. Исследует главные вопросы организации учебного процесса по иностранному языку: «чему учить» и «как учить», то есть освещает проблему форм и методов обучения иностранному языку в процессе подготовки учителя.

**Ключевые слова:** подготовка учителя, иностранный язык, методы и формы обучения, учебный процесс.

#### **Lavrynenko D. Common problems of teacher training foreign language in Ukraine.**

**Summary.** The paper considers the general problem of foreign language teacher training in Ukraine. It is explored major issues of the educational process in learning a foreign language: "what to teach" and "how to teach", i.e. it is discovered the problem of the forms and methods of teacher training foreign languages in the process of educating teachers.

**Keywords:** teacher training, foreign language, methods and forms of teacher training, educating process.

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*Darina Lavrynenko,  
Scientific adviser – Kosharna N.V.*

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According to I. Pavlov habits are conditioned reflexes, and a conditioned reflex is an action performed automatically in response to a definite stimulus as a result of previous frequent repetitions of the same action. If we thoroughly study the theory of conditioned reflexes we shall see that it explains and confirms the necessity for frequent repetitions and revision of material pupils study as one of the means of inculcating habits. Pavlov showed that man's higher nervous activities – speaking and thinking – are the functions of a special system of organic structures within the nervous system. This system is developed only in man. It enables the brain to respond to inner stimuli as it responds to outer stimuli or signals perceived through the sense organs. I. Pavlov named this the second signaling system [5].

Consequently one of the forms of human behaviour is *language behaviour*, i.e., speech response to different communication situations. Therefore in teaching a foreign language we must bear in mind that pupils should acquire the language they study as something that helps people to communicate with each other in various real situations of intercourse. Hence a foreign language should be taught through such situations [2, p.17].

I. Pavlov's theory of "dynamic stereotype" also furnish as the physiological base for many important principles of language, e.g. for the topical vocabulary arrangement.

Methods of foreign language teaching is most closely related to linguistics, since linguistics deals with the problems which are of paramount importance to Methods, with language and thinking, grammar and vocabulary, the relationship between grammar and vocabulary, and many others. Methods successfully uses, for example, the results of linguistic investigation in the selection and arrangement of language material for teaching. It is known that structural linguistics has had a great impact on language teaching. Teaching materials have prepared by linguists and methodologists of the structural school. Many prominent linguists have not only developed the theory of linguistics, but tried to apply it to language teaching. The following quotation may serve as a proof of this.

It has occurred to the linguist as well as to the psychologist that the foreign language classroom should be an excellent laboratory in which to test new theories of language acquisition [1, p.72].

Methods of foreign language teaching like any other science, has definite ways of investigating the problems which may arise. They are:

- 4) a critical study of the way foreign were taught in our country and abroad;
- 5) a thorough study and summing up of the experience of the best foreign language teachers in different types of schools;
- 6) experimenting with the aim of confirming or refuting the working hypotheses that many arise during investigation. Experimenting becomes more and more popular with methodologists. In experimenting methodologists have to deal with different data, that is why in arranging research work they use mathematics, statistics, and probability theory to interpret experimental results.

In recent years there has been a great increase of interest in Methods since foreign language teaching has many attractions as an area for research. A great deal of useful research work has been carried out. New ideas and new data produced as the result of research are usually developed into new teaching materials and techniques.

It should be said that we need research activities of the following types: descriptive research which deals with "what to teach"; experimental research dealing with "how to teach". More research is now needed which compares different combination of devices, various teaching aids, etc. [4].

### **Conclusion and the results of the investigation including further perspectives of the research of the suggested direction.**

Methodologists and teachers are searching for ways to solve the problem of foreign language teaching. Some ways may be recommended. They are as follows:

f) work in unison, when pupils are fold to pronounce a sound, a word, a phrase, a sentence, or to read something out loud in chorus in imitation of the teacher, or a speaker if a tape-recorder is used;

g) mass work, when pupils are invited to listen to a text, to read a text silently, to do some exercises in written form, in other words, when they learn for themselves, and each does the same work as his classmates;

h) work in small groups when pupils are divided into four-five groups, and each group receives a special assignment either for reading or speaking; the work results in conversation between group 1 and the class, group 2 and the class, etc.;

i) work in pairs, when pupils sitting at the same desk have an opportunity to "talk" in the target language: reciting a dialogue they are to learn, doing an ask-and-answer exercise or making up a dialogue of their own;

j) individual work in programmed instruction, when each pupil can work with the programmer he receives either through visual or auditory perception at his own pace.

So, the content of foreign language teaching or what to teach is one of the main problems the Methods deals with.

### **Лавріненко Д. Загальні проблеми підготовки вчителя іноземної мови в Україні.**

**Резюме.** Стаття розглядає загальні проблеми підготовки вчителя іноземної мови в Україні. Досліджує головні питання організації навчального процесу з іноземної мови: «чому навчати» і «як навчати», тобто висвітлює проблему форм і методів навчання іноземної мови у процесі підготовки вчителя.

**Ключові слова:** підготовка вчителя, іноземна мова, методи та форми навчання, навчальний процес.

### **Лавриненко Д. Общие проблемы подготовки учителя иностранного языка в Украине.**

**Резюме.** Статья рассматривает общие проблемы подготовки учителя иностранного языка в Украине. Исследует главные вопросы организации учебного процесса по иностранному языку: «чему учить» и «как учить», то есть освещает проблему форм и методов обучения иностранному языку в процессе подготовки учителя.

**Ключевые слова:** подготовка учителя, иностранный язык, методы и формы обучения, учебный процесс.

### **Lavrynenko D. Common problems of teacher training foreign language in Ukraine.**

**Summary.** The paper considers the general problem of foreign language teacher training in Ukraine. It is explored major issues of the educational process in learning a foreign language: "what to teach" and "how to teach", i.e. it is discovered the problem of the forms and methods of teacher training foreign languages in the process of educating teachers.

**Keywords:** teacher training, foreign language, methods and forms of teacher training, educating process.

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