

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ  
Донецький національний університет економіки і торгівлі  
імені Михайла Туган-Барановського

Кафедра іноземної філології, українознавства та соціально-правових дисциплін

**С. А. Остапенко**

**МЕТОДИЧНІ РЕКОМЕНДАЦІЇ З ВИВЧЕННЯ  
ДИСЦИПЛІНИ**

**ІНОЗЕМНА МОВА**

Ступінь: доктор філософії

Кривий Ріг  
2021

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Затверджено на засіданні  
кафедри іноземної філології,  
українознавства та соціально-  
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**Остапенко С. А.**

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Остапенко С. А. Методичні рекомендації з вивчення дисципліни «Іноземна мова»; ступінь доктор філософії. Кривий Ріг : ДонНУЕТ, 2021. 291 с.

Методична розробка призначена для науковців, студентів старших курсів, аспірантів, що поглиблено вивчають англійську мову.

Одинадцять розділів методичної розробки містять тексти для читання з вправами на розуміння прочитаного, опанування лексики; граматичний матеріал, матеріали для розвитку навичок усного мовлення та реферування. Система вправ і тестів, а також графічна форма подачі матеріалів сприяють їх ефективному засвоєнню.

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## ВСТУП / INTRODUCTION

«Іноземна мова» є навчальною дисципліною, що забезпечує підготовку студентів рівня «доктор філософії».

**Мета курсу** – досягти необхідного рівня володіння англійською мовою, знання фахової термінології, граматики, стилістики наукового письма, основ теорії перекладу, володіння навичками письмового та усного перекладу, уміння спілкуватися в побуті, на професійні та наукові тематику з обраного фаху.

**Завдання курсу** полягає в

- поширенні знань аспірантів стосовно особливостей використання англійської мови у професійному та академічному дискурсах;
- подальшому формуванні системи мовленнєвих умінь із залученням головних стратегій опрацювання аутентичного англомовного матеріалу в галузях академічного читання, письма, мовлення та спілкування;
- підготовці аспірантів і здобувачів для самостійної науково-дослідницької діяльності;
- уміння користуватися оригінальною англомовною науковою літературою та періодикою з фаху;
- умінні укладати тези, анотації, резюме, реферати, наукові статті, огляди літератури, конференційні матеріали;
- робити доповіді й повідомлення на наукових конференціях;
- брати участь в обговоренні та дискусії англійською мовою.

Після вивчення дисципліни «Іноземна мова» аспірант повинен

**Знати:**

- синтаксичні, семантичні та фонетичні правила і закономірності англійської мови;
- термінологію галузі наукового дослідження;
- граматичні структури, що є необхідними для адекватного вираження відповідних ідей та понять, а також для розуміння і продукування широкого спектру текстів у науковій сфері (усно та письмово).

**Вміти:**

- вільно користуватися англійською мовою в науково-професійних цілях;
- володіти чотирма видами мовленнєвої діяльності на відповідному рівні (Рівень B2);
- використовувати соціокультурні знання і вміння в іншомовній комунікації;
- реалізовувати наукові дослідження, оцінювати й аналізувати власний навчальний досвід, удосконалювати навчальні стратегії;
- удосконалювати мовленнєву і наукову підготовку шляхом використання автентичних англомовних матеріалів;

- демонструвати впевненість і позитивну мотивацію в користуванні англійською мовою.
- розуміти аутентичні англомовні тексти академічного та професійного змісту;
- презентувати детальну професійну інформацію, вживаючи відповідну термінологію;
- залучатися до дискусій, висловлювати свою думку стосовно змісту та форми матеріалу, що обговорюється;
- продукувати тексти академічного та професійного спрямування;
- усно та письмово представляти наукові результати іноземною мовою відповідно до вимог міжнародних стандартів.

Методична розробка складається з одинадцяти розділів, матеріалів для реферування анотування, самостійної роботи та тестових завдань. Усі розділи присвячені актуальним тенденціям розвитку сучасної науки і містять велику кількість неологізмів, які широко використовуються у науковому обігу, але ще не зареєстровані у словниках.

Пізнавальний характер матеріалів та відсутність вузькофахової тематики мають зацікавити не лише зазначене коло фахівців, але й усіх, хто поглиблено вивчає англійську мову, в тому числі і самостійно.

**ЧАСТИНА 1.  
ЗАГАЛЬНІ РЕКОМЕНДАЦІЇ ЩОДО ВИВЧЕННЯ ДИСЦИПЛІНИ**

**PART 1.  
GENERAL STUDY GUIDE**

## 1. Опис дисципліни

Найменування показників	Характеристика дисципліни
Обов'язкова (для студентів спеціальності "назва спеціальності") / вибіркова дисципліна	<b>Обов'язкова для ЗВО спеціальності 051 «Економіка», 076 «Підприємництво, торгівля та біржова діяльність»</b>
Семестр (осінній / весняний)	<b>осінній, весняний</b>
Кількість кредитів	<b>4 / 4</b>
Загальна кількість годин	<b>120 / 120</b>
Кількість змістових модулів	<b>4</b>
Лекції, годин	<b>-</b>
Практичні / семінарські, годин	<b>35 / 48</b>
Лабораторні, годин	<b>-</b>
Самостійна робота, годин	<b>85 / 72</b>
Тижневих годин для денної форми навчання:	
аудиторних	<b>2,5 / 3</b>
самостійної роботи студента	<b>6 / 5,1</b>
Вид контролю	<b>залік, екзамен</b>

## 2. Програма дисципліни

**Мета** – формування у аспірантів необхідної комунікативної компетенції у сферах наукового, професійного та ситуативного спілкування в усній і письмовій формах; вдосконалення вмінь та навичок читання, перекладу, реферування спеціальної літератури за фахом, ведення бесіди з професійної тематики.

**Завдання:** формування у аспірантів загальних уявлень про особливості ділового спілкування; набуття навичок практичного володіння іноземною мовою в різних видах мовленнєвої діяльності в обсязі тематики, зумовленої професійними потребами; одержування новітньої фахової інформації через іноземні джерела; користування усним монологічним та діалогічним мовленням у межах наукової, суспільно-політичної, загальноекономічної та фахової тематики; переклад з іноземної мови на рідну текстів загальноекономічного характеру; реферування суспільно-політичної та загальноекономічної літератури іноземною мовою; формування основних вмінь використання знань на практиці під час ведення ділової бесіди з урахуванням конкретних умов; ознайомлення з найбільш відомими зразками мовленнєвої поведінки під час проведення ділових зборів, презентацій та переговорів.

**Предмет:** іноземна (англійська) мова.

**Зміст дисципліни розкривається в темах:**



- Тема 1. Наука та науковці.
- Тема 2. Значущість науки.
- Тема 3. Наука і суспільство.
- Тема 4. Хакери та інтелектуальна власність.
- Тема 5. Теорія та докази.
- Тема 6. Інтернет.
- Тема 7. Інтерактивні мультимедійні засоби.
- Тема 8. Віртуальна реальність та симуляція.
- Тема 9. Навколишнє середовище.
- Тема 10. Еволюція інтелектуального виробництва.
- Тема 11. Молоді науковці та інновації.

### **Опанування дисципліни дозволяє забезпечити:**

1) формування:

#### **загальних програмних компетентностей:**

здатність до професійного спілкування іноземною мовою;

здатність презентувати результати досліджень на всіх рівнях однією з іноземних мов європейського простору;

здатність демонструвати культуру наукового усного і писемного мовлення іноземними мовами при оформленні наукових та академічних текстів, демонстрації результатів наукових досліджень у ході дискусій та наукової полеміки;

здатність здійснювати публічну апробацію результатів досліджень, сприяти їх поширенню в науковій та практичній сферах іноземними мовами;

уміння кваліфіковано відобразити результати наукових досліджень у наукових статтях і тезах, опублікованих як у фахових вітчизняних виданнях, так і у виданнях, що входять до міжнародних наукометричних баз, а також у методичних рекомендаціях за напрямом дослідження;

здатність доводити результати наукових досліджень та інновацій до колег, публічно їх представляти за захищати на міжнародних та національних конференціях, семінарах, симпозіумах;

здатність налагоджувати наукову взаємодію, співробітництво;

здатність до абстрактного мислення, аналізу та синтезу;

здатність генерувати нові ідеї (креативність);

здатність до пошуку, оброблення та аналізу інформації з різних джерел;

здатність працювати в міжнародному контексті;

здатність працювати в команді;

вміння виявляти, ставити та вирішувати проблеми;

#### **фахових програмних компетентностей:**

здатність усно і письмово презентувати та обговорювати результати наукових досліджень та/або інноваційних розробок англійською мовою, глибоке розуміння англомовних наукових текстів з економіки.

2) досягнення програмних результатів навчання:

спілкуватися іноземною мовою усно і письмово з наукових питань для підвищення свого фахового та особистісного рівня;

вправність у володінні іноземними мовами, включаючи спеціальну термінологію для професійного спілкування, достатніх для представлення та обговорення результатів своєї наукової роботи іноземною мовою в усній та письмовій формі, а також для повного розуміння іншомовних наукових текстів з економіки;

вільно презентувати та обговорювати з фахівцями і нефахівцями результати досліджень, теоретичні та практичні проблеми економіки іноземною мовою, кваліфіковано відображати результати досліджень у наукових публікаціях у провідних наукових виданнях;

демонструвати системний науковий світогляд, уміння креативно мислити, формулювати висновки і розробляти рекомендації, пропонувати неординарні підходи з використанням новітніх технології у розв'язанні поставлених завдань;

ідентифікувати наукові та практичні проблеми, готувати наукові тексти та доповіді, здійснювати публічну апробацію результатів досліджень іноземними мовами, демонструвати усну та письмову комунікацію;

здійснювати публічну апробацію результатів досліджень, сприяти їх поширенню в науковій та практичній сферах іноземними мовами;

формулювати, аналізувати та синтезувати рішення науково-практичних проблем;

здійснювати публічні ділові і наукові комунікації задля вирішення комунікативних завдань іноземними мовами.

3) набуття **результатів навчання** (згідно Дублінських дескрипторів):

– **знання:**

термінології галузі наукового дослідження;

граматичних структур, що є необхідними для адекватного вираження відповідних ідей та понять, а також для розуміння і продукування широкого спектру текстів у науковій сфері (усно та письмово);

правил англійського синтаксису, щоб дати можливість розпізнавати і продукувати широке коло текстів в академічній та професійній сферах;

мовних форм, властивих для офіційних та розмовних реєстрів академічного і професійного мовлення;

широкого діапазону словникового запасу (у тому числі термінології), що є необхідним в академічній та професійній сферах;

– **уміння/навички:**

вільно користуватися англійською мовою в науково-професійних цілях;

володіти чотирма видами мовленнєвої діяльності на відповідному рівні (Рівень B2);

використовувати соціокультурні знання і вміння в іншомовній комунікації;

реалізовувати наукові дослідження, оцінювати й аналізувати власний навчальний досвід, удосконалювати навчальні стратегії;

удосконалювати мовленнєву і наукову підготовку шляхом використання автентичних англійських матеріалів;

демонструвати впевненість і позитивну мотивацію в користуванні англійською мовою;

розуміти аутентичні англомовні тексти академічного та професійного змісту;

презентувати детальну професійну інформацію, вживаючи відповідну термінологію;

залучатися до дискусій, висловлювати свою думку стосовно змісту та форми матеріалу, що обговорюється;

продукувати тексти академічного та професійного спрямування;

усно та письмово представляти наукові результати іноземною мовою відповідно до вимог міжнародних стандартів;

знаходити нову текстову, графічну, аудіо та відео інформацію з питань, пов'язаних з загальною академічною та професійною діяльністю, що міститься в іншомовних матеріалах, користуючись відповідними пошуковими методами;

аналізувати інформацію з іншомовних джерел для отримання даних, необхідних для виконання загальних академічних та професійних завдань;

розуміти та описувати графіки, таблиці, діаграми тощо, використовуючи мовні форми та граматичні структури, властиві для опису засобів візуалізації;

укладати ділову документацію (звіт, огляд тощо) з високим рівнем граматичної коректності;

складати реферати-огляди прочитаного, бібліографію у відповідності до міжнародних вимог і сучасних систем оформлення бібліографії;

– **комунікація:**

спілкування в діалоговому режимі з широкою науковою спільнотою та громадськістю в певній галузі наукової та/або професійної діяльності;

ефективно встановлювати і підтримувати комунікацію в навчальних ситуаціях, типових для майбутньої професійної діяльності, використовуючи відповідні мовленнєві вміння, навички і стратегії;

підтримувати розмову та аргументувати відносно тем, що обговорюються під час дискусій та семінарів, представляти та обґрунтовувати свої погляди на теми обговорення, використовуючи мовні форми, властиві для ведення дискусій;

– **відповідальність і автономія:**

здатність саморозвиватися і самовдосконалюватися протягом життя, відповідальність за навчання інших;

застосовувати міжкультурне розуміння у процесі безпосереднього усного і писемного спілкування в академічному та професійному середовищі;

належним чином поводити себе і реагувати у типових академічних, професійних, світських і повсякденних ситуаціях, а також знати правила взаємодії між людьми у різних ситуаціях.

### 3. Структура дисципліни

Назви змістових модулів і тем	Кількість годин				
	усього	У тому числі			
		л	п/с	лаб	срс
1	2	3	4	5	6
<b>Модуль 1</b>					
<b>Змістовий модуль 1: Теорія і практика</b>					
Тема 1. Наука та науковці	24		8		16
Тема 2. Значущість науки	24		6		18
Тема 3. Наука і суспільство	27		8		19
<b>Разом за змістовим модулем 1</b>	<b>75</b>		<b>22</b>		<b>53</b>
<b>Змістовий модуль 2: Глобалізація економіки</b>					
Тема 4. Хакери та інтелектуальна власність	23		6		17
Тема 5. Теорія та докази	22		7		15
<b>Разом за змістовим модулем 2</b>	<b>45</b>		<b>13</b>		<b>32</b>
<b>Усього модуль 1</b>	<b>120</b>		<b>35</b>		<b>85</b>
<b>Модуль 2</b>					
<b>Змістовий модуль 3: Інформційні технології у науці</b>					
Тема 6. Інтернет	20		8		12
Тема 7. Інтерактивні мультимедійні засоби	20		8		12
Тема 8. Віртуальна реальність та симуляція	20		8		12
<b>Разом за змістовим модулем 3</b>	<b>60</b>		<b>24</b>		<b>36</b>
<b>Змістовий модуль 4: Інновації у науці</b>					
Тема 9. Навколишнє середовище	20		8		12
Тема 10. Еволюція інтелектуального виробництва	20		8		12
Тема 11. Молоді науковці та інновації	20		8		12
<b>Разом за змістовим модулем 4</b>	<b>60</b>		<b>24</b>		<b>36</b>
<b>Усього модуль 2</b>	<b>120</b>		<b>48</b>		<b>72</b>
<b>Усього годин</b>	<b>240</b>		<b>83</b>		<b>157</b>

### 4. Теми семінарських/практичних/лабораторних занять

№ з/п	Вид та тема заняття	Кількість годин
<b>Модуль 1</b>		
1	Практичне заняття Що таке наука. Неозначений артикль.	2
2	Практичне заняття Типи наукового продукту. Означений артикль.	2
3	Практичне заняття Історія наукової думки.	2
4	Практичне заняття Робота науковців. Як працювати з науковою літературою. Артикль.	2
5	Практичне заняття Завдання науки. Множина іменників.	2

6	Практичне заняття Практична цінність науки. Реферативний переклад. Написання анотацій.	2
7	Практичне заняття Теоретичні аспекти науки. Теперішні часи.	2
8	Практичне заняття Наука і економічний розвиток. Минулі часи.	4
9	Практичне заняття Наука і вік технологій. Способи вираження майбутніх дій.	4
10	Практичне заняття Хто такі хакери. Сполучники.	2
11	Практичне заняття Роль іноземних мов у роботі науковців. Ступені порівняння прикметників.	2
12	Практичне заняття Інтелектуальна власність та її захист. Непряма мова.	2
13	Практичне заняття Доведення фактів. Непряма мова.	2
14	Практичне заняття Теорії та припущення. Умовні речення.	2
15	Практичне заняття Справжні та ідеальні цінності. Конструкція I wish	3
	Разом модуль 1	<b>35</b>
Модуль 2		
16	Практичне заняття Що таке Інтернет. Модальні дєслова.	2
17	Практичне заняття Всесвітнє павутиння. Модальні дєслова.	2
18	Практичне заняття Роль Інтернету для науковців. Модальні дєслова.	2
19	Практичне заняття Акроніми і абрєвіатури. Анотаційний переклад.	2
20	Практичне заняття Мультимедійні програми. Пасивний стан лієслів.	2
21	Практичне заняття Інтерактивні мультимедійні засоби. Пасивний стан лієслів.	2
22	Практичне заняття Специфіка застосування мультимедіа для наукових цілей.	4
23	Практичне заняття Що таке віртуальна реальність. Particіpal I.	2
24	Практичне заняття Симуляція. Particіpal II.	2
25	Практичне заняття Порівняльна характеристика понять "знання" та "ноу-хау". Particіpal Constructions.	2
26	Практичне заняття Наука і віртуальна реальність. Particіpal Constructions.	2
27	Практичне заняття Навколишнє середовище. Ресурси. Вживання інфінітива.	2
28	Практичне заняття Навколишнє середовище. Енергія. Форми інфінітива.	2

29	Практичне заняття Навколишнє середовище. Зелена продукція. Інфінітивні конструкції.	2
30	Практичне заняття Захист навколишнього середовища. Інфінітивні конструкції.	2
31	Практичне заняття Розвиток виробництва. Герундій.	4
32	Практичне заняття Інтелектуальне виробництво. Герундіальні конструкції.	2
33	Практичне заняття Глобалізація інтелектуального виробництва. Герундіальні конструкції.	2
34	Практичне заняття Молоді науковці і наука. Емфатичні конструкції.	2
35	Практичне заняття Публічний виступ. Емфатичні конструкції.	2
36	Практичне заняття Інноваційні ідеї та їх впровадження.	2
37	Практичне заняття Інновації та інформаційний вік.	2
	Разом модуль 2	<b>48</b>
<b>Всього</b>		<b>83</b>

## 5. Розподіл балів, які отримують студенти

### Вид контролю: залік, іспит

Відповідно до системи оцінювання знань студентів ДонНУЕТ, рівень сформованості компетентностей студента оцінюються впродовж семестру (100 балів).

У випадку проведення екзамену: впродовж семестру (50 балів) та при проведенні підсумкового контролю – екзамену (50 балів).

### Оцінювання студентів протягом семестру (очна та вечірня форми навчання)

№ теми практич- ного заняття	Аудиторна робота					Позааудитор- на робота	Сума балів
	Тестові завдан- ня	Виконання практичних завдань теми	Обговорен- ня теоретичних питань теми	Індиві- дуальне завдання	ПМК	Завдання для самостійного виконання	
Модуль 1							
Змістовий модуль 1							
Тема 1		2				0,5	2,5
Тема 2		1,5				0,5	2
Тема 3		1,5				1	2,5
Тема 4	4	2		4		1	11
Тема 5		2				0,5	2,5
Тема 6		3				1	4
Тема 7	4	3		4		1	12
Тема 8		2				0,5	2,5

Тема 9	4	2		4			10
Разом змістовий модуль 1	12	19		12	10	6	59
<b>Змістовий модуль 2</b>							
Тема 10		2				0,5	2,5
Тема 11		2				1	3
Тема 12	4	2		4		1	11
Тема 13		2				0,5	2,5
Тема 14		2				1	3
Тема 15	4	1		4			9
Разом змістовий модуль 2	8	11		8	10	4	41
<b>Разом модуль 1</b>							<b>100</b>
<b>Модуль 2</b>							
<b>Змістовий модуль 3</b>							
Тема 16		0,5				0,25	0,75
Тема 17		0,5				0,25	0,75
Тема 18		0,5				0,25	0,75
Тема 19	1,5	1		2		0,25	4,75
Тема 20						0,25	0,25
Тема 21		1				0,25	1,25
Тема 22	1,5	1		2		0,25	4,75
Тема 23		1				0,25	1,25
Тема 24		0,5				0,25	0,75
Тема 25		0,5				0,25	0,75
Тема 26	2			2			4
Разом змістовий модуль 3	5	6,5		6	5	2,5	25
<b>Змістовий модуль 4</b>							
Тема 27		0,5				0,25	0,75
Тема 28		0,5				0,25	0,75
Тема 29		0,5				0,25	0,75
Тема 30	2	0,5		1		0,25	3,75
Тема 31		0,5				0,25	0,75
Тема 32		0,5				0,25	0,75
Тема 33	2	1		1		0,25	4,25
Тема 34		0,5				0,25	0,75
Тема 35		0,5				0,25	0,75
Тема 36		1,5		1		0,25	2,75
Тема 37	2			2			4
Разом змістовий модуль 4	6	6,5		5	5	2,5	25
<b>Разом модуль 2</b>							<b>50</b>

## Загальне оцінювання результатів вивчення навчальної дисципліни

Для виставлення підсумкової оцінки визначається сума балів, отриманих за результатами екзамену та за результатами складання змістових модулів. Оцінювання здійснюється за допомогою шкали оцінювання загальних результатів вивчення дисципліни (модулю).

<b>Оцінка</b>		
<b>100-бальна шкала</b>	<b>Шкала ECTS</b>	<b>Національна шкала</b>
90-100	A	5, «відмінно»
80-89	B	4, «добре»
75-79	C	
70-74	D	3, «задовільно»
60-69	E	
35-59	FX	2, «незадовільно»
0-34	F	



**ЧАСТИНА 2.  
ЗМІСТ ПРАКТИЧНИХ ЗАНЯТЬ**

**PART 2.  
PRACTICAL TRAINING SUBJECT MATTER**

## UNIT 1. Science and Scientists. Steps to better reading

**Text A Read the texts and be ready to answer the questions that follow.**

(1)

The word *science* originates from the Latin word «scientia», meaning knowledge. Science is simply a way of looking at the world. It consists of asking questions, proposing answers and testing them against the *available evidence*.

A popular astronomer Carl Sagan wrote: «Science invites us to let the facts in, even when they don't *conform* to our *preconceptions*. It *counsels* us to carry alternative hypotheses in our heads and see which best match the facts». Science is a human construct and human ability. [5]

**science** – knowledge which can be made into a system укр. наука

**available** – укр. наявний

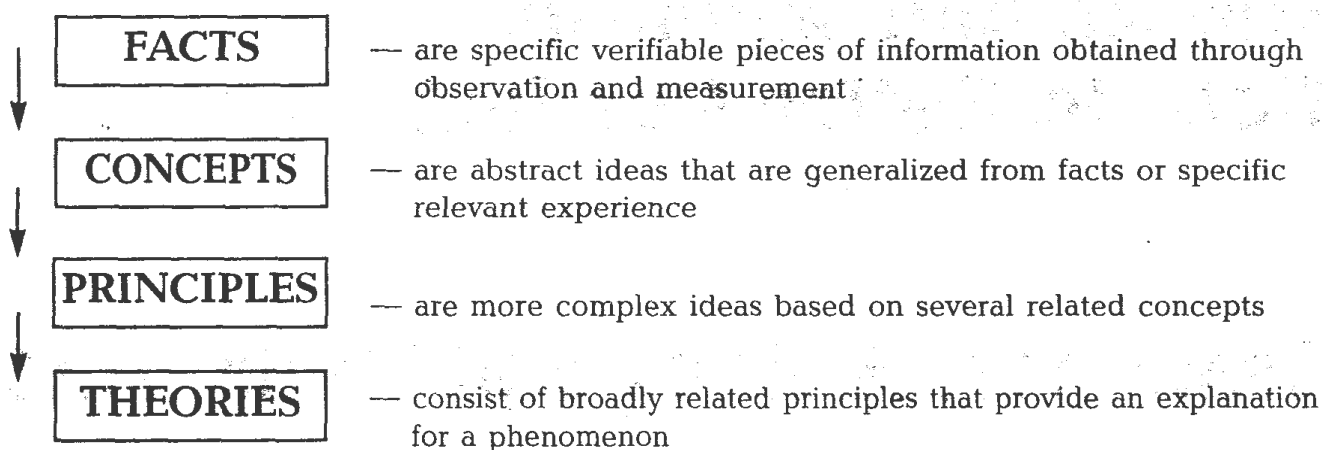
**evidence** – something, such as a fact, sign or object that gives proof or reasons to believe or agree with something укр. свідотство, факти

**to conform** – to obey or be in accordance with established rules укр. підкорятися

**preconception** – an opinion formed in advance, without actual knowledge укр. упереджене уявлення

**to counsel** – to advise as suitable course of action укр. радити

### Types of Science Products



The purpose of a theory is to provide the best explanation based on evidence. Theories are used to explain, relate, and predict. [5]

1. What is the origin of the word «science»?
2. What is specific about science according to Carl Sagan?
3. What basic types of science products do you know?

(2)

Students of science *major in* various *fields of science*. They take part in *R&D* at their institutions. The *faculty and staff* at the universities and institutes will help the students as they fulfill their academic and professional *goals*.

*Research advisors* — well-known *scientists* will help their students with *research*.

Graduate students spend most of their time in independent study and original research. For example, graduate studies in the USA can be divided into two phases:

Phase I leads to Master's *degree* and consists of lecture-type coursework. This degree is usually *required* in fields such as engineering, library science etc. The MBA, or Master of Business Administration usually takes two years.

These degrees are considered stepping stones toward a PhD. Normally few, if any laboratory courses are offered. A thesis, calling for significant research and/or design effort may be required.

Phase II leads to doctoral degree — PhD (doctorate). Students who are enrolled in a doctoral program are known as PhD candidates. They will spend some time in class, but the most important work is spent in first-hand research. It may take three years

**to major (in)** — to study as the chief subject(s) when doing a university degree укр. спеціалізуватися

**field of science** — a branch of knowledge or area of activity. Synonyms: sphere, area, branch, domain, realm укр. галузь, сфера

**R&D** — research and development укр. науково-дослідна робота

**faculty and staff** — all of teachers and other professional workers of a university or college укр. професорсько-викладацький склад

**goal** — one's aim or purpose — укр. мета

Compare: objective — an aim that must be worked towards over a long period укр. стратегічна мета

**research advisor** — укр. науковий керівник

**well-known** — укр. відомий Synonyms: famous, prominent, eminent, renowned, celebrated

**research** — serious and detailed study of a subject, укр. дослідження Synonyms: study, investigation

**scientist** — a person who works in science укр. науковець, вчений Compare: scholar — a person with great knowledge of, and skill in studying the subject

**degree** — a title given by a university to a student who has completed a course of study укр. ступінь Bachelor's Degree (baccalaureate) — ступінь бакалавра (бакалаврат) Master's Degree — ступінь магістра PhD — ступінь доктора філософії

**to require** — to demand by right with the expectation that it will be obeyed укр. вимагати; **requirement** — укр. вимога **required** — укр. обов'язковий Synonyms: — mandatory, obligatory required reading — обов'язкова література.

**to earn** — to get, to gain, to obtain — укр. отримати

**in-depth** — a thorough and giving careful attention to detail укр. глибокий, детальний

**to focus (on)** — to direct one's attention to something укр. зосереджувати увагу

**skill(s)** — special ability to do something well, esp. as gained by learning and practice укр. Навички

**technique** — method of doing something that needs skill

укр. методика, метод

**procedure** — a set of actions necessary for doing something укр. методика

**approach, way** — a method of doing something or dealing with the problem укр. підхід, метод.

**method** — a planned way of doing something укр. метод

**methodology** — the set of methods used for study of a particular subject укр. методологія

or more **to earn** a PhD Degree. This degree normally requires four to six years of study beyond the Bachelor's degree, culminating in lengthy, **in-depth**, original research of a specific topic, which may be both theoretical and applied, or purely theoretical.

Usually, doctoral studies **focus** very heavily on developing advanced scientific **skills**.

A PhD dissertation is considered a unique, original contribution to human knowledge. This paper must contain views, research or

**issue** – a subject to be talked about, argued about, укр. питання, проблема

**relevant** – directly connected with the subject Synonyms: pertaining to (pertinent), dealing with, regarding, concerning, relating to, touching upon, having bearing on, bearing relation to укр. релевантний, той, що має відношення, стосується

**to meet the requirements** – укр. відповідати вимогам

**board** – an official body or group that has responsibility for a particular organization or activity укр. Рада

**in many cases** – often укр. у багатьох випадках, часто-густо

**devoted** – showing great fondness, caring a great deal. Compare: dedicated – very interested in or working very hard for an idea, purpose; committed укр. відданий

**to be involved** – to take part, to be engaged in, to participate укр. бути залученим, брати участь

**aspect** – a particular side of many-sided idea, plan etc. укр. аспект, бік Synonym: facet укр. грань

designs that have not been previously published.

The best and the most suitable **methods, techniques, approaches and procedures** should be used.

Several research publications on **issues relevant** to the investigation should be prepared. Most universities awarding the PhD Degree also require doctoral candidates to have a reading knowledge of two foreign languages, to pass a qualifying examination that officially admits candidates to the PhD program, and to pass an oral examination on the same topic as the dissertation.

If the dissertation **meets** all **the requirements** it will be accepted and approved by a special **board** of academics after oral defense.

Most scientists spend many years studying and working in laboratories. Scientists can work individually or in a team. **In many cases**, scientists are **devoted** to their work and may find little time to do other things. Usually scientists **are involved** in studying various aspects of their fields, and work on one or two major projects at one time.

A good example of a dedicated scientist and researcher is U.S. neurosurgeon Benjamin Carson. Speaking to young people around the country, Carson always concludes with the same message:

«Think big!» He explains the meaning of each letter:

T — is for talent. Recognize your God-given talent.

H — is for hope. **Anticipate** good things and watch for them.

I — stands for **insight**. Learn from people who have been where you want to go.

N — is for nice. Be nice to people — all people.

K — represents knowledge. Knowledge is the Key to your dreams, hopes and **aspirations**.

B — is for books. We develop our minds by reading. I — equals in-depth learning, where **acquired knowledge** becomes part of you.

G — stands for God. Never drop God out of **your life**.

«If you can learn to think big, nothing on earth will keep you from being successful in whatever you choose to do», says Carson. And eminent American astronomer Vera Rubin has given the following piece of advice to young scientists:

«Don't **give up**. Remember that science is ever so

**to anticipate** – to expect, to guess or imagine in advance укр. очікувати, передбачати, передчувати

**insight** – the power of using one's mind to see or understand the true nature of a situation укр. проникливість

**aspiration** – a strong desire to do something or have something, esp. something great or important. Synonym: longing укр. прагнення, поривання

**\*to give up** = to give in укр. здаватися

**vast** – very large and wide, great in amount укр. широкий, величезний

**to allow** – to permit, to enable укр. дозволяти

**to share** – to have use, pay or take part in (something) with others or among the group укр. розділяти, ділитися

**curiosity** – the desire to know or learn укр. допитливість

**curious** – eager to know or learn. Synonym:

**vast**; learn one thing very well. Doing so ... gives inquisitive укр. допитливий you great confidence, **allows** you **to share** knowledge with colleagues. It helps if you know what you really want to do. Work hard. Learn to give good talks. Be imaginative. If you are interested in science you must have a fundamental **curiosity**». [5]

1. What is the subject under discussion?
2. What are primary responsibilities of graduate students?
3. What is specific about each phase of graduate studies?
4. Why is it important to «think big»?
5. Why is Vera Rubin's message important specifically for young scientists?

**NOTE**

**\*as for...**

**When it comes to...**

**As far as ... is/are concerned...**

As for

When it comes to

As far as science is concerned, ... — що стосується науки, ...

**to be about**

It is about the new method. Це стосується нового метода.

**to have to do (with)** — стосуватися, мати відношення

The issue has little to do with science — Це питання не стосується (не має відношення до) науки.

що стосується

me — Що стосується мене (щодо мене)

**Exercise 1. Give English equivalents for:**

спеціалізуватися у галузі науки; науковий керівник; стратегічні цілі, досягати мети; відомий науковець (вчений); самостійне дослідження; детальне вивчення; теоретичні та прикладні аспекти; навички наукової роботи; Вчена Рада, унікальний внесок; питання, що стосуються дослідження; оригінальна методика; брати участь у науково-дослідній роботі; одночасно працювати над кількома проектами; бути відданим науці; не здаватися; ділитися знаннями з колегами, бути надзвичайно допитливим.

**Exercise 2. Identify characteristics of a scientist by matching the two columns. The first one is done for you: 1-F.**

**I.**

- |                |  |
|----------------|--|
| 1. intelligent | A receptive of arguments and ideas   |
| 2. objective   | B remaining at a task for a long amount of time to complete a task or project                |
| 3. creative    | C making observations and decisions based upon evidence, not personal opinion or hearsay     |
| 4. open-minded | D very interested in working very hard, devoting a lot of time to complete a task or project |
| 5. curious     | E producing new and original ideas and things, inventive                                     |
| 6. talented    | F having a high degree of mental capacity  |
| 7. dedicated   | G having or showing special abilities for a particular type of work                          |
| 8. persistent  | H eager to know or learn   |

**II.**

- |                   |  |
|-------------------|--|
| 1. decision-maker | A searching for new discoveries  |
| 2. communicator   | B being able to make important choices or/and judgements   |
| 3. designer       | C creating new models or designs   |
| 4. inventor       | D making opinions and information known and understood by others, sharing and exchanging opinions. |

### Exercise 3. Give Ukrainian equivalents for:

a positive approach to failure; open-mindedness, cooperation with others; tolerance for other opinions, explanations, or points of view; avoidance of broad generalizations when evidence is limited; demand for verification, longing to know and to understand; respect for logic; consideration for consequences.

### Exercise 4. Prepare an oral presentation about characteristics of true scientists based on Text 1 and Exercises 1-3. Tell your colleagues about yourself (see Appendix II).

### Exercise 5. Place steps of scientific research in correct order.

- Deciding how to solve a problem
- Choosing a topic
- Selecting an approach
- Identifying a problem
- Choosing the best solution of those available
- Expressing all ideas clearly
- Presenting materials and information correctly and clearly
- Developing a plan and time line
- Evaluating good and bad points
- Carrying out the plan on schedule
- Sharing the results with other people
- Generating ideas and methods
- Arriving at conclusions

### Exercise 6. Translate Ukrainian sentences into English. Then match the two columns.

- |  |  |
|--|--|
| 1. Я не фахівець у цій галузі.                             | A What field of science are you interested in?           |
| 2. Яка мета вашого дослідження?                            | B This issue deals with your investigation.              |
| 3. Вона спеціалізується у галузі прикладного мовознавства. | C His dissertation meets all the necessary requirements. |
| 4. Якою галуззю науки ви цікавитесь?                       | D What science are you doing?                            |
| 5. Це питання стосується вашого дослідження.               | E That's outside my field.                               |
| 6. Якою наукою ви займаєтесь?                              | F She majors in linguistics.                             |
| 7. Його дисертація відповідає усім необхідним вимогам.     | G What is the objective of your research?                |
| 8. Вони беруть участь у науково-дослідній роботі.          | H My research advisor is a well-known scientist.         |
| 9. Мій науковий керівник – відомий вчений.                 | I They've arrived at interesting conclusions.            |
| 10. Вони дійшли цікавих висновків.                         | J They are involved in R&D.                              |

### Exercise 7. Fill in the blanks with «the», «a», «an», or leave blank.

1. May I have a look at \_\_\_ book that I brought yesterday?
2. She is \_\_\_ chemist.
3. John likes \_\_\_ rice.
4. Ann has decided to become \_\_\_ engineer, while Mike and Andrew would rather become \_\_\_ geographers.
5. Where is \_\_\_ coffee that we bought last week?
6. \_\_\_ teachers want \_\_\_ students to succeed.
7. \_\_\_ water is essential for life.
8. Please pass \_\_\_ pepper.
9. \_\_\_ word processors can check \_\_\_ spelling.
10. In 1816 a Scottish natural philosopher invented \_\_\_ kaleidoscope.

### Exercise 8. Insert correct article or leave blank.

\_\_\_ Oriental Art Museum, \_\_\_ Asia, \_\_\_ Great Lakes, \_\_\_ Tampa Bay, \_\_\_ Green Park, \_\_\_ Capitol, \_\_\_ Amazon River, \_\_\_ Andes, \_\_\_ White Street, \_\_\_ Netherlands, \_\_\_ John Hopkins University, \_\_\_ Discovery Park, \_\_\_ Great Salt Lake, \_\_\_ Old Dominion University \_\_\_ Washington monument, \_\_\_ Mediterranean Sea, \_\_\_ Golden Gate Bridge, \_\_\_ Greece \_\_\_ California, \_\_\_ University of Washington, \_\_\_ Philadelphia,

### Exercise 9. Fill in the blanks with appropriate article or leave blank.

1. \_\_\_ Coal is second major natural resource found in large quantities.
2. \_\_\_ Abraham Lincoln was President of \_\_\_ USA during \_\_\_ Civil War.
3. Such mighty rivers as \_\_\_ Mississippi, \_\_\_ Ohio, \_\_\_ Hudson and \_\_\_ Colorado irrigate the croplands.
4. Jane wants to study \_\_\_ business at \_\_\_ University of Illinois.
5. \_\_\_ Panama Canal was under American control from 1904 to 1978.
6. He has graduated from \_\_\_ Ohio State University.
7. \_\_\_ Rhode Island is the smallest state in \_\_\_ USA.
8. Puerto Rico is an island of about 9,000 square kilometers in \_\_\_ Caribbean Sea.
9. Among the University's undergraduate schools are \_\_\_ College of Arts and Sciences, \_\_\_ School of Engineering and Applied Science, \_\_\_ School of Nursing.

### Text B. Read the text and answer the questions that follow. Steps to better reading

#### Step 1. Preview

Good readers preview the text first, i.e. look over the **whole** passage for a moment. This helps to make them good and fast readers.

**A. Read the title.** The first thing to do when previewing is to read the title. Titles not only announce the subject, but also make the reader think.

**B. Anticipate and predict.** Anticipation and prediction are two basic reading skills that are used to guess or predict how the passage will develop. We anticipate before we read a passage, and we predict after the passage begins. Our anticipation is therefore related to our own personal background knowledge on the subject. After a passage begins we find "**clues**" that help us predict what is

**whole** – the complete amount, entire укр. увесь, цілий  
**to predict** — to see or describe in advance as a result of knowledge, experience. Synonyms: to foretell, to forecast, to foresee, to make prognosis укр. прогнозувати  
**clue** – something, such as an object or a piece of information that helps to find an answer to the question:  
«I'll never guess the answer – give me another clue!»

going to come next. These clues may be in укр. підказ, ключ, інформація the meaning or in the grammatical structure of a sentence or its vocabulary.

C. Read the opening paragraph. Some writers may announce what they hope. to tell you, or why they are writing. Some writers just try to get the reader's attention – they may ask a provocative question.

D. Read the closing paragraph. Writers may have something important to say in the end. Some writers repeat the main idea once more, some draw a conclusion or summarize.

E. Glance through. Skim and scan the selection. When you're skimming, go through a passage quickly in order to get a general idea of what it is about. When you're scanning you look for specific piece of information (a figure, a date, a name) that you need. [5]

### **Step 2. Read for meaning.**

Individual words do not tell us much. They must be combined with other words, and readers should see words in meaningful combinations. Read in «thought groups» (or message units) – try to group the words into phrases which have natural relationship to each other.

### **Step 3. Grasp paragraph sense.**

The paragraph is the basic unit of meaning. If you can understand the main point of each paragraph, you can comprehend the author's message.

A. Find the topic sentence. The topic sentence, the sentence containing the main idea, is often the first sentence of a paragraph. It is followed by other sentences which support, develop or **eventually** – at last, finally, ultimately – укр. explain the main idea. Sometimes a topic зрештою sentence comes at the end of a

paragraph (then the supporting details come first). Sometimes following the dominant noun through its repetitions and transformations into synonyms will **eventually** lead you to the main idea. Some paragraphs do not have a topic sentence. Such paragraphs usually create a mood or feeling, rather than present information.

B. Understand paragraph structure. Just as readers read for different reasons, writers write for different reasons. What purposes may an author have for writing?

1. Inform — give facts or information about a subject.

2. Define — provide definitions on a subject.

3. Describe — give an account of a subject in words.

4. Persuade — influence a person's opinion or behavior about something.

5. Explain — make plain or understandable, give the reason for or cause of.

6. Entertain — interest or please.

7. Illustrate, compare, contrast and so on.

Sometimes distinctions among these types are **blurred**, but the purpose should always relate to the main idea. If the main idea is not stated somewhere within a paragraph, it must be inferred, or figured out from important details of the paragraph. A good reader is able to infer the things that the author **implies**. [5]

**to blur** – to make less clear or noticeable  
укр. зливатися, ставати нечітким

**to imply** – to express, show or mean  
indirectly укр. мати на увазі, розуміти під

### **Step 4. Organize facts.**

Understanding how the facts all fit together to deliver a message, is, after all, the reason for reading. Good readers organize facts as they read, they discover the writer's plan

**to reveal** – to show, to make known  
укр. виявляти

**obvious** – easy to see and understand,



by looking for a clue or signal word early in the text which might **reveal** the author's structure. Every writer has a plan or outline which he follows. Sometimes the author gives you **obvious** signals. If he says «There are four reasons...» a good reader looks for a listing of four items. As you read the selection, keep the information in mind and relate it to the title. [5] clear укр. очевидний

1. What is the subject of the passage?
2. What is meant by anticipation and prediction?
3. What is the difference between skimming and scanning?
4. What is the main idea of a paragraph?
5. What should you look for when you're trying to determine the main idea of a paragraph which is implied?

**Exercise 10. Read each passage and answer the questions that follow. Use context clues to determine the meaning of the unknown words.**

**NOTE**

**Some hints for dealing with multiple choice (MC) questions.**

You have to choose the one correct answer out of several options given. Remember that only one of them is fully correct, the other are incorrect, although they may well contain some words or ideas from the passage or sentence, but all incorrect options are either too vague and general, or only partly true, or irrelevant to the question (see Appendix XI).

A. Throughout the history of civilization there have been three great inventions in the field of communication. The first was the invention of writing. It enabled people to communicate with others and also to leave a written record for the future. The invention of printing allowed information to reach a wide audience. The invention of electronic communication devices has enabled people separated by vast distances to communicate. Today people can communicate by telephone to almost anyone in the world via satellite.

1. What is the main idea of the passage?
  - a. The importance of communication
  - b. Three great inventions in communication
  - c. How people communicate
  - d. The invention of the telegraph

B. The largest animal alive is the blue whale. Fully grown, these great creatures reach a length of over 30 meters. The heart of a blue whale is more than a meter in diameter. The blue whale is not a fish, even though it spends its entire life in the sea. While fish are cold-blooded, whales are warm-blooded, and they have lungs and breathe air. For all its size, a blue whale feeds mainly on tiny shrimp.

1. What is the main topic of the passage?
  - a. Shrimp and whales
  - b. Types of whales
  - c. The largest living animal
  - d. The difference between fish and mammals

C. Throughout history, gold has been precious metal, eagerly sought and cherished. It was probably the first metal to be mined because beautiful objects could be made from it — even with primitive tools. The value of gold has always been known, even before gold was used in coinage. It remains the

only universally recognized standard of value in international monetary exchange. Most of the world's refined gold is absorbed by governments and central banks to provide backing for paper currency. In addition to its use for jewelry, its special properties have led to many applications in modern science and technology. The largest gold mine is located in South Africa. The largest producing gold mine in United States is the Homestake mine in South Dakota, which yields about 570,000 ounces of gold each year. Often mines throughout the world produce even larger amount of this highly prized metal. [5]

1. With what topic is the passage mainly concerned?
  - a. The value of gold
  - b. Primitive tools
  - c. Arts and industry
  - d. Beautiful minerals
2. The author implies that
  - a. the United States is the largest producer of gold in the world
  - b. governments control the production of gold
  - c. the production of gold increased rapidly
  - d. ancient people mined gold in large quantities
3. We can conclude that
  - a. gold supplies are coming to the end
  - b. most of world's gold is used for circulating coinage
  - c. gold has always been considered valuable
  - d. more gold is used for expensive jewelry

**Exercise 11. Choose the correct word and fill in the blanks.**

product (produce)	producer (s)
production	productive
to produce	productivity

1. We had a very \_\_\_ meeting last week.
2. The two lasers combine \_\_\_ a powerful cutting tool.
3. The country's main \_\_\_ is oil.
4. New \_\_\_ methods have led to increased \_\_\_ .
5. This country is one of the world's leading oil \_\_\_ .
6. The wine bottle was marked «\_\_\_ of France».

to predict	prediction	predictable
------------	------------	-------------

7. The economists \_\_\_ an increase in the rate of inflation.
8. You're so \_\_\_ !
9. It is hard \_\_\_ when it will happen.
10. His \_\_\_ turned out to be correct.

science	scientific	scientist
---------	------------	-----------

11. I'm fond of reading \_\_\_ fiction.
12. He is a famous \_\_\_ .
13. I don't need any \_\_\_ proof.

to apply	applied	application(s)
----------	---------	----------------

14. This rule does not \_\_\_ in your particular case.
15. A new discovery has a number of industrial \_\_\_ .

16. Her research is both theoretical and \_\_\_ .

(to) require      requirement(s)      required

17. To carry out this plan would \_\_\_ increasing our staff by 20 %.

18. This monograph is \_\_\_ reading for our course.

19. Candidates who fail to meet these \_\_\_ will not be admitted to the university.

curious      curiosity

20. There was an intense \_\_\_ about their plans.

21. I'm \_\_\_ about what happened.

(to) imagine      imagination      imaginative

22. You can't \_\_\_ how surprised I was.

23. She has a vivid \_\_\_ .

24. Be \_\_\_ !

(to) develop      development

25. This was an important stage in country's \_\_\_ .

26. I'd like \_\_\_ my idea.

### Exercise 12. Read the text and answer the questions about it.

Alfred Nobel, the famous Swedish chemist, was born in a family where research and experimentation were almost second nature. His father tested the theories of explosives in a laboratory setup in their house. He was out of work, down and out, and he failed to apply his inventive spirit to establishing a prosperous endeavor.

Alfred Nobel acquired his father's knowledge of and enthusiasm for chemistry. Aside from developing dynamite commercially, Alfred claimed 355 patents including nitrocellulose and substitutes for leather and rubber, developed new methods for the production of synthetic silk. Alfred Nobel was a dedicated scientist who became very rich applying his knowledge of chemistry. He founded the Nobel prize, just two weeks before his death, because he preferred not to be remembered as an inventor of a potentially deadly material – dynamite. So he left some of his money to reward individuals who made substantial and valuable contribution to certain areas of science, and to the good of humanity. The Nobel prizes are awarded annually in six different fields: physics, chemistry, physiology, medicine, literature, economics (which was added later), and the cause of world peace. Nobel had set up a fund of over nine million dollars and from its interest every year on December 10, the anniversary of Nobel death, prizes of about \$40,000 are awarded for important inventions and discoveries. [5]

1. What is the best title for the passage?

- Alfred Nobel's heritage.
- The history of great inventions.
- Awards presented to the winners.
- Important contributions to chemistry.

2. It can be inferred from the passage that Alfred Nobel later viewed his invention of dynamite

- as the most valuable achievement
- with much concern for its negative effects on humanity
- as his father's contribution to chemistry

- d. as a natural result of studying explosives
- 3. According to the passage, why was Nobel prize established?
  - a. to save money
  - b. to recognize worthwhile contributions to science
  - c. to unite scientists
  - d. to lay emphasis on individual research
- 4. It can be inferred from the passage that originally the prizes were awarded in how many fields?
  - a. 6
  - b. 7
  - c. 5
  - d. 8

**Exercise 13. Choose the one word or phrase that best keeps the meaning of the original sentence if it is substituted for the underlined word or phrase.**

- 1. There are obvious disadvantages to this plan.
  - a. well-known
  - b. serious
  - c. clear
  - d. fundamental
- 2. I tried to anticipate the kind of questions they were likely to ask me at the interview.
  - a. solve
  - b. guess
  - c. remember
  - d. discuss
- 3. The problem would interest the entire community.
  - a. whole
  - b. large
  - c. engineering
  - d. small
- 4. It is not easy to predict this trend.
  - a. cause
  - b. create
  - c. forecast
  - d. test
- 5. The author discusses all facets of most engineering fields.
  - a. prospects
  - b. aspects
  - c. issues
  - d. forms
- 6. Eventually, they have worked out the basic concepts.
  - a. lately
  - b. spontaneously
  - c. finally
  - d. gradually
- 7. Most of our meetings were devoted to discussing scientific problems.
  - a. dedicated
  - b. confined
  - c. conformed
  - d. introduced
- 8. The vast land stretches for hundreds of miles.
  - a. very small

- b. narrow
  - c. very large
  - d. spectacular
9. Is there any evidence for believing that?
- a. proof
  - b. tendency
  - c. opposition
  - d. chance
10. He employed the one basic technique.
- a. process
  - b. procedure
  - c. task
  - d. objective
11. She is very dedicated to her work.
- a. interested in
  - b. committed to
  - c. tired of
  - d. disappointed with
12. They devoted a lot of time for the in-depth study of botany.
- a. independent
  - b. individual
  - c. thorough
  - d. careful
13. He made no endeavor to help us.
- a. effort
  - b. decision
  - c. plan
  - d. prediction
14. Human beings are much more intelligent than animals.
- a. invaluable
  - b. realistic
  - c. curious
  - d. clever
15. Hopefully, I'll earn this degree in a year.
- a. discuss
  - b. get
  - c. contain
  - d. study
16. How is your study progressing?
- a. topic
  - b. investigation
  - c. attempt
  - d. procedure
17. The issue deals with international cooperation.
- a. demands
  - b. touches upon
  - c. anticipates
  - d. allows

## UNIT 2. The Importance of Science. Scientific prefixes

**Text A** Read the text be ready to answer the questions that follow.

Thinking about science, Goethe once said, «To one man it is the highest thing, a heavenly goddess; to another it is a productive and proficient cow who supplies them with butter.» The **results** of science and the motives for doing it are **diverse**.

Curiosity is the most powerful **motivation** for research professionals — and for many amateurs, too. Science clarifies, explains and **occasionally** predicts. Understanding a piece of universe can bring **satisfaction** and excitement to anyone.

Science serves the missions of **improving** health, national security, energy, the environment and communications, it creates new products, meets the demands of **emerging** markets and satisfies social needs. But even strong "**faith**" in science may crack in **strained circumstances**.

When it comes to future justification for curiosity-driven and mission-oriented research, we **encounter** three **related undertakings**.

First, we have to rethink the case from inside the scientific **community**. Government, businesses and universities must demonstrate that investments in science are the 'only way of fulfilling **long-range goals**. Research executives will have to document the **ample** returns from past investments and then outline future paths. Setting priorities will not be easy, and **stern** management to ensure excellence will be **essential**.

Second, we should broaden the dialogue. Society must be engaged in continuing exchange about national goals and research priorities. The press, industry, nonprofit organizations must participate.

Finally, we must **expand** the **accessibility** of knowledge.

The entire professional community must pay more attention to building a scientifically literate society. Support for science, and for the **benefits** of technology,

**result** – something that happens because of an action or event. Synonym: outcome; укр. результат, наслідок

**diverse** – different (from each other), showing variety укр. різноманітний

**motivation** – need or purpose. Synonyms: incentive, stimulus, motive укр. стимул, мотивація

**occasionally** – укр. час від часу, інколи

**to satisfy** – to give enough for укр. задовольняти

**to improve** – to make better укр. поліпшувати

**to emerge** – to come or appear from inside or from being hidden укр. з'являтися, виявлятися

**faith** – firm belief, trust, complete confidence укр. віра

**strained circumstances** – difficult because lacking money. Synonym: money is short укр. фінансова скрута

**to encounter** – to meet or have to deal with (esp. Something difficult) Synonym: to be faced with укр. стикатися

**related** – connected in some way укр. суміжний, пов'язаний

**undertaking** – a job, a piece of work or anything needing effort укр. нелегка справа

**community** – a group of people living together and/or united by shared aims and interests укр. спільнота

**long-range** – covering a long distance or time укр. довгостроковий

**ample** – enough or more than enough укр. достатній

**stern** – firm, strict, severe укр. суворий

**essential (to, for)** – completely necessary for the existence, success of something. Synonyms: most important, notable, fundamental. Also: indispensable – too important or too useful to do without укр. нагально необхідний, суттєвий, дуже важливий

**to expand** – to increase in size, number, volume, degree; to grow larger, to broaden укр. збільшувати, розширяти

**accessible** – easy to reach, enter or obtain. Synonym: obtainable укр. доступний

**accessibility** – доступність

**access** – доступ

**benefit** – anything that brings help, advantage or profit укр. перевага, користь

### NOTE

переваги	недоліки
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increases with educational level.  
To be successful in the twenty-first century,  
we need more science, not less. [5]

advantage(s) merit(s) plus(es)	disadvantage(s) demerit(s) minus(es) weakness (es) shortcoming(s) limitation(s) pitfall(s)
--------------------------------------	--

1. What are the motives for doing science? What is the most powerful motivation?
2. What are the missions of science?
3. Are there any problems concerning scientific development? What are possible ways of solving them?
4. What can be done to build a scientifically literate society?
5. What major conclusions does the author arrive at?
6. Why did the author mention «the goddess» and «the cow»?
7. What was the author's purpose for writing this passage (to inform, to describe, to persuade, to explain, to entertain or something else)? What is the author's opinion on the subject?

**Exercise 1. Give English equivalents to:**

сильний стимул; професіонали та аматори; різноманітні мотиви; поліпшувати; слугувати меті; час від часу, фінансова скрута; довкілля; задовольняти потреби; довгострокові цілі; наукова спільнота; некомерційні організації; розширяти доступність знань; приділяти більше уваги; переваги науки та техніки; національна безпека; встановлювати пріоритети.

**Exercise 2 Discuss the following point. Use an example provided below as possible response to the issue raised.**

**Problem:** Around the world science is both indispensable and *vulnerable*. Indispensable because the world has goals that can be reached only with deeper understanding. Vulnerable because money is short and patience with research is running short, too.

**Sample answer:** Why support science? For hundreds of years one justification has been that research fulfills a passionate human *quest* for knowledge. But these days curiosity is not enough. Most people support science and think research leads to practical benefits: economic growth, better health, labor saving devices. The challenge is to integrate the drive for knowledge with the delivery of useful outputs. [5]

**vulnerable** – weak, not well protected, sensitive, easily harmed укр. уразливий  
**quest** – a long search, an attempt to find something

**Exercise 3. Choose the correct variant:**

1. After the negotiations they made many / much changes in their preliminary proposal.
2. German is / are spoken in parts of Switzerland.
3. The number of / the amount of working women are / is increasing nowadays.
4. Professor Johnson did not give many / much information.
5. No news are / is good news.
6. Mathematics are / is an interesting subject.
7. They informed us of much / many important decisions.
8. Many thanks were / was given.
9. «Gulliver's Travels» are / is a popular book.
10. The latest statistics is / are not reliable enough.

11. All of the money were / was spent.
12. A word of gratitude was / were very pleasant.
13. The Japanese is/are known for their traditions.
14. A number of students has / have improved their English.
15. Someone have / has forgotten to put the name on the list.
16. There is / are several documents missing.
17. Statistics are / is a branch of mathematics.
18. There is/are no question of postponing the meeting.

**Exercise 4. Read the text and try to appreciate its humor. Discuss the point with your colleagues.**

Marion Eppley, developer of the standard cell that bears his name, was credited with the following anecdote:

A young high school student returned one afternoon to the small retail store his father operated in conjunction with a partner.

«Dad,» asked the student, «what are ethics? My teacher said that tomorrow we are going to discuss them.»

«Well,» said the father, «I'll illustrate. Imagine that a man comes into the store to buy a carton of cigarettes. I give him the cigarettes, and he gives me the money. Then, after I've given him his change, he turns to leave and I discover that the \$20 bill he gave me seems thicker than usual. On closer examination I find that there are two \$20 bills stuck together.

Here, my son, is the whole question of ethics. Do I or don't I tell my partner?»

I'm sure you see Eppley's point.

**Exercise 5. Pluralize the following words:**

radius, crisis, antenna, appendix, criterion, stimulus, encyclopedia, prognosis, sanatorium, axis, aircraft, medium, matrix, nebula, phasis, optimum, syllabus, supernova, synthesis, spectrum, thesis, equipment, maximum, hypothesis, equilibrium, millennium, oasis, curriculum, phenomenon, analysis.

**Exercise 6. Translate the following sentences.**

1. There are infinitely many bases to choose from.
2. You may first wish to try a few examples to illustrate that formula.
3. There are many interesting results concerning matrices.
4. Unfortunately, formulas like the ones above do not come easily.
5. There did not remain any questions.
6. This is the least acceptable variant.
7. The latter procedure is much more complicated than the former one.
8. There are a lot of differences among languages.
9. Elevator makers believe that their cars can carry passengers up to at least 180 floors.
10. We do not have enough information at present to offer sound answers to these questions.
11. They have sufficient information from which to draw a conclusion.
12. The reaction accelerated fivefold.
13. These features are also important in a wide variety of applications.

**Exercise 7. Match the two columns:**

- |                   |                           |
|-------------------|---------------------------|
| 1. to coexist     | A. speaking two languages |
| 2. to postpone    | B. a period of ten years  |
| 3. overpopulation | C. not logical            |
| 4. illogical      | D. having two meanings    |



- |                   |   |
|-------------------|---|
| 5. miscalculation | E. to make later                                  |
| 6. to underpay    | F. not typically                                  |
| 7. trilingual     | G. to exist together at the same time             |
| 8. to rewrite     | H. wrong calculation                              |
| 9. unfair         | I. too many people                                |
| 10. ambiguous.    | J. speaking three languages                       |
| 11. bilingual     | K. not fair                                       |
| 12. atypically    | L. to write again in a better way                 |
| 13. decade        | M. to perform better than somebody                |
| 14. to outperform | N. to pay too little                              |
| 15. malfunction   | O. someone greater than a human but less than God |
| 16. demigod       | P. a fault in operation                           |

**Exercise 8. Try to guess the meaning of the following words. If necessary, consult the dictionary.**

contradict, uniform, combine, decade, antecedent, byproduct, international, foresee, impossible, ambivalent, unknown, collaborate, transportation, disorder, monologue, unilateral, bimonthly, semiannual, microscope, subterranean, cooperate, unusual, monopoly, synthesis, bicycle, antipathy, polyglot, reaffirm, demigod, triangle, intermediate, predict, dislike, overestimate, multimillionaire, illegal, infinity, misinform, bilateral, retrospect, preview, hemisphere, outplay, undervalue.

**Exercise 9. Read the text concentrating on «quantity» words. Render it into Ukrainian.**

Although the beginning of «electronics» is usually dated around the 1920s, this represents a myopic view of technology. We can now see that the telegraph and the telephone are the first two landmarks of the electronic age. After Alexander Graham Bell had sent his voice from one room to another in 1876, society could never be the same again.

Electron, this invisible, *ubiquitous*, weightless object has given us power over nature of which our ancestors never dreamed. Until the closing years of the nineteenth century, people used electricity without knowing what it was. One of the most dramatic events was the invention of the X-ray tube — the ancestor of vacuum **ubiquitous** – existing tubes which followed. X-rays were discovered in 1895 – the electron or being everywhere itself just one year later. It was then realized that an electric current consists of myriads of these submicroscopic particles, each carrying a minute negative charge. Until 1948, electronics was almost synonymous with the vacuum tube. By the late 1940's, the vacuum tube had shrunk from the object as large as an electric bulb, to a cylinder not much

bigger than a man's thumb. Then three scientists at the Bell Telephone Laboratories invented the transistor and we moved from the Paleoelectronic to the Neoelectronic Age. But a really efficient, reliable and universal communications system can be achieved only with the aid of satellites. With the improvement of communications the role of cities as meeting places and centers of social interaction will become obsolete, as people will be able to meet face to face (individually or in groups) without even leaving their homes. [5]

**Exercise 10. Choose the correct word and fill in the blanks.**

(to) improve	improvement
--------------	-------------

- Your work shows considerable \_\_\_ .
- I want to \_\_\_ my German.
- Your English *if* getting better, but there is still room for \_\_\_ .

(to) benefit	beneficial
--------------	------------

- He had the \_\_\_\_\_ of a first-class education.

5. The fall in prices will be :\_\_ to our business.
6. He is most likely \_\_ .

**technology technological  
technologist**

7. The system uses advanced computer and satellite \_\_ .
8. We witness the rapid pace \_\_\_\_ change.
9. A specialist in technology is called \_\_\_\_.
10. We use the latest \_\_\_\_\_.

**Exercise 11. Read the passage and answer the questions about it.**

When colonists from Europe first arrived in America, they had to decide what to preserve of their cultural heritage, and what to discard. They also had to decide upon a means to preserve and build upon their legacy. Their answer was the town school. Within 30' years of the founding of the first settlement in Massachusetts (1620), all towns were required to hire a schoolmaster to teach reading, writing and arithmetic, as well as religion; larger towns were required to establish grammar schools to prepare children for the university. In 1787 the Continental Congress required every new township in the Northwest Territory to preserve one plot and land for public schools.

At the university level, Harvard (Massachusetts) was founded in 1636, and William and Mary (Virginia) in 1693. By 1776, on the eve of its revolution, America had 14 colleges in the new country and another score were founded by 1800. By that time schooling meant not only preserving parts of the classical education, but also teaching skills necessary to build a new North American Nation. Americans freely borrowed from English, French and German precedents. [5]

1. Which of the following is the best title for this passage?
  - a. European colonists in America
  - b. American educational system
  - c. Grammar schools and universities
  - d. The first steps of American education
2. Which of the following is NOT mentioned in the passage as a subject?
  - a. religion
  - b. reading
  - c. astronomy
  - d. arithmetic
3. How many colleges were founded by 1800?
  - a. 14
  - b. 34
  - c. 20
  - d. 30
4. In line 2 the word «heritage» could be best replaced by which of the following?
  - a. pride
  - b. example
  - c. criterion
  - d. legacy
5. The author implies that
  - a. public schools were the first to appear
  - b. there were quite a few universities
  - c. William and Mary established town schools
  - d. there was a tendency towards linking theory to practice

**Exercise 12. Choose the one word or phrase that best keeps the meaning of the original sentence**

**if it is substituted for the underlined word or phrase.**

1. He was given ample money for the journey.
  - a. enough
  - b. little
  - c. some
  - d. no
2. The program deals with diverse subjects.
  - a. all
  - b. interesting
  - c. challenging
  - d. different
3. Good timing is essential to our plans.
  - a. useful
  - b. important
  - c. realistic
  - d. interesting
4. With strong motivation it is easier to learn a foreign language.
  - a. problem
  - b. will
  - c. prediction
  - d. need
5. What was the outcome?
  - a. result
  - b. issue
  - c. question
  - d. occasion
6. This machinery is obsolete.
  - a. new
  - b. universal
  - c. outdated
  - d. good
7. The theory has myriads of followers.
  - a. some
  - b. a great number of
  - c. a plenty of
  - d. few
8. We were faced with a lot of problems.
  - a. found
  - b. renewed
  - c. resolved
  - d. encountered
9. Several approaches have emerged in recent years.
  - a. appeared
  - b. lost importance
  - c. formed
  - d. disappeared
10. They made a minute improvement.
  - a. instant
  - b. very small
  - c. considerable
  - d. very important

11. We have carried out several experiments.
  - a. the number of
  - b. a lot of
  - c. few
  - d. a number of
12. At present we do not have enough information.
  - a. sufficient
  - b. pertinent
  - c. updated
  - d. important
13. Electron is a ubiquitous object.
  - a. valuable
  - b. infinitesimal
  - c. omnipresent
  - d. weightless
14. Computer is a reliable tool.
  - a. dependable
  - b. sophisticated
  - c. expensive
  - d. common
15. Water is the most abundant resource on the Earth, and one of the most important.
  - a. rare
  - b. useful
  - c. significant
  - d. plentiful
16. The article concerns huge woodland areas.
  - a. concluded by
  - b. denies
  - c. provides
  - d. regards
17. A second, more rigorous course may be offered as an elective.
  - a. the other
  - b. another
  - c. the second
  - d. other
18. A telephone is an indispensable piece of equipment in any office.
  - a. beneficial
  - b. compatible
  - c. very reliable
  - d. extremely important
19. It was one of the most dramatic events.
  - a. usual
  - b. exciting
  - c. sad
  - d. obvious

## UNIT 3. Science and Society. Using Graphics

**Text A. Read the text and be ready to answer the questions that follow.**

In industrial countries, there is a close correlation *between* the rate of increase in the number of graduate engineers and the level of industrial productivity. The speed at which new knowledge is *transferred to* industry is a key factor in preserving economy's *competitive* position vis-a-vis *tough* rivals.

The modern world is facing several disturbing *trends* in human resources. In quantitative terms, we will have *to cope with* the *consequences* of an aging population, a decline in the working population. In more qualitative terms, there is a *mismatch* between the supply of young graduates and the needs of industry *resulting* in skills shortage. For that matter, continuing vocational training and retraining in a constantly changing industrial and technological context need *radical* improvement. It has been shown that intellectual capital depreciates by 7% every year if it is not *maintained*.

To improve the situation, some recommendations have been made. Most of these are what one would expect — attract more young people into science, more science in schools, better contact between industry and education, investment in continuing education to make labor mobility *respond* to regional needs, and to avoid a *brain drain*.

The United States, Japan and Germany each employ between roughly fifty and seventy-five scientists and engineers for every 10000 workers in the labor force. In developing countries the number is between five and ten. By emphasizing education at all levels and by

selectively entering globally competitive markets, countries *prosper*. That prosperity then *enables* higher investments in R&D required for economic development. *The very dynamics* of R&D institutions is changing. Universities create hybrid academic-industrial centers, often with partial government funding, to accelerate the transfer of scientific results to commercial applications. [5]

**between & among:** when you are talking about only two things use

**between**, укр, серед (двох)

If you are talking of three or more things use **among**, укр, серед (трьох та більше)

**to transfer** – to move from one place to another укр. переносити, переміщати

**competitive** – based on competition укр. конкурентоспроможний

**competitor** – Synonym: rival укр. конкурент, суперник

**tough** – difficult to do or deal with, not easy, needing effort укр. складний

**trend** – a general tendency or direction in the way a situation is changing or developing укр. тенденція

**to cope with** – to deal successfully with a difficult situation укр. справлятися, переборювати

**consequences** – results, outcome укр. наслідки, результати

**mismatch** – укр. невідповідність

**to result in** – to have as a result; to cause; укр. спричиняти, призводити (до)

**vocational training** – укр. професійно-технічна підготовка

**retraining** – Synonym: in-service укр. перепідготовка

Also: staff development – підвищення кваліфікації

**radical** – having wide and important effects.

Synonym: drastic укр. радикальний

**to maintain** – to continue to have (do) as before, to keep up, to take care (of), to support укр. підтримувати

**to respond** – to do something in answer, to react укр. відповідати, реагувати

**brain drain** – a movement of large number of highlyskilled or professional people from the country where they were trained to other countries where they can earn more money укр. відплив спеціалістів/фахівців

**to prosper** – to become successful and rich.

Synonyms: to thrive, to flourish укр. процвітати

**to enable** – to permit, to allow укр. дозволяти

**the very dynamics** – укр. власне динаміка (сама динаміка) Compare: the very fact – сам факт

1. What is a key factor in preserving economy's competitiveness?
2. What is meant by disturbing trends in human resources?

3. Why is it necessary to maintain intellectual capital?
4. What is a brain drain?
5. What are the new forms of linkages between science and industry?

**Exercise 1. Give English equivalents to:**

сильний суперник, тривожна тенденція, справлятися з наслідками, професійно-технічна освіта, переподготовка, радикальне поліпшення, залучати молодь до науки, подовжена освіта, реагувати на потреби, уникати впливу спеціалістів, процвітати, прискорювати процес.

**Exercise 2. Give Ukrainian equivalents of:**

industrial countries; modern world; disturbing trend; to cope with the consequences; the very dynamics; brain drain; skills shortage; mismatch; competitive.

**Exercise 3. Translate Ukrainian sentences into English. Then match the two columns.**

- |   |  |
|---|--|
| 1. У них є багато зарубіжних конкурентів.                       | A. Investments in science generate high rates of social return.            |
| 2. Вони наголошують на важливості освіти на Всіх рівнях.        | B. What are the output indicators of R&D?                                  |
| 3. Професійна освіта допоможе вам пристосуватися до нових умов. | C. They emphasize education at all levels.                                 |
| 4. Внески (інвестиції) у науку дають велику соціальну віддачу.  | D. Vocational education will help you to adjust to new industrial context. |
| 5. Які показники результативності науково-дослідної роботи?     | E. They have a lot of foreign competitors.                                 |

**Exercise 4. Discuss the following point with your colleagues.**

Scientists think globally and act competitively. International competition is the norm. But scientists also have a tradition of global cooperation, just as corporations now seek global alliances and share the costs of research and development to reach new markets. By blending competition and collaboration, the international scientific system works. As many Asian nations have shown, the patient building of national base of technology and education flourishes when linked to global networks of research.

**Exercise 5. Choose the correct form of the verbs from the parentheses:**

1. I (understand / am understanding) now.
2. This melody (is sounding / sounds) nice.
3. Barbara always (goes / is going) to work at 7 a.m.
4. Coffee (is smelling / smells) good.
5. She usually (phones / is phoning) in the evening.

**Exercise 6. Choose the correct form of the verb from the parentheses:**

1. When Melissa arrived everyone (was studying / studied),
2. At three o'clock she (was studying / studied).
3. At this time tomorrow we (will be taking / will take) the test.
4. I (will call / am calling) you one of these days.
5. John (was reading / read) while Mary (was watching / watched) TV.

**Exercise 7. Choose the correct form of the verb from the parentheses:**

1. They (bought / have bought) a dictionary the other day.
2. Laura (has taken / took) the test.
3. During the last week I (read / have read) 2 books.
4. They (have translated / translated) the article already.
5. We (didn't finish / haven't finished) the project yet.
6. He (arrived / has arrived) the day before yesterday.
7. I (haven't seen / didn't see) him recently.

**Exercise 8. Choose the one option that is closest in meaning to the original sentence.**

1. John used to travel a lot.
  - a. He traveled a lot in the past, now he doesn't.
  - b. He is accustomed to traveling.
2. Doris isn't used to working so hard.
  - a. In the past she worked very much but now she doesn't.
  - b. She isn't in the habit of working so hard.
3. Marilyn is used to this climate.
  - a. Marilyn is accustomed to this climate.
  - b. In the past Marilyn liked this climate,
4. These students are used to studying for exams in the library.
  - a. They always study for exams in the library.
  - b. In the past they went to the library to study.
5. He used to jog every other day.
  - a. He always jogs every other day.
  - b. He doesn't jog every other day anymore.

**Exercise 9. Choose the correct tense of the verbs from the parentheses.**

1. By the time you come , he (study) for two hours.
2. He (say) yesterday that he (publish) his first book in 1995.
3. I (know) him for many years.
4. Carol (be) to France.
5. He (study) since 8 o'clock this morning.
6. They (finish) the project already.
7. By the time we (arrive) the conference had already begun.

**Exercise 10. Decide whether tense changes are required or not if the sentences are changed to reported speech. State the reason why.**

1. My friend said, «English and French are the two official languages in Canada».
2. Shakespeare once observed, «Love is blind».
3. Yesterday morning my teacher said, «The results of your test will be here two days from today».
4. My father always told me, «To learn is never too late».
5. Last week my cousin told me, «I have already completed the essay for my classes this week».
6. When I saw Paula last month she told me, «I received John's letter two months ago».
7. Elisabeth told me, «I couldn't come earlier».
8. Michael said, «I would get the tickets».

**Exercise 11. Complete the following sentences:**

1. The cordless telephone ... available to the professional and general public in the years between 1970 and 1980.
  - a. is becoming
  - b. became
  - c. has become
  - d. had become
2. Recently, there ... considerable discussion about technology investments.
  - a. is
  - b. has been
  - c. was
  - d. is going to be
3. If you ... role in leadership, you are going to develop special skills.
  - a. take on
  - b. took on
  - c. will take on
  - d. were taking on
4. They ... that they had completed the task.
  - a. have reported
  - b. report
  - c. are reporting
  - d. reported
5. For many years the Academy ... science education in the schools.
  - a. promoted
  - b. has promoted
  - c. promotes
  - d. is promoting
6. She will go to the university when she ... her paper.
  - a. finishes
  - b. will finish
  - c. finished
  - d. had finished
7. We can talk about it after he ...
  - a. will leave
  - b. is leaving
  - c. leaves
  - d. has left
8. This theory is popular ... scientists.
  - a. along
  - b. between
  - c. where
  - d. among
9. The quality of education from elementary school through college ... a subject of special interest in recent years.
  - a. has become
  - b. became
  - c. will become
  - d. becomes



**Text B. Read the following passage, paraphrase it. Discuss the ways graphics affects people in workplace.**

As we move into the technological age, we witness the increasing use of graphics all around us, and the *influence* that graphics has on the way everyone thinks, The visual world in which we live reminds us that graphics has *enormous* impact on our lives.

Computer users, for example, use graphic design within the texts they prepare on a word processor. Some researchers believe that graphics will *actually* help people communicate more

effectively whether on a computer screen or a printed page. The goal of graphic design is to present information that can be understood easily and quickly. Graphic designs usually mean headlines, charts, graphs, tables, diagrams, symbols and pictures. [5]

**influence** – an effect on someone or something without the use of direct force or command

Synonym: impact укр. вплив

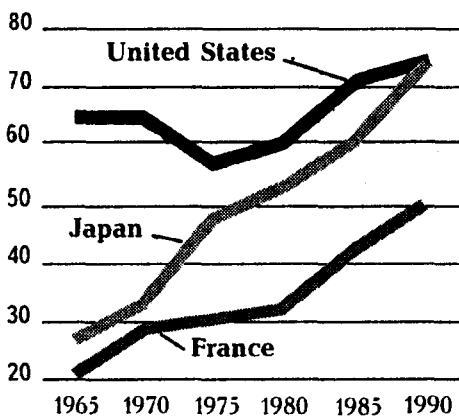
**enormous** – extremely large укр. величезний

**actually** – in fact, really, in reality, in actuality укр. фактично, насправді

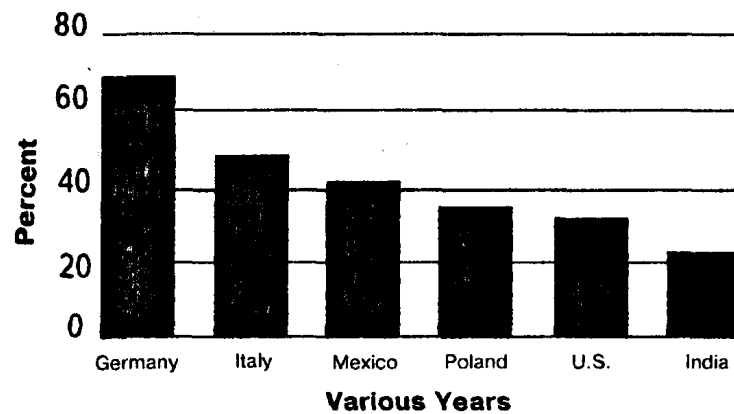
**GRAPHS** are a visual way of presenting information, especially statistical data. The three most important types of graphs are:

<p><b>line graphs</b></p> <p><b>bar graphs</b></p>	<p>are useful in showing changes and trends (general tendencies or directions in the way a situation is changing or developing) involving quantities or amounts over time</p>
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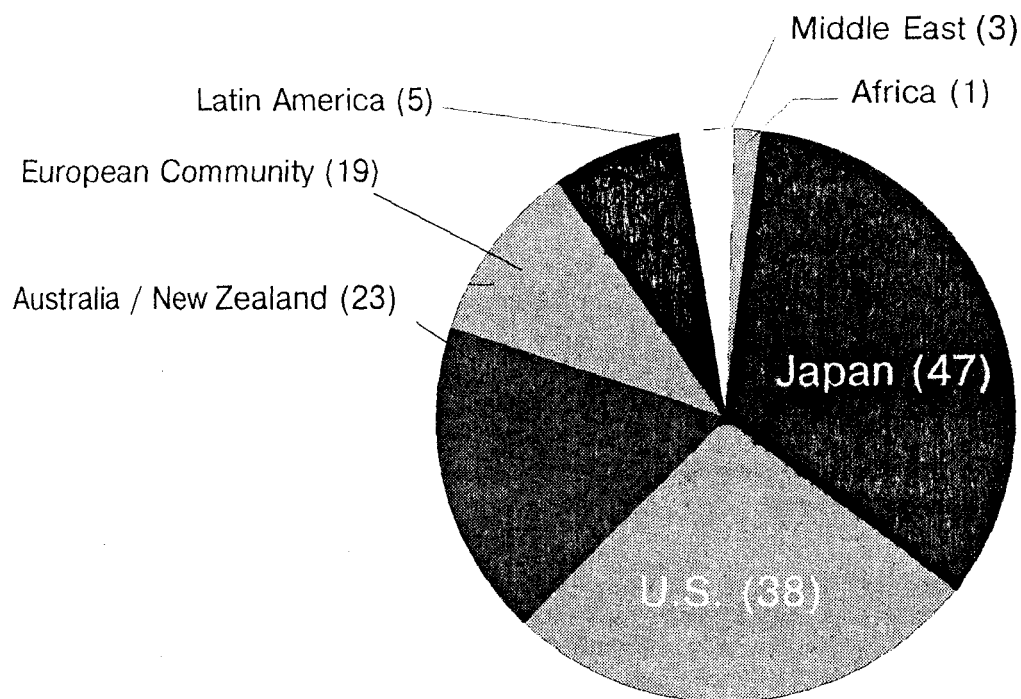
**Scientists & Engineers in the Labor Force Per 10,000 Labor Force**



**Ratio of Science and Engineering Degrees to Total First University Degrees**



**R&D Scientists and Engineers Per 10,000 Population, 1995**



circle graphs | sometimes called pie graphs, show percentage, and whole is divided into parts

*When analyzing information in a line or bar graph, note time periods and increases or decreases in amounts. In a circle graph, note the relationship of each part to the whole. Rank the percentages from the greatest to the least.*

**Comment on these graphs:**

The present stock and flow of human resources engaged in the global discovery and application of science and technology are critical to the future pace of innovation. Historically, the world's largest reservoirs of scientists and engineers have rested in the Western economies. Over time, however, Asia, especially Japan, has begun to build equivalent *pools of scientists* and engineers in the labor force, and emerging economies are showing signs of producing relatively high proportions of scientists and engineers among their university graduating *cohorts*. As the global economy expands and nations become ever more interconnected, there may be reason to hope for a smoothing out of at least some aspects of global *S&T* human resources capacity. [5]

**pool of scientists, reservoir of scientists**

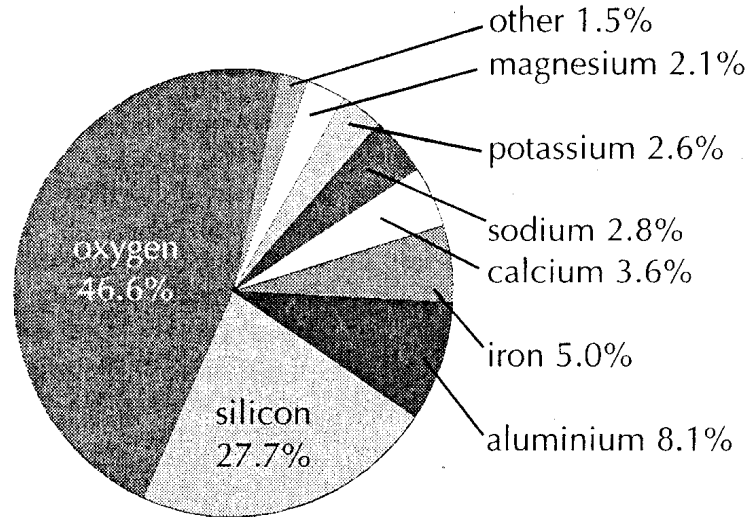
укр. кадри (резерв) вчених

**cohort** – any group of people who share some common quality (same age etc.) укр. когорта, група

**S&T** – Science and Technology укр. наука і техніка

**Exercise 12. Study the following graph and answer the questions about it:**

**Elements that make up the earth's crust**



1. What elements make up the fourth largest percentage of the earth's crust?
2. Does oxygen make up more, less, or about the same percentage of the earth's crust as compared to all the other elements together?
3. What three elements make up almost equal percentage of the earth's crust?
4. Do sodium and calcium together make up a larger percentage than aluminium?

**Exercise 13. Choose the correct word and fill in the blanks.**

(to) increase                      increasingly

1. I find it \_\_\_\_ difficult to work with them.
2. The population of this country has \_\_\_\_\_.

competition competitor(s) competitive

3. The two companies are in direct \_\_\_\_\_
4. Anyone wanting to enter the computer business faces tough \_\_\_\_\_
5. They lost the contract to their \_\_\_\_.
6. We've discussed the \_\_\_\_\_ nature of private industry.

(to) invest                      investment(s)

7. The government is trying to attract \_\_\_\_\_ into this industry.
8. He will advise you how \_\_\_\_\_ money.
9. I've \_\_\_\_\_ a lot of time and effort into this project.

(to) prosper    prosperity    prosperous

10. Their business \_\_\_\_\_.
11. We wish you health, happiness , and \_\_\_\_\_.
12. This is a new and \_\_\_\_\_ city.

innovation(s)                      innovative

13. The article dealt with \_\_\_\_\_ printing techniques.  
 14. Recent \_\_\_\_\_ in this field are very promising

**Exercise 14. Read the text and answer the questions about it.**

William Rathje, a professor of anthropology at the University of Tucson, Arizona, has created an entirely new field of science called garbology. He conducted a scientific study of garbage left for collection, inspected and categorized some 120 tons of *garbage* and has arrived at some interesting conclusions. If you ask professor Rathje about trash, his answers might surprise you. Garbage, he points out, is an unavoidable fact of life, produced by all societies since the dawn of civilization. One of his findings is a real composition of the American waste: not plastic, not glass, not metal — but paper, which makes up more than 40 percent of the volume of waste. Another result is that middle-income families waste more food than lower or upper-income families. Rathje's research also reveals some facts about American habits of consumption. For example, lower-income households tend to throw away hazardous car-care items, middle class households discard paint, furniture, plant fertilizers. [5]

**garbage** – Synonyms: litter, trash, junk укр. сміття

1. What does the passage mainly discuss?
  - a. The creation of archaeology
  - b. Methods of paper recycling
  - c. William Rathje's biography
  - d. Results from work in the field of garbology
2. According to the passage, who is William Rathje?
  - a. a university student
  - b. a sanitation engineer
  - c. an anthropology professor
  - d. a chemist
3. According to the passage, who wasted more food?
  - a. lower-and middle income families
  - b. upper-income families
  - c. middle-income families
  - d. lower-income families
4. It can be inferred from the passage that
  - a. problems with garbage appeared only recently
  - b. garbage has been produced since ancient times
  - c. Americans produce more garbage than other nations
  - d. plastic is the most common waste
5. It can be inferred from the passage that the science of garbology is important because it
  - a. provides insights into lifestyles of American families
  - b. offers work opportunities for students
  - c. is the most promising trend in science
  - d. studies modern methods of food processing

**Exercise 15. Choose the one word or phrase that best keeps the meaning of the original sentence if it is substituted for it.**

1. He responded to my suggestion promptly.
 

a. agreed	c. objected
b. reacted	d. understood
2. These two companies are rivals.
 

a. innovators	c. competitors
b. companions	d. investors

3. It's a tough problem.  
 (a) disturbing (c) radical  
 (b) enormous (d) difficult
4. The computer has made a great impact on our lives.  
 a. decision c. influence  
 b. reaction d. help
5. We are to face these radical changes.  
 a. drastic c. relevant  
 b. minor d. constant
6. We start off with trends in global communications.  
 a. tendencies c. priorities  
 b. data d. partnerships
7. It is difficult to predict possible consequences.  
 a. chances c. improvements  
 b. results d. trends
8. As soon as you arrive home, phone me.  
 a. after c. until  
 b. before d. unless
9. He seldom comes on time.  
 a. often c. sometimes  
 b. always d. rarely
10. I hope you will maintain your recent improvement.  
 a. give up c. realize  
 b. transfer d. keep up
11. The project will become effective in the short run.  
 a. later c. soon  
 b. in the distant future d. at the moment
12. Actually, IBM was world's seventh largest company in 1983.  
 a. essentially c. finally  
 b. on the whole d. in fact
13. Walking on the grass is not allowed.  
 a. prohibited c. proclaimed  
 b. permitted d. proposed

## UNIT 4. Hackers

**Text A Read the text and be ready to answer the questions that follow.**

Who are hackers? What is hacking? Imagine that you had a properly working program that performed one task, and you needed another program to do something slightly different. Modifying the first program to create the second one was much faster than writing a new one *from scratch*. In other words, that led more to an *ax-hewn* bench than to a piece of finely crafted furniture. Taking an ax to a program to turn it into something else became the basis of the term *to hack*.

Whereas programming is like cooking in your own kitchen – a personal act of creation – hacking is like cooking in a stranger's kitchen in the dead of night. Hacking is not for the beginners.

As one might guess, The New Hacker's Dictionary, a collection of «in crowd» terms compiled at *MIT*, is full of definitions of the term «hacker»:

1. A person who enjoys exploring the details of programmable systems and how to stretch their capabilities, as opposed to most users who prefer to learn Only the minimum necessary.

2. One who programs enthusiastically (even *obsessively*) or who enjoys programming rather than just theorizing about programming...

3. An expert or enthusiast of any kind. One might be an astronomy hacker, for example. In «Hackers» (1984), one of the best books on the subject, Steven Levy noted in *early* 1960's, «a project undertaken or a product built not *solely* to fulfill some constructive goal, but with some wild pleasure taken in *mere* involvement, was called a «hack». «Secrets of Super Hacker» (1994) by Nightmare, pseudonym for Dennis Fiery (which is itself another pseudonym) offers this: «A hacker is a person with an intense love of something, be it computers, writing, nature or sports. A hacker is a person, who, because he or she has this love, also has a deep curiosity about the *subject in*

*question...* For a computer hacker that means he respects the ability of computers to put him in contact with a universe of information and other people, and it means he respects those other people, and does not *intentionally* use knowledge of computers to be destructive. Such a definition differs a lot from the final definition in the dictionary mentioned above:

4. A *malicious meddler* who tries to discover sensitive information by *poking around*. Hence password hacker, network hacker.

But many people really forget that hacking is *pretty harmless* as long as the hacker avoids the *temptation* to cross the line and become a «malicious meddler».

\* **from scratch** (informal) – starting from the beginning or with nothing

**to hew** – to cut using an ax or other cutting tool укр. рубати (сокирою)

**to hack** – to cut, especially roughly, violently or in uneven pieces, укр. рубати

**MIT** – Massachusetts Institute of Technology

**obsession** – a fixed and often unreasonable idea with which the mind is continually concerned укр. нав'язлива ідея

**early** – happening towards the beginning of a period of time укр. на початку. Compare: **late** – happening towards the end of a period of time укр. наприкінці

**solely** – only, not including anything else укр. лише, виключно

**mere** – nothing more than; only укр. просто, не більш ніж

**subject in question** – under consideration, being talked about укр. питання, що розглядається

**intentional** – done on purpose, deliberate укр. навмисний

**to meddle** (in, with) – to take too much interest or take action about other people's private affairs. Synonym: to interfere (in) укр. утручатися

**malicious meddler** – укр. той, хто зловмисно утручається

\* **to poke around** – to nose about, to search (in or for something) by examining other people's business укр. вишукувати

**pretty harmless** – укр. досить безпечний, нешкідливий

**to tempt** – to persuade or attract (someone) to do something that seems pleasant or advantageous but may be unwise or immoral. Noun – **temptation** Synonyms: entice, lure, allure, seduction укр. спокуса

In order to counteract the bad press, the hacking community tried to divide itself into good guys and bad guys. In general, those people who just liked to play and learn tried to retain the name **HACKER** by creating the term **CRACKER** for the bad guys. For crackers a major motivating force is definition number eight of «The New Hacker's Dictionary» – breaking into systems without authorization and with malicious intent. *In any event*, the distinction has failed **to catch on** outside the hacking community. All are still known as hackers.

The culture that we live in is being *threatened* by an oversimplified image of hackers as criminals or vandals. Anyhow, a computer hacker needs to understand how computers work, to study them, to learn programming. To hack means to be on the *frontier*, to be on the border. In computer science and technology this border is constantly being pushed back, and at a tremendous *pace*. As science becomes more and more computational, we need *to come up with* a better understanding of the nature of human activity in the information age. [5]

**in any event** – in any case укр. у будь-якому разі (випадку)

\* **to catch on** – (informal) to become popular укр. набувати популярності

**threat** – an expression of an intention to hurt, punish, cause pain etc.. Synonym: menace укр. загроза

**frontier** – the border, the limit or edge укр. край

**pace** – rate or speed укр. швидкість, темп

\* **to come up with** – to have an idea about укр. спадати на думку

1. What is the subject of this passage?
2. Longman Dictionary of Contemporary English provides the following definition of the word «hacker» – someone who is able to use or change the information in other people's computers without their permission». Do you agree with this definition? Why?
3. What is the difference between hackers and crackers?
4. What are the positive and the negative sides of hacking? Express your opinion.
5. What is specific about subculture of hackers?
6. Why hackers are sometimes called «every security manager's worst nightmare»? Give your reasons.
7. Why is the word «hacker» sometimes used as honorable connotation of the word «lawyer»? Give your reasons.



### Exercise 1. Give English equivalents of:

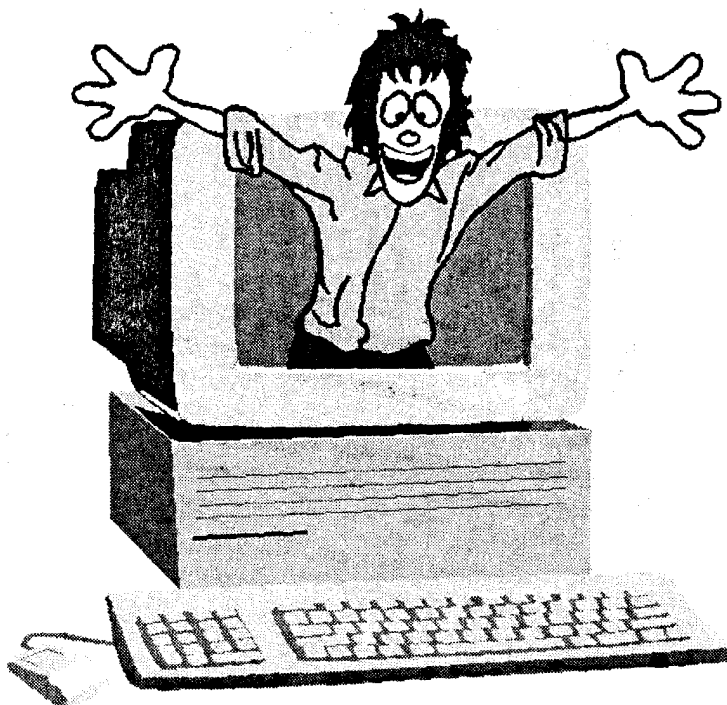
виконувати одне завдання; трохи відмінний; розширяти можливості; лише, виключно; питання, що розглядається; поважати; навмисне використовувати; втручатися; набувати популярності, загрожувати; надто спрощений образ; величезна швидкість; краще розуміння; на початку 19 століття, наприкінці травня.

### Exercise 2. Translate Ukrainian sentences into English. Then match the two columns:

- |   |  |
|---|--|
| 1. На жаль, ця ідея не набула популярності.                   | A. That is not the point in question, B. He did it on purpose. |
| 2. Сподіваюся, вам спаде на думку кращий план.                | C. I hope you can come up with a better plan (than this).      |
| 3. Цей прилад з'явився наприкінці 20 століття.                | D. Unfortunately, this idea failed to catch on.                |
| 4. Він зробив це навмисне.                                    | E. This device appeared in late 20th century.                  |
| 5. Про це (питання) не йдеться (це питання не розглядається). |  |

### Exercise 3. Render the following passage into Ukrainian.

A new philosophy of conceiving scientific theory is about to be born in the so-called computer laboratory, which, so to speak, stands half-way between theory and experiment. Supercomputers will allow a whole new methodological research approach dealing with reformulation of the basic principles of economic and social systems. Thanks to these «artificial brains», it will soon be possible to model present and future reality with a degree of accuracy previously unseen.



### Exercise 4. Fill in the blanks with one of the variants.

- ... he is speaking about is exciting.
  - that
  - what
  - while
  - when
- You might know a person ... has gotten a job like this.



- a. which
  - b. whom
  - c. who
  - d. how
3. I don't know ... to go.
- a. after
  - b. that
  - c. because
  - d. where
4. ... we need more information is obvious.
- a. before
  - b. while
  - c. that
  - d. what
5. ... you go to Italy, you should visit Rome.
- a. after
  - b. as
  - c. when
  - d. unless
6. No one is sure ... makes him think so.
- a. when
  - b. why
  - c. what
  - d. how
7. ... the introduction of the washing machine people spent much more time cleaning their clothes.
- a. after
  - b. prior to
  - c. at present
  - d. during
8. Scientists are still uncertain about ... this phenomenon occurs.
- a. which
  - b. how
  - c. about
  - d. with

**Exercise 5. Render the following passage into Ukrainian. Pay special attention to logical connectors.**

Various educational traditions have always laid emphasis on the learning of other languages. One effect of knowing a second language is that a person can experience first hand the great literature of other people, the power and subtleties of the original. The ability to read in another language reinforces one more effect: the gaining of knowledge about other cultures. Through reading and speaking a foreign language one can gain insight into the life of a different culture. Perhaps the most powerful effect of learning other languages is communication. With a second — or third — or fourth language one can make contact with other human beings. Many people study foreign languages because of more practical reasons for acquiring a new language. However, the effects are considerable. Since greater understanding of other cultures and communication with other people are so important, we would all do well if we studied at least one more language.

**Exercise 6. Complete the following table:**

**Positive**

**Comparative**

**Superlative**

1. sophisticated	more sophisticated	the most sophisticated
2. ...	less intelligent	...
3. famous	...	...
4. ...	worse	...
5. comfortable	...	...
6. careful	...	...
7. ...	...	the brightest
8. useful	...	...
9. guilty	...	...
10. ...	harder	...

**Exercise 7 Render the following passage into Ukrainian. Pay special attention to logical connectors.**

John F. Kennedy and Abraham Lincoln lived in different times and had very different family and educational backgrounds. Kennedy was born in 1917, whereas Lincoln was born more than a hundred years earlier than Kennedy, in 1809. Kennedy came from a very rich family, but Lincoln's family, on the other hand, was not wealthy at all. Kennedy graduated from Harvard University, while Lincoln had only one year of formal schooling. In spite of this fact, he became a well-known lawyer.

Despite these differences between Kennedy and Lincoln, some interesting similarities between the two are evident. For example, take their political careers. Lincoln began his political career as a Congressman. Similarly, Kennedy also began his political career as a Congressman. They were both elected to the U.S. House of Representatives — Lincoln in 1847, and Kennedy in 1947 — just one hundred years apart. Another interesting coincidence is that Lincoln and Kennedy were elected presidents of the U.S. in a year ending with the number 60 — Lincoln in 1860, Kennedy in 1960, respectively. Furthermore, both men were presidents during the years of civil unrest in the country.

There are some similarities between the two first ladies — Jacqueline Kennedy and Marry Todd Lincoln. For example, both were socially prominent women. Another interesting similarity between Kennedy and Lincoln was the fact that both presidents had vice-presidents named Johnson. Lincoln's vice-president was named Andrew Johnson, and Kennedy's — Lyndon Johnson.

These are only a few similarities in the destinies of these two men who had a tremendous impact on social and political life in the USA. [5]

**Exercise 8 Select the appropriate logical connector from the word list, and insert it in the passage:** however; by contrast; like; while

Postmodernism,... modernism before it, is a term covering several different tendencies, directions, and styles. Postmodernism is more populist, ... modernism is more elitist and exclusive. Postmodernism has brought about a renewed partnership between the old and the new. Postmodernism recognizes that a work of art can reflect many aspects of life. Modernism ... was more puritanical. Postmodernism, ... , saw the need to face openness and cultural diversity.

**Exercise 9. Fill in the blanks with one of the variants.**

**A.**

- John turned off the radio ... he could study.
  - so that
  - now that
  - due to
  - while
- Some substances are hard, ... others are brittle.
  - if

- b. when
  - c. unless
  - d. but
3. ... the procedures of science can appear very precise, the means of making scientific discoveries are far from perfect.
- a. although
  - b. because
  - c. owing to
  - d. because of
4. Scientists and engineers, ... become more productive, need both easy to use and very flexible software.
- a. rather than
  - b. therefore
  - c. in order to
  - d. in order of
5. This will probably continue ... the recession goes worldwide.
- a. unless
  - b. again
  - c. but
  - d. for

**B.**

1. Both literature and music .. the fine arts.
- a. is
  - b. are
2. When in Rome, do ... the Romans do.
- a. as
  - b. like
3. John isn't much ... his brother.
- a. as
  - b. like
4. Not only Mary, but also her parents ... leaving tomorrow.
- a. is
  - b. are
5. The new director, together with his colleagues, ... arriving today,
- a. are
  - b. is

**Exercise 10. Find the one synonym to the underlined word:**

1. In spite of the delay, we arrived on time.
- a. because
  - b. despite
  - c. due to
  - d. because of
2. The debate has nonetheless enlarged our knowledge on the issue.
- a. alternatively
  - b. nevertheless
  - c. notwithstanding
  - d. also
3. This problem together with mentioned above is of prime importance.
- a. rather than
  - b. moreover

- c. besides
  - d. alongside
4. In brief, we had to start it from scratch.
    - a. finally
    - b. in summary
    - c. in a word
    - d. in conclusion
  5. These two methods are almost the same.
    - a. not always
    - b. very much
    - c. sometimes
    - d. never
  6. The experiment has valuable implications.
    - a. reasons
    - b. indications
    - c. prospects
    - d. consequences
  7. The experiment resulted in no success.
    - a. followed
    - b. realized
    - c. caused
    - d. accounted for

**Exercise 11. Translate the following sentences:**

1. There are far more possibilities for those who have a good command of English.
2. Our teacher is different from theirs.
3. This is by far the best approach.
4. This is the most sophisticated device I've ever seen.
5. He became more and more interested in the project.
6. This invention has brought about many changes in our lives.
7. Why did you do it? Was it on account of what I said yesterday?
8. They have considered all pros and cons.
9. He says it's a genuine coin, but I think otherwise.
- 10 They proposed that we discuss theoretical aspects rather than applied.
11. Unlike his students, professor Smith always comes on time.
12. Although Denmark is an agricultural country it is also modern and industrialized.
13. The new edition is not so expensive as the old edition..
14. This observation leads us to the following definition.
15. We don't prove the theorem here, but rather, we illustrate it with two examples.
16. To prove things Euclid made certain assumptions which he called axioms.
17. They have markedly different approaches to the problem.
18. Try not to talk too much in conversations, but don't be silent, either.

**Text B Study some terms from «The New Hacker's Dictionary» mentioned in Text A, and try to appreciate the humor.**

**angry fruit salad:** n. A bad interface design that uses too many colors.

**baud barf:** /bawd barf/ n. The garbage one sometimes gets on the monitor when encountering *spurious* data, caused, for example, by an incorrect protocol setting.

**spurious** – wrong, false

**beige toaster:** n. A Macintosh PC.

**bit rot:** n. The hypothetical disease of unused programs or features that stop working after enough time has passed, even if «nothing has changed». The theory explains that bits decay as if radioactive.

**bletcherous:**/blech-(e)-rus/ adj. Disgusting in design or function; esthetically unappealing.

**bulletproof:** adj. Descriptive of an algorithm or implementation considered extremely *robust* and capable of correctly recovering from any imaginable exception condition. This is a rare and **robust** – strong, effective valued quality.

**chrome:** n. Showy features contributing little or nothing to the power of a system.

**glork:**/glork/ interj. Term of surprise, uttered when, say, trying to save the results of two hours of editing, you find that the system has crashed.

**guru:** n. An expert, implying not only the possession of wizardly skill but a history of being a knowledge resource for others.

**demigod:** n. Hacker with a national reputation and a major role in the development of a design, tool, or game known to over half of the hacker community.

**face time:** n. Time spent interacting with somebody face-to-face (as opposed to over an electronic link).

**New Testament:** n. The second edition of K&R's (Brian Kernighan and Dennis Ritchie's) «The C Programming Language» (Prentice-Hall, 1988), describing ANSI Standard C. The first edition is referred to as the Old Testament.

**programming:** n. 1. Classically, the art of *debugging* a blank sheet of paper. 2. A pastime *akin* to banging one's head against a wall, but less rewarding.

**softy:** n. Hardware hackers' term for a software expert ignorant of hardware.

**spaghetti code:** n. Code with a complex and *tangled* control structure, especially one using many GOTO's, exceptions, or other unstructured branching constructs.

**tense:** adj. Of programs, very clever and efficient.

**troglydyte mode:** n. Programming with the lights turned off, sunglasses on, and the terminal inverted (black on white) because your eyes hurt.

**vaporware:** Products announced far in advance of any release (which may or may not actually take place).

**wedged:** adj. Stuck, incapable of proceeding without help (whereas crashing describes total nonfunctioning). The system may be capable of doing a few things, but is not fully operational.

**WIMP** environment: [acronym of Window, Icon, Menu, Pointing device] n. A graphical user – interface-based environment, as described by a hacker who prefers command-line interfaces for their superior flexibility and extensibility. Macintoshes and Microsoft Windows use WIMP interfaces.

**wizard:** n. A person who knows how a complex piece of software or hardware works and can find and fix bugs quickly in an emergency. [5]

**to debug** – to search for or remove bugs (faults) in a computer program

**a bug** – (informal) a fault or difficulty in a machine, system, computer program

**akin** – similar, having the same character or nature

**tangle** – confused, disordered mass/state

### Exercise 13. Choose the correct word and fill in the blanks.

(to) create   creation   creativity   creative

1. His designs are always \_\_\_\_\_
2. You should use your \_\_\_\_\_.
3. The project will \_\_\_\_\_ a sensation.
4. The report proposed is the \_\_\_\_\_ of an independent committee.

(to be) capable of    capability

5. We are not \_\_\_\_ improving it.
6. They will not doubt her \_\_\_\_\_ for the job.

(to) modify    modification(s)

7. A few \_\_\_\_ to the plan will \_\_\_\_\_ it.
8. The design has been \_\_\_\_\_.
9. Scientists \_\_\_\_\_ their views in the light of new evidence.

**Exercise 14. Read the passage and answer the questions about it.**

The world of telecommunications is changing rapidly. New devices become invaluable for both professionals and general public. Consider business travelers who must be able to maintain contact with the office, no matter what the time or place, since negotiations often involve decisions based on the latest figures. New telecommunications products and services on the market make staying in touch easier than ever before.

Personal portable products include calculators, portable radios and pocket telephones. The pocket telephone is really remarkable. The possibility to call or be called anyplace and any time permits the pocket telephone to be often considered as almost magic personal item. Another widespread device is cellular telephone. Car phones have proven indispensable for emergencies as well as for routine business. Pocket-size organizers — tiny computers that can store all kinds of information — may serve as phone and address directories, calculators and calendars. They help businessmen with heavy and hectic schedules.

Smaller, lighter fax machines allow instantaneous transmission of data to any location having a compatible fax machine. Faxing is becoming the primary means of sending and receiving short documents.

In the future we will see the explosive growth of communication services. [5]

1. What is the best title for the passage?
  - a. The business traveler
  - b. New telecommunications products and services
  - c. Everyday communications
  - d. Business negotiations
2. It can be inferred from the passage that business travelers need to maintain contact with the office because
  - a. there are many new products
  - b. they have to do it every day
  - c. they must have the latest information for negotiations
  - d. it is a company's requirement
3. According to the passage, mobile phone service
  - a. is very useful in case of accidents
  - b. costs too much
  - c. is not yet available on the airplanes
  - d. will soon appear on the market
4. It can be inferred from the passage that pocket-size computers are especially useful for businessmen who
  - a. have no cellular phones
  - b. have few/many clients
  - c. contact the office frequently
  - d. have very busy itineraries

5. It can be inferred from the passage that fax machines
- cannot be used with phone service
  - will soon replace mail delivery of short documents
  - are of little use nowadays
  - are not small and light enough

**Exercise 15. Choose the one word or phrase that best keeps the meaning of the original sentence if it is substituted for it.**

- These plants look like small roses.
  - resemble
  - turn into
  - behave
  - appear
- Unfortunately, this property is almost completely lost.
  - very slightly
  - nearly entirely
  - not so much
  - forever
- I'm at a loss for I don't know what to do.
  - that is
  - since
  - as if
  - when
- These devices are extremely accurate.
  - safe
  - original
  - versatile
  - precise
- Because there is no exact definition for biological aging, it is difficult to determine when the phenomenon begins.
  - while
  - though
  - due to
  - since
- Roget's Thesaurus, a collection of English words and phrases, is arranged by the ideas they express rather than by alphabetical order.
  - as well as
  - unless
  - together with
  - instead of
- She got the job in that she was the best candidate.
  - although
  - as soon as
  - because
  - while
- I succeeded because of your help.
  - since
  - in spite of
  - nevertheless
  - thanks to
- Another indicator is provided by our committee.

- a. a different
  - b. one more
  - c. other
  - d. the other
10. Despite our efforts, we failed.
- a. because of
  - b. owing to
  - c. as opposed to
  - d. in spite of
11. These two concepts are different, even though they use the same word.
- a. because
  - b. although
  - c. however
  - d. therefore
12. In an identical manner, we see that this law holds.
- a. regularly
  - b. similarly
  - c. finally
  - d. gradually
13. In general, it is possible to be more specific.
- a. furthermore
  - b. in short
  - c. for instance
  - d. on the whole
14. The evidence is compelling, albeit indirect.
- a. hence
  - b. although
  - c. on the other hand
  - d. because
15. The scope of application of photographic techniques has expanded tremendously.
- a. diversely
  - b. obviously
  - c. gradually
  - d. enormously
16. He expressed it either with deliberate intent, or spontaneously.
- a. on purpose
  - b. by contrast
  - c. with respect
  - d. on the other hand
17. This technique should be differentiated from the previous one.
- a. be compared with
  - b. be opposed to
  - c. not be confused with
  - d. not be replaced by
18. Like everything else in office technology, telephone systems are getting smaller and more powerful.
- a. smarter
  - b. more space-saving .
  - c. cost-effective
  - d. less expensive
19. In a broad sense, this application is quite possible.
- a. alternatively
  - b. in general
  - c. on the contrary
  - d. from now on
20. I'm concerned solely for your future.
- a. solitary
  - b. not only
  - c. somehow
  - d. only
21. For all its many problems, the United States system of education has achieved much.
- a. still
  - b. as opposed to
  - c. in spite of
  - d. by turns



## UNIT 5. Of Truth and Theories. Avoiding Sexist Language

**Text A** Read the text and be ready to answer the questions that follow.

We regard as «true» the simplest explanation that satisfies all the data we have about any given thing. This principle is known as Occam's *razor*; it is named after a 14th century British philosopher who originally proposed it. Without this rule, we would always be *subject to* such *complicated doubts* that we would accept

nothing as known. Occam's razor sometimes called the Principle of Simplicity, is a razor in a sense that it is a cutting edge that allows distinction to be made among theories.

Science is based on Occam's razor, though we don't usually think about it. Sometimes, something that we call «true» might be more accurately described as a theory. The scientific method is based on hypotheses and theories. A hypothesis is an explanation of why something happens or happened. When it is shown that the hypothesis actually explains most of the facts known, then we may call it a theory. We usually test a theory by seeing whether it can predict things that were not previously observed, and then by trying *to confirm* whether the predictions are *valid*.

An example of a theory is the Newtonian theory of gravitation, which for many years explained almost all

the planetary motions. Only a small discrepancy in the orbit of Mercury remained unexplained. In 1916, Albert Einstein presented a general theory of relativity as a better explanation of gravitation. The theory explained the *discrepancy* in Mercury's orbit. When his predictions were verified, his theory was widely accepted.

Is Newton's theory «true»? Yes, in most regions of space. Is Einstein's

theory «true»? We say so, although we may also think that one day a new theory will come along that is more general than Einstein's in the same way that Einstein's is more general than Newton's. [5]

**razor** – укр. бритва

**subject to** – tending or likely (to have), causing to experience укр. зазнавати

**complicated** – difficult to understand or deal with укр. складний

**doubt** – (a feeling of) uncertainty of belief or opinion, lack of confidence укр. сумнів

**to confirm** – to give support or certainty to (a fact, statement etc.) e.g. by providing more proof or by stating that something is true or correct

**Synonyms:** to verify, to prove, to corroborate укр. підтверджувати, стверджувати

**valid** – firmly based on what is true or reasonable укр. дійсний. **Antonym** – invalid

**discrepancy** (between) — difference, lack of agreement or similarity – укр. розбіжність, розходження, невідповідність

1. What is specific about «Occam's razor»?
2. What is the correlation between the hypothesis and the theory?
3. What are possible ways of testing a theory?

### Exercise 1. Give English equivalents of:

сумніви; найпростіше пояснення; вперше запропонувати принцип; невелика розбіжність; більш точний опис; краще пояснення; широко визнавати; загальна теорія відносності; підтверджувати; фактично пояснювати; дійсний.

#### **NOTE**

**Probability** may be expressed in English in many different ways (see Expression of Conditions (chapter 5), Modal Verbs (chapter 6)).

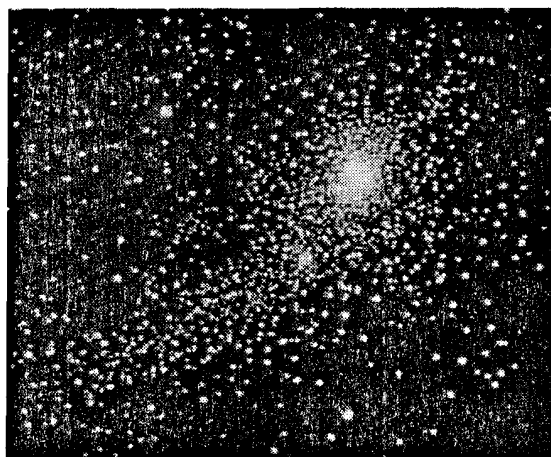
Mind several linguistic devices that usually express probability (for a more detailed list see appendix X).

(It is) possible/probable (that) (It is) impossible (that)  
 possibly/probably можливо, ймовірно

(It is) likely (that) схоже  
 There is strong high definite probability possibility that (It is) unlikely (that) не схоже  
 дуже ймовірно

**Exercise 2. Read the text. Find linguistic devices expressing probability and hypotheses. Render the passage into Ukrainian.**

In 1705, the English astronomer Edmond Halley applied the new theory of gravity developed by his friend Isaac Newton to determine the orbits of comets from observations of their positions in the sky. He reported that the orbits of the bright comets that had appeared in 1531, 1607, and 1682 were about the same. He was troubled, **to limit** – to keep within a certain area, size, amount, though, that the intervals between number, limits. Synonyms: to restrict, to confine appearances were not quite equal. The scientist resolved this difficulty by analyzing the effect on the comet's orbit by the gravity of Jupiter and Saturn. Halley said that we were possibly observing a single comet orbiting the sun. He predicted that it would return in 1758. The reappearance of this comet on Christmas night of that year, 16 years after Halley's death was the proof of Halley's hypothesis; the comet has since been known as Halley's comet. It seems probable that the bright comets reported every 74 to 79 years since 240 B.C. were earlier appearances. The comet will be back in the inner solar system in 2061, but only in May 2134 will we have a spectacular view from the Earth's surface, though we may not be *limited* to the Earth's surface by that time. [5]



**Exercise 3. Choose the correct option:**

1. I wish you would have called.
  - a. You called.
  - b. You didn't call.
2. If I have money, I buy English books.
  - a. I always do this.
  - b. I do this when I have money.
3. If she had studied for her test, I'm sure she would have done quite well.

- a. She didn't study.
  - b. She studied.
4. If Mary had been at the office, she would have helped you.
    - a. Mary helped you.
    - b. Mary didn't help you.
  5. You could have gotten a higher score.
    - a. You didn't get a high score because you didn't study.
    - b. You got a high score because you studied.
  6. They could have finished the project on time.
    - a. They had the ability to be quicker.
    - b. They finished the project on time.
  7. Let's pretend that we have this opportunity.
    - a. We have the opportunity.
    - b. We don't have the opportunity.
  8. I wish you had come back.
    - a. You did not come.
    - b. You came.
  9. If you had done your homework, you would have gotten an excellent mark.
    - a. You didn't get an excellent mark because you didn't do your homework.
    - b. You did your homework, and so you got an excellent mark.
  10. You could have brought a friend to the party.
    - a. You came alone.
    - b. You came with a friend.
  11. I wish that you liked the meeting.
    - a. You didn't like the meeting.
    - b. You liked the meeting.
  12. I hope that you enjoyed the party.
    - a. You didn't enjoy the party.
    - b. There is actual possibility that you liked the party.

**Exercise 4. Make up microdialogues with your colleagues. Work in pairs.**

What would you do if you were	10 years old again a writer a millionaire head of your department
-------------------------------	--

**Example:**

- A. I wonder, what would you do if you were a millionaire?
- B. If I were a millionaire, I would give all my money to my teacher!

**Exercise 5. Translate Ukrainian sentences. Then match the two columns.**

- |  |   |
|--|---|
| <ol style="list-style-type: none"> <li>1. Якби тут був мій науковий керівник, він би, безсумнівно, усе пояснив.</li> <li>2. Без води не було б життя.</li> <li>3. Бажано, аби результати були опубліковані.</li> <li>4. Якби був використаний цей новий метод, ми отримали б кращі результати.</li> <li>5. Життя не могло б існувати на землі, якби не тепло та світло, яке вона отримує від сонця.</li> </ol> | <ol style="list-style-type: none"> <li>A. The main requirement is that our experiment be finished in time.</li> <li>B. There would be no life without water.</li> <li>C. Most of the present-day discoveries would not have been possible without progress in science.</li> <li>D. If I had this book, I would give it to you.</li> <li>E. Were my research advisor here, he would undoubtedly explain everything.</li> </ol> |
|--|---|

- |  |   |
|--|---|
| 6. Головна вимога — щоб наш експеримент закінчився вчасно.                     | F. It is necessary that they indicate methods that might be developed further.                  |
| 7. Більшість сучасних винаходів була б неможливою без наукового прогресу.      | G. He would have come, if he had had time yesterday.  |
| 8. Важливо, аби він ретельно виконав свою роботу.                              | H. Had he known the theory, he would have explained this phenomenon.                            |
| 9. Якби у мене була ця книга, я б дав її вам.                                  | I. It is desirable that the results be published.   |
| 10. Необхідно, аби вони зазначили методи, які б можна було використати надалі. | J. Life could not exist on the Earth but for the heat and light which it receives from the Sun. |
| 11. Якби він знав теорію, він би пояснив цей феномен.                          | K. If this new method were applied, we would obtain better results.                             |
| 12. Я хотів би сказати декілька слів.  | L. It is essential that he perform his work carefully.  |
| 13. Якби вчора у нього був час, він би прийшов.                                | M. I would like to say a couple of words.   |

**Exercise 6. Complete the following sentences.**

- Galileo proposed the hypothesis that all falling bodies ... at the same constant speed.
  - dropped
  - will drop
  - drop
  - would drop
- It was natural that they ... us of the decision.
  - inform
  - had informed
  - informed
  - will inform
- In 1913, Niels Bohr made the suggestion that electrons ... around the nucleus in orbits.
  - spinned
  - will spin
  - are spinning
  - spin
- It is necessary that they ... the book.
  - are publishing
  - published
  - publish
  - will publish
- They insisted that all the students ... the meeting.
  - will attend
  - had attended
  - attended
  - attend

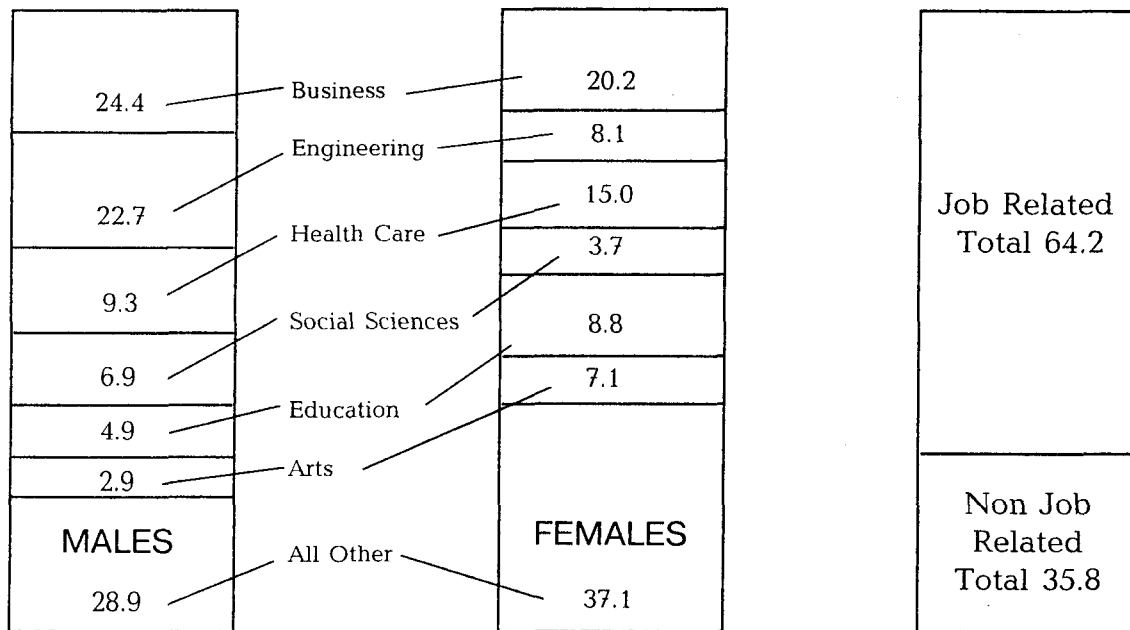
**Exercise 7. Translate the following sentences into Ukrainian.**

- If we assume nothing, we can prove nothing.
- If we generalize these facts, we can prove the following results.
- Had we only known, we would have attended the conference.
- It would be a mistake to think that they're unaware of this fact.
- Should this not be the case, we may try another approach on the basis of an alternative hypothesis.
- In any event, it is essential that the students know this law.
- Far be it from me to contradict you.

8. Come what will, I'll carry out this experiment.
9. Suffice it to say that this idea lacks originality.
10. As luck would have it, I performed the experiment.

**Exercise 8. Comment on the following graphs. Make some predictions about adult education courses if present trends continue.**

*Adult education courses taken by males and females (with percentages)*      *Reasons and objectives for taking adult education courses (with percentages)*



**Text B. Read the text and be ready to answer the questions about it.**

Women form more than 9 percent in the U.S. engineering workforce. Still, engineering is a Male-dominated profession. Even so, many customs and habits that once seemed OK in all-male workspace, now are no longer viewed that way. Among these, the use of *sexist* language, either intentionally or unintentionally, is a growing source of *anger* in the office.

One of the issues is the general use of the masculine gender *to denote* both male and female subjects. In many Indo-European languages, gender marks words as masculine, feminine or neuter.

This is not always accurate, however. Perhaps the most *ridiculous* example is the German word for girl, «das Madchen», which is neuter. But the English language does not *utilize* gender. Instead,

**sexism** – the belief that one sex is not as good, clever, etc. as the other, esp. when this results in unfair treatment of women by men

**anger** – strong feeling of displeasure укр. – гнів

**to denote** – to be a name of; mean.

укр. позначати, виражати.

**ridiculous** – silly or unreasonable

укр. нісенітний, безглуздий

**to utilize** – to use, to make use of (to employ)

укр. використовувати

**consensus** – a general agreement, the opinion of most of the people in a group укр. згода,

одноставність

the sex of a person is designated by using the appropriate pronoun or possessive adjective. Traditionally, «he» has been used to denote a sexless person, making it a neuter pronoun. A growing *consensus*, though, no longer accepts this view, so that the way people communicate is changing. In «The Elements of Nonsexist Usage» (1990), Val Dumond writes that pronouns present one of the greatest challenges for avoiding sexism in language. As a first choice, Dumond suggests *omitting* the pronoun whenever possible. A sentence such as «An engineer should never trust his computer» can be rewritten as «An engineer should never *trust* a computer». Alternatively, the plural form may be employed, generating in this case «Engineers should never trust a computer».

Even in traditional correspondence the use of «Dear Sir(s)» as a universal form of address to an organization, or to an individual when (his? her? their?) sex is not known has come under fire. Some suggest that the salutatory «Dear» has itself become an archaism, and should be dropped. Letters to organizations, which are usually *formal* could use a «To:» line with the name of organization or department, such as «Customer Service Manager».

The most useful rules are to avoid the generic use of **man** to refer to both **men** and **women**, and not to imply gender when it is unnecessary to do so. Make your language inclusive, always give equal treatment to both men and women. If the sex of the subject is not relevant to the matter, it should be omitted.

For dealing with titles and job descriptions, a non-gender-specific form of the word can usually be found. Luckily, the most common terms, such as «scientist», «engineer», or «technician» are already grammatically neuter. [5]

1. What is the subject of the passage?
2. What is one of the tendencies in language usage?
3. What are the strategies of avoiding sexism in language?
4. Give examples of some grammatically neuter terms denoting titles and job descriptions

**Exercise 9. A. The following sentences contain stereotypes of male and female roles. Propose your options to avoid stereotyping:**

1. A secretary should be familiar with her duties.
2. Every member of congress will cast his vote.
3. When everyone contributes his ideas, the workshop will be very stimulating.
4. A professor should meet his students regularly.
5. A director will bring his draft.

**B. Avoid sexist language by choosing the appropriate options:**

spouses	to have a career	lay people	the average person/ordinary people
assistant	humanity	chairperson	police officer

1. This problem concerns the whole mankind.
2. My girl will inform committee members of the meeting.
3. Alexandra is a career woman.
4. The policeman arrested the criminal.
5. The common man will suffer most.
6. The professors and their wives attended the meeting.
7. Who is a chairman?

8. To laymen the jargon that hedges such words as WIMP can seem impenetrable.

**Exercise 10. Draw a graph based on the following data. Make some predictions for the future if present trends continue.**

Women-scientists in the USA (mid 1990s) Percentage of physics PhD's to women — 8 Percentage of mathematics PhD's to women — 19 Percentage of chemistry PhD's to women — 25 Percentage of biology PhD's to women — 38 Percentage of psychology PhD's to women — 56

**Exercise 11. Choose the correct word and fill in the blanks.**

(to) explain	explanation
explanatory	

1. My assistant will \_\_\_\_\_ the diagram.
2. There is no \_\_\_\_\_ for her absence.
3. There are some \_\_\_\_\_ notes at the end of each unit.

intention	intentional
-----------	-------------

4. I had no \_\_\_\_\_ of changing my mind.
5. His absence was quite \_\_\_\_\_.

accurate	accuracy
----------	----------

6. His report is \_\_\_\_\_ in every detail.
7. To be on the safe side, pay special attention to the \_\_\_\_\_ of calculations.

(to) avoid	avoidance
------------	-----------

8. I tried \_\_\_\_\_ answering these questions .
9. We are discussing possible ways of \_\_\_\_\_ of danger.

theoretical	theoretically	(to) theorize	theorist
(theoretician)			

10. First, I'll explain how it works \_\_\_\_\_ then I'll give you a practical demonstration.
11. He is our leading \_\_\_\_\_
12. It's easy \_\_\_\_\_ about it.
13. She majors in \_\_\_\_\_ physics.
14. It's a \_\_\_\_\_ possibility, but I don't suppose it will happen.

**Exercise 12. Read the passage and answer the questions about it.**

What is culture? Culture is knowledge, beliefs, and behavior shared by a group of people that is learned and passed on from generation to generation.

It is not possible to say that all Americans share the same culture. It is more accurate to speak about the many cultures of Americans — the U.S. is often described as a «culture of cultures». Yet, even though it is not possible to speak of a single American culture, Americans talk about a «mainstream» U.S. culture that is shared by a majority of Americans.

When Americans describe their culture they may describe an ideal and not a real culture. For example, the following are often given as values of mainstream American culture: independence, hard

work, honesty, equality of all persons. While many Americans show these values, there are also times when they do not, i.e. such values often describe an ideal way of living. The history of the USA shows Americans trying to change the values from ideal to real ones, for example, today Americans are continuing their efforts in the area of equality of women's and men's rights.

Sometimes one may overgeneralize particular features of a culture. For example, in southern U.S. «Sir» and «Ma'am» are used more frequently than in other regions, but if you have been only to southern U.S. you may think that this is true for all Americans. Overgeneralizations, called stereotypes, can create a false view of another culture. Some Overgeneralizations are positive, such as «Americans are hardworking and honest», other are negative, such as «Americans appear friendly, but don't really want to have deep relationships». Any stereotype, whether positive or negative, describes a group of people, but not individuals in that group.

Sometimes culture learning, like language learning can be tiring. This tired feeling, or culture fatigue is normal when you adapt to a different culture and language. Sometimes due to fatigue and frustration, some people become too critical of the new culture. The important thing, however, is to remember that adapting to a culture does not mean accepting everything in that culture. [5]

1. What is the best title for the passage?
  - a. Real and ideal values.
  - b. Cultural stereotypes.
  - c. Culture learning.
  - d. Mainstream culture.
2. The U.S. can be called «a culture of cultures» because
  - a. Americans are very interested in cultures
  - b. there are many different cultures in the USA
  - c. all Americans share the same culture
  - d. American culture is a single culture
3. Independence, hard work, honesty, equality are:
  - a. examples of ideal culture for all people
  - b. examples of ideal American culture
  - c. examples of real American culture
  - d. examples of real culture for all people
4. An example of stereotype is
  - a. most Americans live in the U.S.
  - b. some Americans say «Ma'am» and «Sir» frequently
  - c. Americans are friendly, but don't want to have deep relationships
  - d. many people visit U.S. every year
5. When people are adapting to a new culture they can criticize this culture because:
  - a. they have to accept everything in the new culture
  - b. they overgeneralize this culture
  - c. when people are tired, they may say things they don't really mean
  - d. they feel homesick

**Exercise 13. Choose the one word or phrase that best keeps the meaning of the underlined word or phrase if it is substituted for it:**

1. It's rather complicated to explain.
  - a. easy
  - b. boring
  - c. difficult
  - d. interesting
2. The evidence confirms our predictions.
  - a. tests



- b. proves  
c. challenges  
d. confines
3. Can we reach a consensus on this issue?  
a. solution  
b. agreement  
c. conclusion  
d. decision
4. I have omitted all minor details.  
a. brought about  
b. added  
c. revised  
d. left out
5. We need a formal invitation.  
a. valid  
b. official  
c. regular  
d. confirmed
6. This fact is impossible to verify.  
a. to corroborate  
b. to overestimate  
c. to understand  
d. to accept
7. Don't apply for the job unless you qualify.  
a. if you don't  
b. if only  
c. in case  
d. provided that
8. It is essential that he perform his work carefully.  
a. required  
b. importable  
c. important  
d. desirable
9. Should they invite you, bring all the papers.  
a. unless  
b. if  
c. after  
d. would
10. It is highly desirable that we solve this problem.  
a. slightly  
b. usually  
c. somewhat  
d. very
11. The economists predicted an increase in the rate of inflation.  
a. made an assumption  
b. made prognosis  
c. made effort  
d. made decision
12. Assuming that you are right about this, what shall we do?  
a. even if  
b. suppose  
c. only if  
d. unless
13. Please confine yourself to the subject in question.  
a. conclude  
b. combine  
c. extend  
d. restrict
14. Provided (that) there is no opposition, we'll hold the meeting tomorrow.  
a. now  
b. so  
c. as  
d. if

## UNIT 6. INTERNET. Acronyms and Initialisms

**Text A. Read the text and be ready the answer the questions that follow.**

The terms INTERNET, World Wide Web (WWW), the information highway refer to a dynamic new way that people around the world are using for communication and accessing vast amounts of computer related information. Today, we are integrated in an electronic communications world that *spans* the globe and offers a myriad of services – some for payment, some free.

The Internet was born from roots of military secrecy and academic researchers engaged in *hush-hush* projects.

Electronic mail *evolved* spontaneously in mid-1960s. These early mail systems were written by a programmer or two, often as a weekend project, and had no uniformity. Then in 1969, the Advanced Research Project Agency Network (Arpanet) was begun by the U.S. government so that researchers at universities and other facilities might electronically *ship* computer data to each other and

*remotely launch* computer programs. A year later, Raymond Tomlinson, a principal scientist at BBN, the main Arpanet contractor, wrote a program employing Arpanet's file transfer protocol. The software let BBN's local mail system communicate with independent mail systems at the other Arpanet sites. An additional influence came from the U.S. Department of Defense, which in 1978 *endorsed* the Transmission Control Protocol/ Internet Protocol (TCP/IP) as a data communications standard, and made it a requirement on Arpanet and Milnet

(a government military network) in 1983. The result: e-mail quickly became a key means of communication among Arpanet users, as well as a *vehicle* for transmitting other information such as data files, packaged as e-mail messages. Today e-mail reaches many millions of people around the globe.

Obviously, e-mail has many elements present in other forms of communication – body language, monogrammed notes etc. that give paper mail a personal touch. A few examples of «emoticons» or «smilies» that may be used in messages in a host of ways:

- :-) A joking comment
- ;-) A flirtatious or sarcastic comment
- :-( A frown, the user is upset or depressed
- :-D A laugh
- :-@ A scream %-) Confused
- :-X My lips are sealed :\* A kiss

Improvements in electronic mail services are on their way. Portable notebook computers with built-in wireless modems will enable users to send and receive e-mail anywhere. The advantages of electronic mail are many. Besides the

**to span** – to include in space or time укр. охоплювати

**hush-hush** (informal) – of plan, arrangement, etc. hidden from other people's knowledge, Synonym: secret укр. таємний, секретний

**to evolve** – to develop gradually укр. розвиватися

**to ship** – to send to a distant place укр. транспортувати

**remote** – distant in space or time укр. віддалений, далекий

**to launch** – 1) to send; 2) to begin, to start укр. 1) посилати 2) починати

**to endorse** – to express approval or support укр. ухвалити

**vehicle** – something by means of which something else can be passed on укр. засіб

### NOTE ALSO:

**vehicle** – укр. будь-який транспортний засіб

obvious **boon** of avoiding telephone zone  
dissonance, e-mail gives companies  
unprecedented **flexibility**.

**boon** – something very helpful or useful укр. благо  
**flexible** – that can change or be changed to be suitable for  
new needs укр. гнучкий

This flexibility may let companies

operate with a smaller workforce – a specialist may work part-time with several project teams many  
hundred kilometers away. When one runs into a problem, e-mail can broadcast «does anybody know»  
request throughout the network. A person can say «Help» to 10000 people (which a person cannot do  
on the telephone), and the next morning s/he may have 15 answers to the problem, of which 13 are  
wrong. But s/he has answers!

With e-mail, months or years no longer pass between a researcher's completion of experiments, and  
the dissemination of results. Now, scientific papers are «published» on the network, commented on,  
and often revised and «republished» several times before they appear in traditional journals or are  
delivered at conferences. A drawback of electronic mail, though, is that the ability to move fast is not  
always positive. Anytime there is rush, there is less time to

**contemplate** the results. We all make mistakes, and

**to disseminate** – to spread (news, ideas etc)  
widely укр. поширювати,

the increased rapidity in communications is

розповсюджувати

**depriving** the scientist of the time to think, and talk

**to contemplate** – to think about something

to colleagues, and change things before they are

deeply укр. обмірковувати

made public. Electronic mail has some limitations.

**to deprive (of)** (somebody of something) – to

Everybody knows that it is very hard to reach a

take away from, prevent from using or having

decision about something that is complex and

українською мовою

multifaceted. Many scientists noticed that in course

of lengthy and deep technical discussions carried on by means of e-mail it is hard to summarize the

українською мовою

data presented and guide the group toward a solution – a usual result of a face-to-face meeting. But e-

mail is great for collecting information, for helping people have contacts with many other people. [5]

## FIDONET

Unlike the Internet, FidoNet is a telephone-based relay network, requiring people to make calls  
using existing public phone lines, ideally at regular intervals, to forward e-mail.

## INTERNET GOPHER



Internet Gopher is a **NOTE**

communications

application designed by

Назва *Gopher* власне походить від:

the University of

Minnesota which

«go fer» → «go for» («піді принеси»)

allows users to access

gopher (ховрах)

more than 5,000

Gopher servers

worldwide.

## WORLD WIDE WEB

WWW is a **hypertext-based** system for accessing Internet resources. Though an efficient way to  
share information, the Internet had a drawback. There was no problem sharing text, because

everyone could use **ASCII** format for text files. But no

**hypertext**: internally cross-referenced

such commonly agreed format existed for graphical, video,

written information that allows a user

or audio data. In 1989, a London-born physicist and

to jump from topic to related topic

computer scientist, Tim Berners-Lee solved these

**ASCII** – American Standard Code for

problems while working at CERN, the European

Interchange; a set of 128 letters,

Laboratory for Particle Physics near Geneva. To help the

numbers etc. used for easy exchange

physicists throughout the facility share information, he *contrived* a simple means of transmitting all kinds of data — graphical, video, audio. Berners-Lee with his associates developed the Web by modifying and combining common software protocols. The fundamental Web protocols are the hypertext mark-up language (html) and the hypertext transport protocol (http, based on TCP/IP).

Berners-Lee described his creation as an Internet-based hypermedia initiative for global information sharing. For short, he called it the World Wide Web.

Now we have a lot of new technology with the potential to help us communicate widely, quickly, and efficiently.

[5]

1. What is the subject of the passage?
2. What are the roots of Internet?
3. What is specific about «smilies» or «emoticons»?
4. What are the obvious advantages of e-mail? Are there any limitations?
5. What is specific about FidoNet?
6. What is specific about the World Wide Web?

### Exercise 1. Give English equivalents of:

світ електронних комунікацій; велика кількість послуг; безкоштовні послуги; секретний проект; програмне забезпечення; апаратне забезпечення; електронна пошта; засіб передачі інформації; ухвалити стандарт; портативні комп'ютери; запит; розповсюджувати результати; обмірковувати; багатогранна проблема; гіпертекст; вигадати простий засіб.

### Exercise 2. Render the following passages into Ukrainian. Discuss the points with your colleagues.

#### A.

The age of the so-called information highway is beginning. This highway starts with computer operators in the 50s who begin to communicate among themselves using specialized languages and protocols. Today we think that electronic communications world (since it is digital) must be accurate, reliable, and low cost. Perhaps. In some cases. At times. Yes, e-mail is transferred across the Internet in seconds. However, if it crosses a boundary between the Internet and a relatively restricted network there can be delays of seconds, minutes or hours – just like leaving a superhighway and encountering road construction or customs checkpoint.

Perhaps, your e-mail is delivered promptly. Who will read it? Maybe that person is busy, out of town, or simply doesn't know what is needed to answer you. We need to distinguish between our expectations of the communications technology and our expectations of the people with whom we communicate.

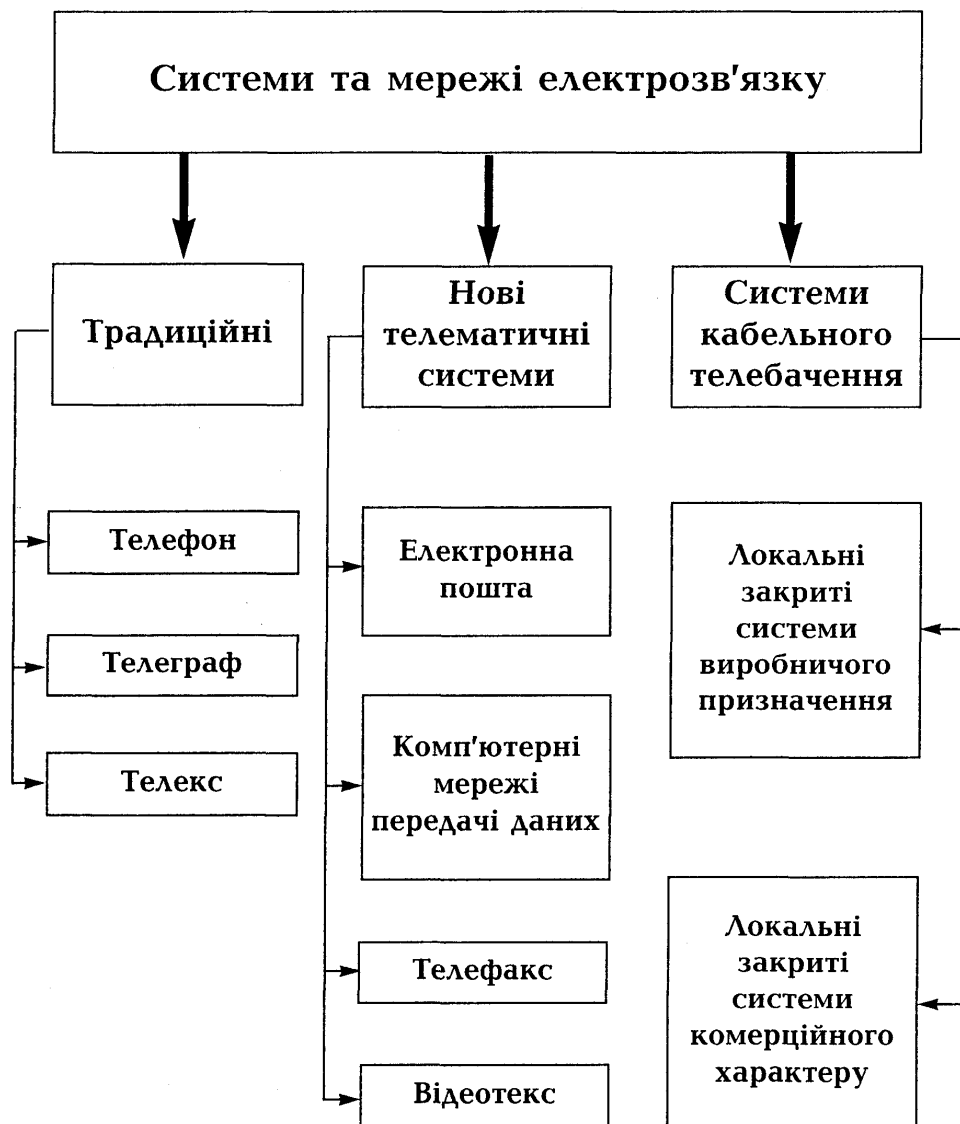
#### B.

Historians of technology often tell us how long it takes for technological innovations to enter widespread use. They say that 25 years is the expected interval. The telephone, television, and fax machine, for example, all took 25 years to reach popularity. But what about the Web? It became ubiquitous all of a sudden, and this ubiquity is growing, changing our view of \*all of a sudden == suddenly information, society, and business. Is another Web-like thing on its way?

of information between a computer and other data processing machinery (вигаданий «ескі»)

**to contrive** – to make or invent in a clever way, esp. because of a sudden need укр. винаходити, вигадувати, вимудровувати.

Exercise 3. Translate the following table.



Exercise 4. What does it mean to be «a fluent speaker of a foreign language»? Decide \_\_\_ what a person must/should/can/may/might be able to do. Then study the numerical rating system developed by one of the departments of U.S. State Department. How would you rate your own abilities in English? If you speak other languages, rate yourself as well.

**1 — Elementary proficiency**

- ✓ able to satisfy routine travel needs (hotels, prices etc.);
- ✓ able to ask, answer, and understand questions and statements about simple topics related to daily life;
- ✓ frequent errors in grammar and vocabulary.

**2 — Limited working proficiency**

- ✓ able to satisfy routine social demands and basic work requirements;
- ✓ able to speak with confidence, but not easily, on such topics as current events, personal information, daily job requirements;
- ✓ can understand the general meaning of most conversations and speak clearly enough to be understood by all native speakers;
- ✓ can use simple basic grammar accurately, but may require help to express more complex ideas.

### 3 — Minimum professional proficiency

- ✓ able to satisfy all normal social and work requirements with fluency and accuracy, as well as professional discussions in a special field;
- ✓ can understand all conversations at normal speed;
- ✓ vocabulary is broad enough;
- ✓ errors in grammar and vocabulary are infrequent and never interfere with understanding;

### 4 — Full professional proficiency

- ✓ can handle any conversation with a high degree of fluency and precision;
- ✓ errors in grammar and pronunciation are extremely rare, but still listeners would not assume one to be a native speaker;
- ✓ can do informal interpreting to and from the language;

### 5 — Bilingual proficiency

- ✓ complete fluency in the language equivalent to that of an educated native speaker.

### Exercise 5. Choose the correct option.

1.

A: Where's Ann?

B: I'm not sure. She \_\_\_ at the meeting.

- a. is
- b. might be
- c. must be
- d. could have been

2.

A: How does Andy get to the University?

B: I don't really know. He \_\_\_ the bus.

- a. might take
- b. takes
- c. must take
- d. will take

3.

A: It's really cold in here today.

B: Yes, somebody \_\_\_ the window open.

- a. must leave
- b. might leave
- c. must have left
- d. will leave

4.

A: Have you heard the weather forecast?

B: No, but look at those clouds in the sky! I think it \_\_\_\_\_ rain.

- a. could
- b. is going
- c. should
- d. ought to

5.

A: Did Mr. Brown call while I was out?

B: I'm not sure. He \_\_\_ .

- a. might have
- b. might
- c. did
- d. didn't

6.

A: Are you coming with us?

B: I'm not sure. I \_\_\_ go the library instead.

- a. must
- b. will
- c. might
- d. shall

7.

A: Can I speak to professor Johnson?

B: She's not in her office, and she doesn't have any more classes today, so she \_\_\_ home.

- a. might go
- b. must have gone
- c. will probably go
- d. would probably go

**Exercise 6. Render the following passage into Ukrainian. Pay special attention to linguistic devices denoting probability.**

The word «dinosaur» means «terrible lizard». About 150 million years ago there were many kinds of dinosaurs. Dinosaurs have been extinct for 65 million years. Several theories have been proposed about why the dinosaurs disappeared from the face of the Earth.

One theory is the climatic change theory. This theory says that millions of years ago the climate of the world gradually became colder. The cold weather finally resulted in a severe shortage of food for the dinosaurs. The disappearance was directly caused by a shortage of food, and indirectly – by climatic changes. According to this theory, the dinosaurs may have disappeared slowly and gradually.

Evidence has recently been accumulated that this extinction was sudden and was caused by a huge asteroid that hit the Earth. Among the signs is the element iridium released from the asteroid in the impact. The impact would have raised so much dust into atmosphere that sunlight could have been shut out for months. Many species of plants and animals would not have been able to survive. In particular, large animals like dinosaurs could not have taken refuge in caves the way the smaller ones may have.

A still newer idea is based on possible periodicity of 28 million years between mass extinction on the Earth: an undiscovered companion to the Sun comes to the inner part of its orbit, and its gravity then sends a number of comets towards the Earth. Fortunately, the star – for which the name «Nemesis» is unofficially waiting – isn't due back for 15 million years even if it exists.

Scientists continue to debate these theories. In the future, evidence may be found for a new theory. [5]

**Exercise 7. Translate the following sentences into Ukrainian.**

1. This, of course, does not prove the statement, but it may help to persuade you of its truth.
2. You've got to do your homework.
3. Nobody will dare deny that this is possible.
4. This might make the computations simpler, but this also reduces the usefulness of the theory.
5. Max would rather study languages than biology.
6. You could have at least sent an invitation.
7. A lecturer must be able to explain things clearly.
8. Must you leave so soon?
9. Anything is possible if you dare.
10. Often what is needed has to be greatly modified in the light of what is possible.

**Text B. Read the following passage and paraphrase it.**

**Acronyms and Initialisms**

Acronyms and initialisms are very common in English. Acronyms are words that are formed from the first letters of words in a phrase. For example, the word «laser» is an acronym for light amplification by stimulated emission of radiation. Acronyms are pronounced as words.

Initialisms, on the other hand, are not pronounced as words: each letter in an initialism is pronounced as a letter, e.g. IBM, which stands for the company International Business Machines.

More examples: avionics – aviation electronics, WORM – write once, read many, descriptive of a memory combining magnetic and laser-based recording on which the user (not a vendor) records data but cannot later modify it.

**Radar**

The word radar comes from radio detection and ranging. Radar is a detection device that uses radio waves to detect objects in the air.

**Sonar**

The word sonar comes from sound navigation and ranging. Sonar is a detection device that uses sound waves to detect objects.

**REM**

Most people need between six and eight hours of sleep a night. Some need more, and some need less. All of us, however, need a certain amount of REM sleep. REM means «Rapid-Eye-Movement». REM sleep happens mostly during dreams, for short periods about four to five times per night.

**VIP** — very important person – висока посадова особа

**CEO** — chief executive officer

**TBA** — to be announced (about any event – a lecture, a meeting etc.)

**PLA** — prior learning assessment (and recognition) – екстернат

**dept** — department

**Acad.** — Academy

**Assn.** — Association

**s/he** — she or he

**UN** – United Nations (Organization) – ООН

**MP** — Member of Parliament

**\*TGIF** — Thank God it's Friday – нарешті настала п'ятниця (скоро вихідні)

Each of fifty United States has postal abbreviations for addresses in correspondence, and characteristic creeds. Study them and answer the following questions:

1. Are there any states that share a common motto? How many?
2. What state is known as «Gopher State»?

Alabama	AL	Heart of Dixie
Alaska	AK	Great Land
Arizona	AZ	Grand Canyon State
Arkansas	AR	Land of Opportunity
California	CA	Golden State
Colorado	CO	Centennial State
Connecticut	CT	Constitution State
Delaware	DE	First State
Florida	FL	Sunshine State
Georgia	GA	Empire State of the South
Hawaii	HI	Aloha State



Idaho	ID	Gem State
Illinois	IL	Land of Lincoln
Indiana	IN	Hoosier State
Iowa	IA	Hawkeye State
Kansas	KS	Sunflower State
Kentucky	KY	Bluegrass State
Louisiana	LA	Pelican State
Maine	ME	Pine Tree State
Maryland	MD	Old Line State
Massachusetts	MA	Bay State
Michigan	MI	Great Lakes State
Minnesota	MN	Gopher State
Mississippi	MS	Magnolia State
Missouri	MO	Show Me State
Montana	MT	Treasure State
Nebraska	NE	Cornhusker State
Nevada	NV	Silver State
New Hampshire	NH	Granite State
New Jersey	NJ	Garden State
New Mexico	NM	Land of Enchantment
New York	NY	Empire State
North Carolina	NC	Tar Heel State
North Dakota	ND	Flickertail State
Ohio	OH	Buckeye State
Oklahoma	OK	Sooner State
Oregon	OR	Beaver State
Pennsylvania	PA	Keystone State
Rhode Island	RI	Ocean State
South Carolina	SC	Palmetto State
South Dakota	SD	Sunshine State
Tennessee	TN	Volunteer State
Texas	TX	Lone Star State
Utah	UT	Beehive State
Vermont	VT	Green Mountain State
Virginia	VA	Old Dominion
Washington	WA	Evergreen State
West Virginia	WV	Mountain State
Wisconsin	WI	Badger State
Wyoming	WY	Equality State

DC – District of Columbia

**Exercise 8. What do the following abbreviations stand for? If necessary, consult the dictionary.**

e.g., i.e., etc., R&D, 9 a.m, vs., S&T, TBA, info, ib. (ibid.), NASA, et a., ASCII, TCP/IP, VCR, WIMP, MIT, IQ, 7 p.m, Washington DC, Aug., Apr., Dec., Nov., Sept., s/he.

**Exercise 9. Match the two columns.**

1. Sometimes natural phenomena are reported as UFO.
2. Many students used BASIC when they first began to learn programming.
3. Most personal computers are now DOS-based.
4. TGIF is an expression of gratitude that the work week is almost over and that the weekend is about to begin.
5. The PLA process helps you identify learning gained from life and work, and may enable you to receive a diploma or certificate in less time, and with less cost.

- A. disk operating system
- B. thank God it's Friday
- C. prior learning assessment
- D. unidentified flying object
- E. beginner's all-purpose symbolic instruction code

**Exercise 10. Choose the correct word and fill in the blanks.**

(to) collect    collection  
collective

1. Our department usually \_\_\_\_ this information.
2. This museum houses a magnificent art \_\_\_\_.
3. We all bear \_\_\_\_ responsibility for this decision.

(to) experiment    experimental  
experimentation

4. They carried out this \_\_\_\_ last week.
5. They \_\_\_\_ with the new materials.
6. This model is purely \_\_\_\_.
7. After much \_\_\_\_ they understood the nature of the phenomena.

( to) assess    assessment

8. It's too early \_\_\_\_ the effects of the decision.
9. What we need is a good \_\_\_\_ of our chances.

**Exercise 11. Read the passage and answer the questions about it.**

Millions of visitors year round find their way to Niagara Falls. They are soon captivated by the natural beauty of the Falls themselves and the surrounding parklands that lie parallel to the Niagara River from Lake Erie to Lake Ontario. The Niagara River between Lake Erie and Lake Ontario is really a body of water flowing between the two lakes. Located on the Niagara River along the border between the United States and Canada, Niagara Falls actually consists of two Falls, the American Falls and the Horseshoe Falls. The former is on the U.S. side of the border, in the State of New York, while the latter is on Canadian side. About 85% the water in the Niagara River flows over the Horseshoe Falls, which is more impressive of the two falls.

Skyline Tower is one of Niagara's most famous landmarks where the «yellow bug» elevators glide the visitors smoothly to the Observation Deck, 775 feet above the Falls. Sightseers can also ride steamers «The Maid of the Mist» that come close to the boiling water of the Falls, or view them from parks on both sides of the river.

Rainbows can always be seen in the mist at Niagara Falls on bright sunny days. About 10 million people visit the Falls each year, most during the summer tourist season. [5]

1. What is the best title for the passage?
  - a. Popular Attractions
  - b. Natural Wonders of the World
  - c. National Parks
  - d. Two Spectacular Waterfalls
2. Which of the following is entirely on the U.S. side of the border with Canada?
  - a. Horseshoe Falls
  - b. Niagara Falls
  - c. American Falls
  - d. the Niagara River
3. It can be inferred from the passage that Horseshoe Falls
  - a. is less impressive fall
  - b. is the larger of the two falls
  - c. has 15% of the Niagara River flowing over it
  - d. is in the state of New York
4. According to the passage, where can people watch the falls?
  - a. From parks, boats, and Skylon
  - b. From airplanes
  - c. From trains
  - d. From cars
5. It can be inferred from the passage that Niagara Falls
  - a. generates very hot water
  - b. is only impressive during the summer tourist season
  - c. can be viewed from only one side of the Niagara River
  - d. is a unique place of the world

**Exercise 12. Choose the one word or phrase that best keeps the meaning of the original sentence if it is substituted for it.**

1. His interests spanned a wide range of subjects.
  - a. concerned
  - b. included
  - c. excluded
  - d. connected
2. You have to consult the dictionary first.
  - a. may
  - b. had better
  - c. might
  - d. must
3. Walking on the grass is not allowed.
  - a. prohibited
  - b. permitted
  - c. proposed
  - d. discussed
4. Our bus is supposed to come in 15 minutes.
  - a. will
  - b. might
  - c. should
  - d. would
5. Language is constantly evolving.
  - a. developing
  - b. disappearing

- c. regulating itself
  - d. emerging
6. We ship our products anywhere within North America.
- a. produce
  - b. develop
  - c. package
  - d. send
7. I'm sure he'll contrive some way of dealing with the situation.
- a. coordinate
  - b. invent
  - c. discuss
  - d. predict
8. WWW is a simple means of transmitting graphical, video and audio data.
- a. technology
  - b. vehicle
  - c. device
  - d. approach
9. He may have forgotten about the appointment.
- a. has
  - b. has definitely
  - c. has totally
  - d. has probably
10. In the distant future people may live on other planets.
- a. near
  - b. happy
  - c. remote
  - d. uncertain

## UNIT 7. Interactive Multimedia. English Suffixes

### Text A Read the text and be ready to answer the questions about it.

The computer is becoming more fun and more useful the less abstractly it can represent things. Television is becoming more entertaining and educational thanks to microprocessors and compact-disc ROMs (*CD ROMs*). Multimedia is another technology that is sure *to boost* personal computers. This technology combines the usual text and graphics with digitized voice and music.

With multimedia programs computers will be able *to handle* files of sound and full-motion video images as easily as they handle text. The computers will play voice and music in high-fidelity digital audio stereo, and will show movie-quality images. In a nutshell, multimedia is the perfect marriage of print and broadcast news. What makes it possible is rapidly evolving digital technology, and the efficiency it offers in manipulating, *storing*, and *retrieving* information.

Multimedia can mean various things. It can be an encyclopedia on a CD ROM, a multimedia electronic mail sent over the Internet. Standard reference books on computer are becoming more accessible and *livelier*: dictionaries pronounce words, and historical figures deliver quotes. Multimedia *repository* – the library of the future exists in Madison Building of the Library of Congress in Washington, D.C. This «library without walls» collections are the original multimedia. The library keeps the largest *stockpile* of knowledge in the world, the nearest thing to the library of Alexandria,

which held the knowledge of the time in antiquity. Among the library's 100 million items are books in 470 languages, movies, television shows, maps, cartoons, and software. Some 1.8 million items are added each year — and the rate is accelerating. The library has foreign offices around the world, and document exchange with all foreign countries that have diplomatic relations with United States.

Some believe that text may become a more important force because of many multimedia applications. Although no *comprehensive* study exists on the effect of interactive multimedia on learning, some *claim* that interactive technologies speed up learning, and often test scores rise, too. The reasons

**CD ROM** – compact disc read-only memory, a laser encoded disc that stores megabytes of randomly accessible text, imagery, and/or sound data.

**to boost** – to help to advance or improve укр. удосконалювати, покращувати, підтримувати

**to handle** – to deal with, control укр. Поводитися з, керувати (управляти), маніпулювати

**to store** – to put or keep something while not in use for future use укр. зберігати, накопичувати

**to retrieve** – to find and bring back, to regain укр. шукати, поновлювати

**lively** – full of activity укр. жвавий

**repository** – a place where things are stored укр. сховище

**stockpile** – a large store of something укр. запас, резерв

**comprehensive** – thorough, broad, including a lot of everything укр. вичерпний, всебічний, всеосяжний

**to claim** – to declare to be true, to maintain укр. твердити, заявляти

**feedback** – remarks about or an answer to an action, process, etc.; response укр. зворотній зв'язок, відгук

**to embarrass** – to cause to feel anxious and uncomfortable укр. непокоїти, бентежити

**to suggest** – to indicate, to make clear (perhaps indirectly) укр. наводити на думку

may be self-paced personalized instruction, immediate interaction and **feedback**. One-on-one instruction can mean that a student is not **embarrassed** about asking questions. Or consider built-in tests – when a user makes a mistake, s/he is taken directly back to the passage involved (all the mistakes can be monitored, too). Some studies **suggest** that multimedia can improve learning. The history of educational reform, though, has shown that «innovative» technologies that use different from paper medium, have done little to benefit learning. Critics claim that such **fads** include radio in the 1940s, TV and audio tapes in the 1960s, and computer-assisted instruction in the late 1970s and early 1980s. The **content** of instruction, not the means of its **conveyance**, such researchers claim, is what influences performance results. The study performed at Massachusetts Institute of Technology (MIT) demonstrated that the medium – computer or paper – did not significantly influence overall **aptitude** scores, although those students who used computers had significantly higher scores in such area as analogical reasoning. Women and **novices** who used the computer got somewhat higher overall scores than their counterparts who used text. For men and experienced students, text or computer was not a significant factor. In a post-test questionnaire, however, majority of students reported they preferred the computer medium to paper. Although interactive multimedia may teach certain portion

of a **curriculum** well and others poorly, it might help us solve some educational problems. We should keep one thing in mind: to be **appreciated**, interactive multimedia must be experienced. [5]

1. What is the subject of this passage?
2. What is specific about interactive multimedia?
3. Why are multimedia applications important?
4. Why is multimedia repository called «library without walls»?
5. What are the obvious merits of interactive multimedia as far as learning is concerned?
6. Would you like to have access to various multimedia resources? State the reasons why.

### Exercise 1. Give English equivalents of:

розвага; управляти; поєднувати графічне зображення та звук; технологія, що швидко розвивається; довідники; бібліотека майбутнього; сховище; мультфільм; покращувати; всебічне дослідження; твердити; зворотній зв'язок; бентежити; деякі дослідження наводять на думку; приносити користь; пропозиція; так звані новаторські технології; швидкоплинне захоплення; впливати на загальні результати тестування; початківці; анкета; віддавати перевагу комп'ютеру над іншими засобами; випробувати.

### NOTE

**Also: to suggest** – to propose, to mention as possibility, state as an idea for consideration. Any suggestions? Чи є ще пропозиції? укр. пропонувати

**fad** – an interest or activity that is followed very keenly but usually only for a short time укр. швидкоплинне захоплення  
**content(s)** – the subject matter укр. зміст  
**to convey** – to make (ideas, thoughts) known укр. передавати, повідомляти; виражати  
**aptitude** – natural ability or skill, especially in learning укр. здібність, обдарованість  
**novice** – a person with no experience in a skill or subject, beginner укр. початківець, новачок

**curriculum** – a course of study offered in a school, college, etc. укр. курс навчання, учбовий план  
**to appreciate** – to recognize and enjoy the good qualities or worth of укр. оцінювати, цінувати

**Exercise 2 Sometimes the words to solve and to decide are misused.**

To solve means to find a solution to; укр. розв'язувати (виришувати).

To decide means to reach a decision about; укр. вирішувати.

**Translate Ukrainian sentences, then match the two columns:**

- |  |   |
|--|---|
| 1. Ви можете розв'язати це рівняння?               | A. It will be no easy matter to solve this problem. |
| 2. Ми вирішили погодитися з вами.                  | B. They've decided to postpone the meeting.         |
| 3. Цю проблему буде нелегко вирішити (розв'язати). | C. This is the solution to all our problems.        |
| 4. Вони вирішили перенести збори.                  | D. Can you solve this equation?                     |
| 5. Ось вирішення усіх наших проблем.               | E. This is our final decision.                      |
| 6. Це наше остаточне рішення.                      | F. We've decided to agree with you.                 |

**Exercise 3. Translate Ukrainian sentences. Then match the two columns:**

- |   |   |
|---|---|
| 1. Цю проблему треба вирішити (розв'язати).                 | A. English and French are spoken in Canada.                       |
| 2. Всі спостереження зробила група відомих вчених.          | B. Visitors are received every day.                               |
| 3. Професору поставили багато запитань.                     | C. He doesn't need to be told twice.                              |
| 4. Експеримент провели минулого тижня.                      | D. The problem was first recognized several years ago.            |
| 5. Відвідувачів приймають щодня.                            | E. Professor was asked a lot of questions.                        |
| 6. Проект критикувало багато людей.                         | F. Pharmaceutical industry is paid great attention to.            |
| 7. Проблема вперше усвідомили декілька років тому.          | G. This new theory is much spoken and written about.              |
| 8. Йому не треба казати двічі.                              | H. The project was sharply criticized by many people.             |
| 9. Фармацевтичній промисловості приділяють багато уваги.    | I. It was rumored that he was offered financial support.          |
| 10. Про цю нову теорію багато говорять та пишуть.           | J. The problem must be solved.                                    |
| 11. Пішли чутки, що йому запропонували фінансову підтримку. | K. This experiment was made last week.                            |
| 12. У Канаді розмовляють англійською та французькою мовами. | L. We were asked to come as early as possible.                    |
| 13. Нас попросили прийти якомога раніше.                    | M. All observations were made by a team of well-known scientists. |

**Exercise 4. Complete the sentences.**

- The observed phenomena ... into generalized statements.
  - organized
  - are organized
  - organizing
  - are organizing
- A lot of universities ... in the university towns in the USA.
  - locating
  - to locate
  - are located
  - is located
- They ... how to operate the equipment last month.
  - are shown

- b. have been shown
  - c. will be shown
  - d. were shown
4. Our TV set ... yet.
    - a. was not repaired
    - b. is not repaired
    - c. is not being repaired
    - d. has not been repaired
  5. A new edition of this encyclopedia ....
    - a. is printing now
    - b. is now printing
    - c. is being printed now
    - d. now prints
  6. His works ... all over the world.
    - a. is widely known
    - b. widely known
    - c. to be widely known
    - d. are widely known
  7. An attempt ... to find a pattern of consistency in all observations of the system under study.
    - a. is made
    - b. made
    - c. are made
    - d. to be made
  8. His later works were ....
    - a. took notice of
    - b. taken notice of
    - c. taking notice of
    - d. take notice of
  9. This new instrument can really ... .
    - a. is relied upon
    - b. was relied upon
    - c. be relied upon
    - d. has been relied upon
  10. This book ... by a famous writer.
    - a. was written
    - b. were written
    - c. was writing
    - d. to be written
  11. All contributions ... by a board of reviewers next month.
    - a. were revised
    - b. will be revised
    - c. are being revised
    - d. have been revised

**Exercise 5. Translate the following sentences into Ukrainian.**

1. The paper is concerned with three questions.
2. We were informed of the meeting.
3. Only a few examples will be given here.
4. The theory is being much spoken about.
5. The negotiations will not be finished until Monday.
6. I was paid cash.



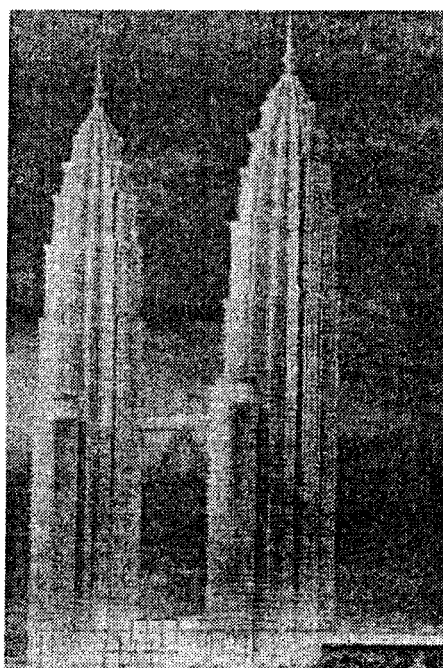
7. Heating was followed by cooling.
8. This method was done away with many years ago.
9. They were asked whether the laboratory would be provided with the necessary equipment.
10. This problem is being investigated by our team, and the results will be published soon.
11. They were shown new tools.
12. This problem was not even thought of a couple of years ago.
13. A new exhibition has been organized by our company.
14. The problem was dealt with in a number of papers.
15. A large amount of research is being conducted in the field of telecommunications.
16. It is unbelievable that he should have made such a mistake.
17. Of course, the issue in question will play an important role.
18. The new evidence cannot be accounted for by existing theories.
19. It is thought that this equipment can be relied upon.
20. They have been given sufficient information.
21. As recently as the 1950s blacks and whites were not allowed to get married in many southern states in the U.S.
22. The merits of new technology have been taken notice of.
23. It is known that care must be taken of fundamental research.
24. These facts play an important role in the process under study.
25. What method should be chosen in any particular case depends on a number of factors.
26. Provided certain basic requirements are met, the work may be completed in time.
27. The necessity of applied research is insisted upon.
28. There is little doubt that in the course of further development of all sciences extensive use will be made of a wide range of computers.
29. It is hoped that the technique may be significantly improved.
30. The assistant was sent for.
31. The new data have been obtained, presented, and discussed recently.
32. The result of our experiment is greatly affected by laboratory conditions.
33. I was told to wait.

**Exercise 6. Prepare a report on one of the famous constructions in the world, i.e. The Empire State Building, the Golden Gate Bridge, the Eiffel Tower, the Statue of Liberty, Pyramids of Egypt etc.**

**Sample answer:**

The first Seven Wonders of the World, cataloged 23 centuries ago, comprised massive piles of cut stone that marked the dawn of civil engineering. Even a 1930s list of Modern Wonders honored such civil engineering *feats* as the Empire State Building and the Golden Gate Bridge. Today, electronics is indispensable to these Wonders, consuming such massive quantities of labor, money and resources that they can be called «megaprojects».

An example of such spectacular projects is Kuala Lumpur City Center (KLCC) in Malaysia, a city-within-a-city that contains the 450-meter-high Petronas towers, named after national petroleum company. The Petronas towers include 436000 m<sup>2</sup> of floor



space. The twin towers are joined half way up – at the 41 and 42 floors by a 58.4-meter-long sky bridge. In addition, the towers have 44-story side towers. The skyscrapers rise from a six-story retail <i>mall</i> . [5]	<i>feat</i> – an action needing strength, skill, or courage <i>mall</i> – a large shopping center
--	--

## Text B ENGLISH SUFFIXES

A suffix is a combination of letters added at the end of a word. Suffixes help us recognize the function of words:

### ADJECTIVE SUFFIXES

<b>-able, -ible,</b>	verifiable, compatible
<b>-ant, -ent</b>	important, fluent
<b>-ish</b>	childish
<b>-ary, -ory</b>	auxiliary, obligatory
<b>-like</b>	sunlike
<b>-some</b>	awesome
<b>-ous</b>	harmonious
<b>-ly</b>	lively
<b>-y</b>	steady
<b>-worthy</b>	noteworthy
<b>-ful</b>	careful
<b>-less</b>	careless
<b>-proof</b>	waterproof

### VERB SUFFIXES

<b>-ate</b>	translate
<b>-en</b>	thicken
<b>-ize</b>	theorize
<b>-fy, -ify</b>	magnify

### NOUN SUFFIXES

<b>-er, -eer</b>	teacher, engineer
<b>-or</b>	professor
<b>-ee</b>	employee
<b>-ist</b>	scientist
<b>-ian</b>	historian
<b>-age</b>	storage
<b>-ance, -ence</b>	acceptance, difference
<b>-ism</b>	realism
<b>-ity</b>	simplicity
<b>-ment</b>	development
<b>-ness</b>	softness
<b>-ion, -tion, -sion</b>	division, hibernation, conclusion
<b>-ship</b>	friendship
<b>-dom</b>	freedom
<b>-hood</b>	neighborhood

The suffix *-aholic* has been applied to many things recently. The original word *alcoholic* was used

to describe a person addicted to alcohol. Now we use such words as *workaholics* (people who love their jobs, «addicted» to them), *shopaholics* (addicted to shopping), *sportaholics* (addicted to sports), *TVaholics* (addicted to watching television), and other *somethingaholics*.

**Exercise 7. Translate the following words into Ukrainian. If necessary, consult the dictionary.**

autonomous, tireless, periodicity, criticize, optimism, physician, criticism, thankworthy, foliage, nominate, yellowish, reformer, justify, courage, satisfactory, verifiable, advantage, simplicity, shortage, probability, darken, classify, mandatory, believable, heritage, integrate, trustee, rechargeable, amendment, friendlike, boredom, provable, quoteworthy, geographer, simplify, fellowship, competent, grantee, girlhood, resistant, vendor, workaholic, astronomer, relationship, visible, disputable, parenthood, volunteer, memorize, memorable.

**Exercise 8.**

**1. Make nouns from these words:**

occur, leader, fit, absent, report, design, develop, free, tender, select, depend, agree, require.

**2. Make verbs from these words:**

symbol, false, strength, active, soft, normal, fresh, valid, signal, legal, individual.

**3. Make adjectives from these words:**

praise, afford, present, wash, reuse, hazard, noise, use, trust, faith, salt, adjust, flaw.

**Exercise 9. Read the passage and answer the questions about it.**

Archaeology is the recovery and interpretation of objects and information that together provide clues to the past. These clues are often thought of as coming solely from the objects that have remained from the culture of past times. The challenge is to discover evidence without destroying it. An archaeologist should know how to recover evidence carefully, what to observe, how to preserve what is found. The precise location of everything that is found, together with identification of soils is often of crucial importance in the efforts to interpret and understand what has happened in the past. Archaeology requires many skills. Below ground archaeology must be attempted only by trained and skilled people who work carefully and scientifically. Archaeology should never be done simply for fun or simply to collect objects. Many archaeologists spend years researching an area before even attempting to excavate and dig at an archaeological site.

Archaeology is not limited to remote ages. It is a technique for discovering and conserving evidence of all times and places.

1. The author's purpose is to
  - a. provide historical report
  - b. define archaeology
  - c. discuss excavation sites
  - d. explain essentials of museum conservation
2. According to the passage, archaeologists must be careful about
  - a. collecting objects
  - b. digging on historic locations
  - c. having fun
  - d. preserving evidence
3. It can be inferred from the passage that an archaeologist must be an expert in recognizing
  - a. pottery
  - b. coins
  - c. soils
  - d. metal objects

4. According to the author, archaeology should not be attempted simply for
  - a. research
  - b. fun
  - c. learning
  - d. writing reports
  
5. The author stresses the archaeologist's need for
  - a. sense of humor
  - b. determination
  - c. punctuality
  - d. skills

**Exercise 10 Choose the one word or phrase that best keeps the meaning of the original sentence if it is substituted for it.**

1. This computer can retrieve stored information in a matter of seconds.
  - a. remove
  - b. regain
  - c. relate
  - d. rewrite
2. The latest figures suggest that the situation is improving.
  - a. deny
  - b. propose
  - c. indicate
  - d. clearly demonstrate
3. I'd like to suggest an alternative plan.
  - a. propose
  - b. discuss
  - c. discard
  - d. indicate
4. We appreciate this technology.
  - a. experience
  - b. recognize
  - c. approbate
  - d. improve
5. They know how to handle the setup.
  - a. install
  - b. enhance
  - c. dismantle
  - d. control
6. The dictionary consists of 1,804 pages — an indication of Completeness and dependability.
  - a. accuracy
  - b. reliability
  - c. readability
  - d. viability
7. The newspaper provides comprehensive coverage of world affairs.
  - a. cursory
  - b. interesting
  - c. brief
  - d. thorough
8. All sorts of reference books are available here.
  - a. affordable

- b. obtainable
  - c. presentable
  - d. understandable
9. It is necessary that we boost our industry.
- a. handle
  - b. appreciate
  - c. improve
  - d. computerize
10. Even if a person is fluent in a foreign language, s/he may still have communication problems.
- a. knowledgeable
  - b. comfortable
  - c. involved
  - d. normal
11. Our call for new suggestions produced very little response.
- a. feedback
  - b. concern
  - c. discussion
  - d. liveliness
12. We use incinerators to get rid of waste products.
- a. to collect
  - b. to identify
  - c. to regulate
  - d. to do away with
13. This road links several villages.
- a. depends on
  - b. disconnects
  - c. puzzles
  - d. joins

## UNIT 8. Virtual Reality. Classifying Techno-Types

**Text A Read the text and be ready to answer the questions that follow**

*Virtual reality is a combination of various interface technologies that enables a user to intuitively interact with an **immersive** and dynamic computer-generated **environment**. Some people prefer the term virtual environment. Virtual reality (VR) has an ability to immerse users in the interactive three-dimensional (3-D) world. Another approach, called **augmented reality** is the use of computer-generated visuals to **enhance a perception** of his or her physical environment, providing a combination of the virtual and real world. In general, a VR system consists of a display, a tracking device for interactivity, a computer image generator, a three-dimensional database, and application software. There exist several types of displays.*

The greatest sense of immersion is provided by the head-mounted display (HMD) that blocks out the real world. A head-coupled display (HCD) is like a huge pair of binoculars supported by a movable robot-like arm; HCD can offer better resolution, a wider field of view, and a benefit of quick entry and exit. Of the various input devices used in VR, the wired glove (a glove wired with sensors and connected to a computer for gesture recognition enabling interaction with objects in three-dimensional virtual environments) is often the most useful. Its user can touch both virtual and real objects without difficulty.

VR has all sorts of entertainment possibilities, like immersive video games, and many practical ones, too. VR has the potential of revolutionizing design and manufacturing. Some predict savings in time and money, better market response, and better products. Virtual prototyping may **reduce** or **eliminate** the need for costly **mock-ups**. Moreover, it will permit the direct **involvement** of human beings in performance and ergonomic studies, providing immediate feedback. For instance, passengers will be able to comment on the convenience and look of a virtual car's interior. Engineering analysis will become

**virtual reality** – віртуальна (уявна) реальність  
**to immerse** – to cause (oneself) to enter deeply into activity; absorb укр. занурюватися, заглиблюватися  
**environment** – physical, social and natural conditions in which people live  
**Synonyms:** surrounding(s), milieu укр; навколишній (оточуючий) світ; середовище  
**to augment** – (to cause to) become bigger, more valuable, better укр. збільшувати  
**to enhance** – to increase in strength or amount укр. посилювати  
**to perceive** – to have knowledge of (something) through one of the senses or through the mind, to understand  
**perception** – укр. сприйняття, відчуження

**huge** – extremely large

**Synonyms:** enormous, tremendous, gigantic укр. величезний

**to reduce** – to make less in size, amount, price, degree. etc. укр. зменшувати

**to eliminate** – to remove or get rid of completely укр. ліквідувати

**mock-up** – a full-size model of something planned to be made or built укр. макет, модель

**involvement** – укр. залучення

**simulation** – representation, imitation, model укр. імітація, відтворення, моделювання

**to alter** – to make or become different, but without changing into something else укр. змінювати

**probe** – укр. зонд

**mature** – fully grown and developed укр. зрілий

**to assess** – to judge the quality, importance or worth of; **Synonym:** to evaluate укр. оцінювати

more efficient through the integration of *simulation* results with virtual prototypes. Eventually, it will be possible *to alter* designs and see the immediate effects. Virtual simulation of assembly, production and maintenance tasks will reveal possible problems at an early stage of the design process. There are numerous scientific VR visualizations, from atoms to galaxies that may be used for educational and research purposes. Virtual reality applications in medicine include at least two trends in health care: the extensive use of ultrasound and magnetic resonance imaging (MRI) and minimally invasive surgery (such as endoscopic procedures, in which the doctor looks not at the patient but at a video screen to guide an optical fiber, light *probe*). Entertainment uses for VR have received the most attention, and experts agree that this large market will be a driving force in VR technology development.

*Mature* enough, virtual reality still needs a lot of work and *assessment* before it can become a common tool for industry. Building synthetic environment usually means hard work. When perfected, virtual reality systems may enhance people's activities, *enliven* and accelerate education and scientific modeling, in addition to *devising* new forms of *recreation*. [5]

**to enliven** – to make more active, cheerful, or interesting укр. поживлявати  
**to devise** – to plan or invent cleverly укр. вигадувати, розробляти  
**recreation** – way of spending free time  
Also: leisure, free time укр. відпочинок, дозвілля

1. What is specific about virtual reality?
2. What are principal parts of a VR system?
3. What are possible applications of virtual reality?

### Exercise 1. Give English equivalents of:

поєднання різних технологій; віртуальне (уявне) середовище; візуальний; посилювати сприйняття; широке використання; складання, виробництво та обслуговування; комп'ютерне зображення; змінювати конструкцію; макет; оцінювати; моделювання; рушійна сила; поживлявати навчання.

### Exercise 2. Discuss the following point with your colleagues.

One cannot deny the positive impact that personal computers with *elaborate* graphical environments have had on modern engineering practice. However, one unfortunate result has been the encouragement of a type of engineering characterized as «cosmetic». «Cosmetic» engineering is more concerned with appearance than substance. It is performed by engineers whose first priority is to create things that look good: content and performance are of Secondary importance. In other words, an engineering effort is «cosmetic» if it produces pleasing and professional-looking outputs whose content is, however, trivial or invalid. «Cosmetic» engineers enjoy their work. They produce things that look good and make the customer feel happy. Real engineering involves complex and intellectually demanding tasks. «Cosmetic» engineering, by contrast, is relatively easy. Prerequisites for the job include knowledge of how to use a PC plus familiarity with one or more graphics packages. This is not to deny appearance, but an automatic washing machine should be able to wash clothes in addition to attractive surface smoothness. Still many people are good at making money with *gimmicks*!

Cosmetic engineering *jeopardizes* the success of any project to which it is applied and corrupts the intellectual integrity of the people in organizations that *foster* it. Just imagine a demonstrable project that has only one fault: it produces *erroneous* results. [5]

**elaborate** – full of detail, carefully worked out and with a large number of parts  
**gimmick** – a trick or object which is used only to attract people's attention, especially, in. attempt to sell something  
**to jeopardize** – to put at risk or in danger  
**to foster** – to help to develop; to nurture .  
**erroneous** – incorrect, mistaken

### Exercise 3. Translate the following sentences into Ukrainian

1. They were very interested in the subject discussed.
2. Methods employed in solving this problem are strongly influenced by the research objectives.
3. The survey concerned synthesized materials.
4. The method used depended upon the material selected.
5. Hydrogen is the lightest element known.
6. The temperature of the substance obtained remained constant.
7. The complexity of the technique involved increased considerably.
8. The procedure proposed provided the required parameters.
9. The questions posed concerned the project.
10. We are involved in a research project on satellite communications.
11. He suggested the best solution to the problem concerned.
12. The exhibition attended by representatives of all the enterprises concerned attracted a lot of attention.
13. The ninety projects exhibited were selected from those entered by 1,460 students participating in the contest.

#### B.

Adverbial	When
Modifiers	While <u>discussing</u> progress in their work scientists decided to carry out another experiment.
Обставини	<u>Обговорюючи (під час обговорення)</u> досягнуті результати, вчені вирішили провести ще один експеримент.
	Computer is a complex device when if <u>viewed</u> as a whole.
	Комп'ютер — складний прилад, <u>якщо розглядати</u> його в цілому.
	<u>Being invited</u> too late, we couldn't attend the conference.
	Ми не змогли відвідати конференцію, <u>бо нас запросили</u> дуже пізно.
	<u>When going</u> into reaction, elements change their properties.
	<u>Вступаючи</u> у реакцію, елементи змінюють свої властивості.
	<u>Having discussed</u> the issue, they went to the library.
	<u>Обговоривши</u> це питання, вони пішли до бібліотеки.
	<u>Having been discovered</u> this law became known to many scientists.
	Після того, як закон було відкрито, він став відомий багатьом вченим.
	<u>Considered from this point of view</u> the issue is of little importance.
	Якщо розглядати питання з цієї точки зору, то воно не має великого значення.
	Unless otherwise stated, ...
	Якщо немає особливих застережень,...

#### **NOTE**

Mind the translation of certain set expressions containing participles:

Given — Якщо є; за умови; якщо

Stated — Якщо сформулювати

Seen — Якщо розглядати

Granted — Припустімо, (а далі?)

Let's take it for granted — Давайте вважати, що це доведено / зрозуміла річ

It being so — За таких умов

This being the case — Якщо справи ідуть таким чином (у такий спосіб)

#### C.

frankly speaking – чесно кажучи



Parentheses вставні слова	generally speaking – у цілому broadly considered – якщо розглядати в іншому putting it another way – інакше кажучи as already mentioned – як вже було сказано as emphasized above – як уже наголошувалося раніше
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**Exercise 4. Translate the following sentences into Ukrainian.**

1. If completed, the experiment will make it possible to draw definite conclusions.
2. Given certain conditions, such experiments could be done by almost everyone.
3. When presented at the conference this work caused a lot of interest.
4. Putting it another way, this is as far as we can go.
5. Melting ice keeps the same temperature while melting.
6. Only one of the theories concerned takes it for granted.
7. Unless otherwise stated, follow the usual procedure.
8. When being pure, water is a colorless liquid.
9. Stated in a simple form, the hypothesis runs as follows.
10. Having been tested, the device was recommended to production.
11. While working on this project, we performed many experiments.
12. Translating these sentences I didn't consult the dictionary.
13. Frankly speaking, I don't like the approach proposed.

**Exercise 5. Translate the following sentences into Ukrainian.**

1. Conditions permitting, we will carry out the experiment tomorrow.
2. (With) the experiment being carried out, we started new investigations.
3. The existing data being limited, no definite conclusion could be made.
4. Technology having reached a high stage of development, new materials became available.
5. We continued the experiment, with our graduate students helping us.
6. The discussion being over, the steering committee continued its work.
7. We watched the laboratory assistants making preparations for our experiments.

**Exercise 6. Choose the one correct answer from the options provided.**

1. I had my cousin proofread my brother's article. Who proofread the article?
  - a. I myself
  - b. my brother
  - c. my cousin
2. The students have finished the project ahead of time to their advisor's delight. Who finished the project?
  - a. somebody else
  - b. the students
  - c. the advisor
3. Since I was pressed for time with nobody helping me, I had my report typed. Who typed the report?
  - a. somebody else
  - b. I myself
  - c. nobody

**Exercise 7. Complete the sentences.**

1. Automobiles ... propane gas emit fewer dangerous pollutants into the atmosphere.
  - a. use

- b. using
  - c. can use
  - d. when used
2. ... precision instruments require delicate handling.
    - a. Using
    - b. The use of
    - c. When used
    - d. To use
  3. The study performed ... complex mechanisms.
    - a. revealed
    - b. reveal
    - c. revealing
    - d. when revealed
  4. Choose the phrase that best keeps the meaning of the original sentence if ... for it.
    - a. is it substituted
    - b. substituting
    - c. is substituted
    - d. it is substituted
  5. The method previously ... is being widely used.
    - a. mentioning
    - b. if mentioned
    - c. mentions
    - d. mentioned
  6. Some issues are mentioned but not ... in full detail.
    - a. discussing
    - b. discussed
    - c. when discussed
    - d. discuss
  7. VCR is a sophisticated device ... as a whole.
    - a. when viewing
    - b. when viewed
    - c. viewing
    - d. views
  8. Anthropologists work in the branch of social science ... the relationship of human beings and their cultures.
    - a. when involved
    - b. involved
    - c. involving
    - d. involves
  9. A complete system can be ... inside.
    - a. installed
    - b. installing
    - c. installs
    - d. install
  10. Potatoes, a popular food in Ukraine, are most delicious ... .
    - a. when roasting
    - b. roasting
    - c. roast
    - d. when roasted
  11. The force ... bodies of matter together is gravity.
    - a. drawing
    - b. draws

- c. when drawn
  - d. drawn
12. This colorless, tasteless gas does not react instantly ... with other substances.
- a. mixing
  - b. it mixed
  - c. when mixing
  - d. when mixed
13. This substance is highly explosive if ... to an open flame.
- a. it exposed
  - b. exposing
  - c. exposed
  - d. is it

**Text B Read the text and define your techno-type.**

Technical professionals sometimes take for granted their ease with electronic *marvels*. Unfortunately, though, *it seems* that there is an ever-widening *gap* between the «knows» and the «know-nots». Recent studies point out that while the hardware is becoming more sophisticated, the users may not be keeping pace. Some people may even be classified as technophobic, and some are *intimidated* by computers and are *afraid* they may damage a PC if they use it without assistance, or would not use a computer unless forced to. Based on these *findings*, Dell Computers has developed a new approach to the

**marvel** – something (or someone) that causes wonder and admiration; wonderful thing укр. чудо, диво

**it seems** – укр. очевидно, певно, здається

**gap** – an empty space between two objects укр. розрив

**to intimidate** – to frighten укр. лякати

**afraid** – full of fear, frightened, scared укр. наляканий

**findings** – something learned as a result of an official inquiry укр. отримані дані

computer business: techno-typing. Techno-typing is the key to helping people understand what computers can do specifically for them and how to find their perfect PC match. Dell is using the data to develop computers targeted at specific techno-types:

\* Techno-Wizard: generally a technology expert or hobbyist who wants the hottest technology for the lowest price. Greatest concern is losing the edge.

\* Techno-To-Go: wants a computer that comes ready to go right out of the box. Interested in what a computer can do but not in how it works. Greatest *concern* is being left alone without service and support.

\* Techno-Boomer: wants to look smart; researches and seeks recommendations before making a *purchase*. Greatest concern is making the wrong decision,

**concern** – a matter of interest, importance or worry to someone укр. важливість, турбота

\* Techno-Phobe: rejects technology or avoids it whenever possible.

**purchase** – укр. покупка

\* Techno-Teamer: uses a computer at work and as part of a network. Productivity is a primary concern for work that is largely team oriented. Greatest concern is network failure. [5]

**NOTE**

CLASSIFYING is an important mental skill. Usually classifications contain:

- 1) the name of the class
- 2) members of the class
- 3) basis for classification \*\*\* According to Text B we have:
  - 1) technology users;
  - 2) Techno-Wizards, Techno-To-Gos, Techno-Boomers, Techno-Phobes, Techno-Teamers;
  - 3) attitude toward and aptitude for technology.

While classifying, use the following words and phrases:  
**class, group, category, division;**  
**to classify, to group, to categorize, to divide;**  
**classification, grouping.**

can be divided	types
into	categories fall(s)
X(s) belong(s) to	groups
into	

**Exercise 8. Read the following text. Find all examples of classifying. Give the name of the class, members of the class, and basis for classification.**

The earliest computing device was the abacus used by the ancient Greeks and Romans. Sliding scales date back almost two millenia. In 1642, French philosopher-mathematician Pascal built a mechanical adding machine, and in 1671, German philosopher-mathematician Gottfried Leibniz built a machine to perform multiplication. In 1835, British mathematician Charles Babbage designed the first mechanical computer. The work of another British mathematician Alan Turing, in the 1930s, marked the next major milestone: he developed the mathematical theory of computation (by the way, the name of the test for measuring the success of computer programs that are claimed to have «Artificial Intelligence» is Turing). In 1940s, American mathematician John van Neumann developed the basic design for today's electronic computers. Finally, with the development of the transistor in 1952 and the subsequent microelectronic revolution, the Computer Age started.

A computer is a collection of various components. At the heart is the CPU (central processing unit), which performs all the computations. This is supported by memory which holds current program and data, and «logic arrays», which help move information around the system. Peripheral devices, or add-ons, can be attached. These will normally be keyboards and VDU (visual display unit) screens for user I/O (input and output), disc drive units for mass memory storage, and printers for printed output. The program and data to be manipulated – text, figures, images, or sounds – are input into the computer which then processes the data and outputs the result. The results can be printed out, displayed on VDU, or stored in memory for subsequent manipulation. Whatever the task, a computer can function in only one of four ways: input/output operations, arithmetical operations, logic and comparison operation, and movement of data to, from, and within the central memory of the machine. The programmer devises a set of instructions – algorithms that utilize these four functions in a combination appropriate to the job in question.

There are four «sizes», corresponding roughly to their memory capacity and processing speed. Microcomputers are the smallest, usually single-user machines often referred to as home computers, are used in small business, at home, and in schools. Minicomputers, also known as personal computers are generally larger, and may support up to 30 users at once. They will be found in medium-sized business and university departments. Mainframes, which can often service hundreds of users at once, are found in large organizations. Supercomputers are the most powerful of all. They are mostly used for special highly complex scientific tasks. [5]

**Exercise 9.**

(to) recognize recognition recognized

1. John is a young author struggling for\_\_\_\_\_.
2. Our city has changed so much you wouldn't \_\_\_\_\_ it.
3. He is a \_\_\_\_\_ authority on materials science.

(to) alter alteration(s)

4. There have been a few \_\_\_\_\_ to our proposal.
5. This dress will have to be \_\_\_\_\_.

(to) add addition(s)

6. We should \_\_\_\_\_ some more names to the list.
7. I would like \_\_\_\_\_ something to what you've said.
8. \_\_\_\_\_ are made to the project, of course.
9. In \_\_\_\_\_ to giving a general introduction, the course also provides practical discussion.

**Exercise 10. Read the passage and answer the questions that follow.**

In the middle of Salisbury plain in southern England, a circle of massive stones marks one of the strangest monuments known to humanity. Stonehenge contains a set of giant standing stones weighing 25 tons each. They form a circle surrounding two horseshoe-shaped patterns. The circle is more than 30 meters wide and 4 meters high, raised 4 meters above the ground. Their place of origin is unknown. The discovery that many of the stones were brought from hundreds of miles away to this particular spot, makes the matter even more interesting. «Why» is not the only question. How?

Scientists point out that Stonehenge has been built over a period of many centuries, during three distinct phases. It has been realized since 1771 (after having been forgotten for perhaps thousands of years) that at the summer solstice – the day in the year (currently June 21st) when the Sun is the farthest north and the day is the longest – the Sun rises directly over a particular stone, caled the Heelstone (located 60 meters outside the outer circle of stones) as seen from the center of Stonehenge. So probably the people who built Stonehenge must have had substantial astronomical knowledge. [5]



1. What is the best title for the passage?
  - a. Early astronomers
  - b. Salisbury plain
  - c. Gigantic projects
  - d. One of the famous mysteries

2. It can be inferred from the passage that
  - a. the stones were cut from quarries
  - b. it was easy to transport the stones
  - c. the Heelstone is not very heavy
  - d. an incredible amount of work went into making the construction
3. According to the author of this passage
  - a. Stonehenge is located in northern England
  - b. giant monuments have puzzling features
  - c. some stones were put on top of each other
  - d. the stones were not transported from a great distance
4. The author implies that
  - a. nobody knows for sure how the stones got there, and what their exact purpose was
  - b. not many people undertook this construction project
  - c. Stonehenge is not a mystery anymore
  - d. the circle is less than 30 meters wide
5. The passage was most probably written by a specialist in
  - a. astrology
  - b. archaeoastronomy
  - c. biology
  - d. philosophy

**Exercise 11 Choose the one word or phrase that best keeps the meaning of the original sentence if it is substituted for it.**

1. This article concerns archaeological findings.
  - a. is about
  - b. surveys
  - c. overviews
  - d. concludes by
2. We were unable to perceive where the problem lay.
  - a. conclude
  - b. understand
  - c. foresee
  - d. check
3. What is your assessment of her chances of winning?
  - a. prediction
  - b. suggestion
  - c. feeling
  - d. evaluation
4. Some people are scared of sophisticated technology.
  - a. interested in
  - b. informed
  - c. afraid of
  - d. aware of
5. In general, our business plan is OK, but I think we should make some alterations.
  - a. radical improvement
  - b. slight changes
  - c. useful amendments
  - d. important corrections
6. There are many gigantic buildings in New York.
  - a. tall
  - b. modern

- c. gorgeous
  - d. huge
7. Virtual reality is an electronic marvel.
- a. wonder
  - b. gimmick
  - c. monitor
  - d. device
8. He decided to buy a new computer.
- a. sell
  - b. advertise
  - c. purchase
  - d. assess
9. The study revealed an extremely involved mechanism.
- a. simple
  - b. interesting
  - c. complicated
  - d. strange
10. He concerns himself with astronomy.
- a. is tired of
  - b. is interested in
  - c. doesn't like
  - d. thinks it is necessary to study
11. This theory involves a lot of aspects.
- a. assumes
  - b. studies
  - c. includes
  - d. concludes
12. We really like this pleasant working enviroment.
- a. space
  - b. milieu
  - c. group
  - d. feature
13. You should send your papers to our organizing committee.
- a. working
  - b. standing
  - c. conference
  - d. steering

## UNIT 9. Energy Sources. Environment

**Text A Read the text and be ready to answer the questions that follow.**

### Fossil fuels

Coal, petroleum, and natural gas are known as fossil fuels. *Fossil* fuels are believed to have been formed from the remains of prehistoric plants and animals. Coal originates from ancient *swamps*, petroleum and natural gas were formed from ancient marine plants and animals. Coal is still an important *source* of electricity. Along with iron *ore*, it is also used to make steel. Because coal is a solid fuel, it has certain disadvantages, and burning it causes acid rain and air *pollution*. Displaced by cleaner fuels, coal consumption declined *rapidly* during the middle of the twentieth century. But coal reserves are estimated to be enormous, and, assuming that pollution control and clean-burning technologies now being researched are fully *implemented*, coal may still remain a major source of energy.

The main use of petroleum is for liquid *fuels* such as gasoline, diesel and jet fuel, *to say nothing of* heat and electricity generation. Also many chemicals are produced from petroleum. These petrochemicals include chemical fertilizers, explosives, medicines etc. Oil at present accounts for around 45 percent of the planet's total energy consumption, and natural gas a

urther 25 percent. Natural gas is often found in the same *wells* with oil, but it may also be found separately. Natural gas is the cleanest-burning fuel that can be *shipped* through *pipelines*. [5]

**fossil** – укр. викопний

**swamp** – an area of land which is always full or covered with water укр. болото

**source** – a place from which something comes; means of supply укр. джерело

**ore** – rock, earth etc. from which metal can be obtained укр. руда

**to pollute** – to make (air, water, soil etc.) dangerously impure or unfit for use укр. забруднювати

**rapid** – fast, quick, swift укр. швидкий

**to implement** – to carry out or put into practice укр. впроваджувати, здійснювати

**fuel** – material that is used for producing heat or power укр. паливо

**to say nothing of** – укр. не кажучи вже про

**well** – a place where water (oil) can be taken from underground укр. свердловина

**to ship** – to send to a distant place by post or other means, укр. перевозити

**pipeline** – a line of connected pipes, often underground, especially for carrying liquids or gas a long distance укр. трубопровід

### Nuclear energy

The world's first nuclear power plant began producing electricity in Britain in 1956. Originally, nuclear power was seen as a clean, inexpensive power source. Today, however, the nuclear power industry faces two serious problems: nuclear accidents and nuclear *waste*. Since the Chernobyl *accident* public opposition to expansion of nuclear power has grown.

**accident** – something unpleasant or damaging укр. аварія

**waste** – used damaged or unwanted matter укр. відходи

### Alternative (renewable) energy sources

While oil has a *unique* status as an energy source, it is *by no means* without competition. Other fossil fuels, such as coal and gas, are often less *costly* and compete effectively in certain sectors, such as electric power generation. However, there are energy resources (not based on fossil fuels) that are essentially *inexhaustible*, such as solar energy and other

**unique** – being the only one of its type укр. унікальний

**by no means** – Ні в якому разі

**costly** – costing a lot of money укр. дорогий

**to exhaust** – to use up completely укр. виснажувати, вичерпувати



kinds of renewable energy. Flowing water is an important energy source. Hydroelectric power, or hydropower, produced by the force of running water is a renewable and relatively pollution-free source of electrical energy.

As such energy sources as coal, oil, and natural gas become *depleted*, it will prove advantageous to many countries currently dependent on those sources to develop and make available alternative energy technology. Many countries have favorable natural conditions for developing geothermal, wind, solar, and energy sources. Geothermal energy makes use of underground heat which escapes to the surface through hot *springs*. Geothermal power is believed to be of great potential. New Zealand, Iceland, and several other countries now operate successful power plants.

Solar energy involves capturing the sun's light energy and converting it into heat or electricity. The technology exists to harness solar power, but solar energy collectors are expensive. Tidal energy could be a source of hydroelectric power in limited areas and has been pioneered in France. Attempts to raise deep ocean water to generate electricity are *under way* in Hawaii and other places. Wind can also be harnessed to produce electricity by the use of machines called aerogenerators. Wind is an unpredictable energy source that requires storage technology to fully use its benefits. *Recycling* or burning industrial and domestic garbage can also be used as a source of energy.

In the oceans, air, land, underground the Earth has *virtually* unlimited energy sources. Many of them are nonrenewable, and may be of short supply in the future. We should *seek* and improve energy sources and use them more efficiently to maintain our energy supply and reduce environmental *hazards*. [5]

**to deplete** – to lessen greatly in amount укр. вичерпувати, виробляти

**tide** – a current of water caused by the regular rise and fall of the sea caused by the pull of the moon and the sun укр. приплив та відплив  
**spring** – a place where water comes up naturally from the ground укр. джерело

**to harness** – to use (a natural force) to produce useful power укр. приборкувати, підкоряти

**to be under way** – moving forward укр. (починати) запроваджувати в життя, здійснювати

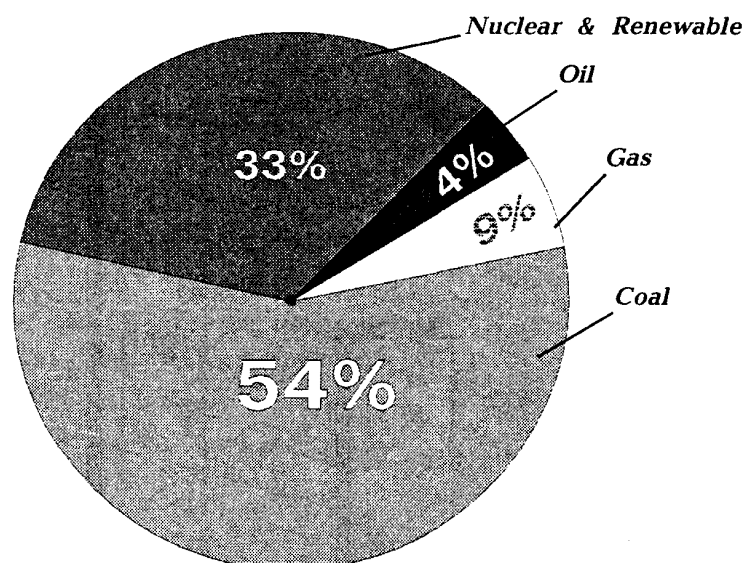
**to recycle** – to treat (a substance that has already been used) so that it is fit to use again укр. переробляти для повторного використання

**virtually** – almost, very nearly, practically укр. практично, майже

**to seek** – to make a search (for); to look for; try to find or get укр. шукати

**hazard** – something likely to cause damage or loss; a danger or risk укр. ризик, небезпека

Sources of Electricity Generated in the USA



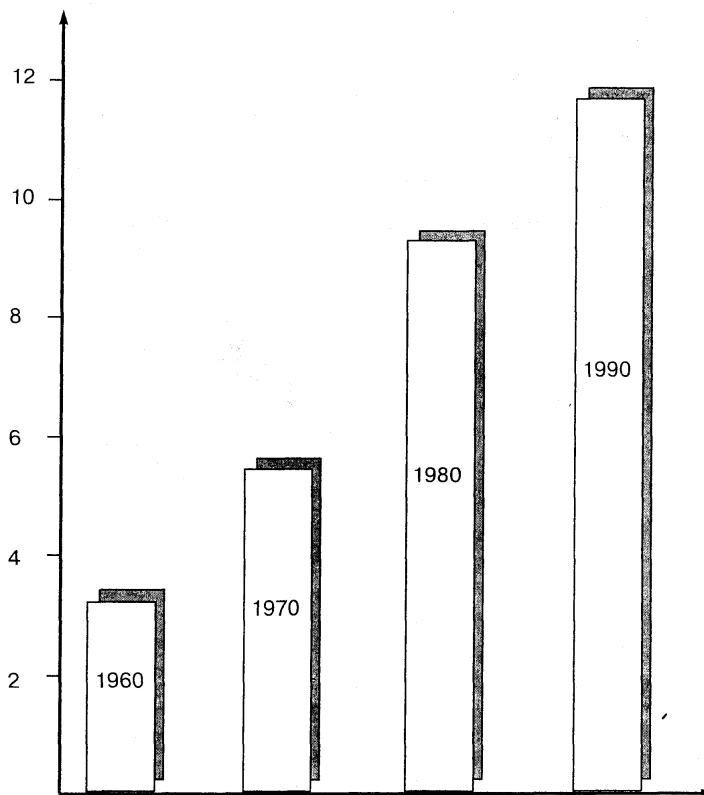
1. What is the subject of the passage?
2. What kinds of natural resources do you know?
3. What are the main uses of coal, petroleum, and gas?
4. What are the positive and the negative aspects of nuclear energy as a power source?
5. What is specific about renewable energy sources?
6. What are the positive and the negative aspects of various renewable energy sources? Give your opinion. State the reasons why.

**Exercise 1. Give English equivalents of:**

морські рослини та тварини; важливе джерело; поряд з; тверде паливо; кислотний дощ; забруднення повітря; найчистіше паливо; альтернативні джерела енергії; енергія припливу та відпливу; перші спроби починають запроваджуватись у життя; приборкувати; майже необмежені можливості; джерела енергії, що поновлюються; зменшувати небезпеку для довкілля.

**Exercise 2. A. Make some predictions about the world electricity consumption if present trends continue.**

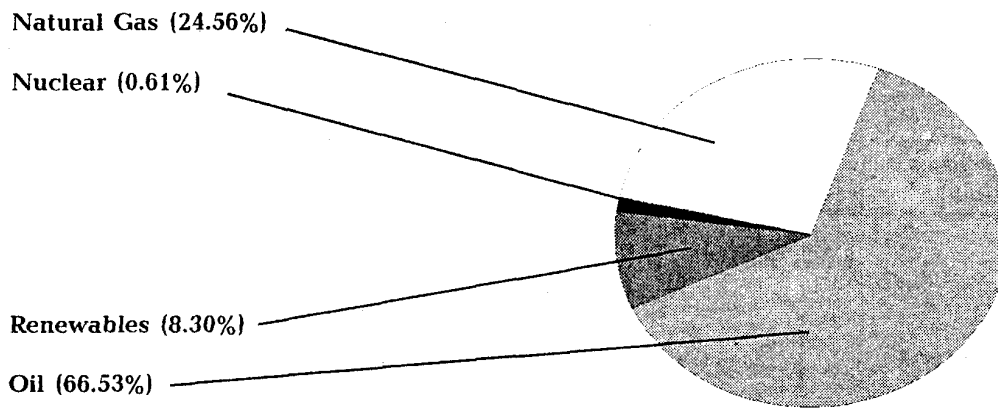
**World Consumption of Electricity (10<sup>6</sup> GWh)**



**B. What does comparison of world energy consumption by source reveal?**

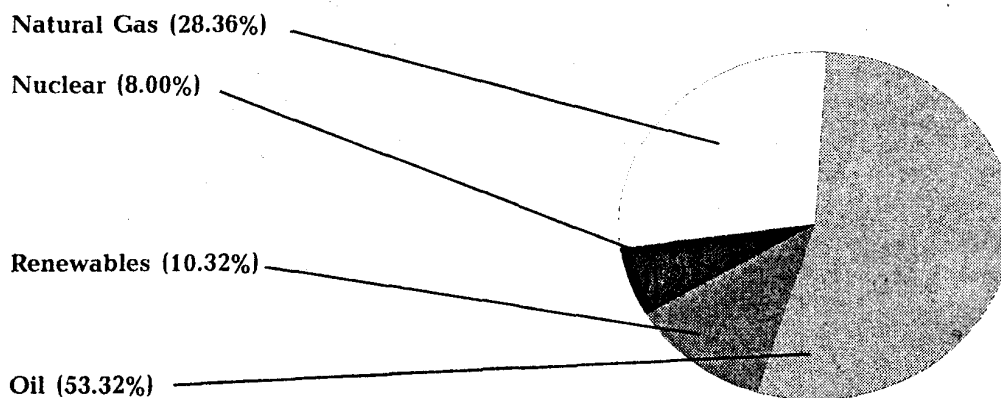
*World Energy Consumption — 1970*

*Total: 206.7 Quadrillion Btu*



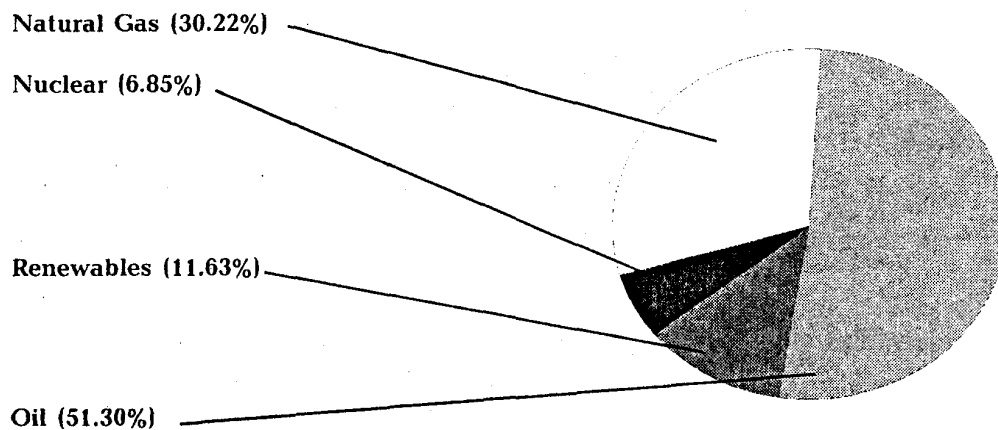
**World Energy Consumption — 1990**

*Total: 345.6 Quadrillion Btu*



**World Energy Consumption — 2010**

*Total: 471.1 Quadrillion Btu*



**Exercise 3. Translate the following sentences into Ukrainian.**

1. It is never too late to learn.
2. Newton was the first to realize the universality of gravity.
3. The subject is important enough to be discussed in full detail.
4. These methods are to be described in the next chapter.
5. Jenny was the first architect to use a steel frame in a tall building.
6. Water is to be purified to meet our needs.
7. The intention of the author is to show some newly developed methods.

8. Elisha Otis was the first to demonstrate a steam-powered elevator in New York in 1853.
9. These factors combine to make the problem very complicated.
10. To be on the safe side, we are to take into consideration everything.
11. The two quantities are added to yield the desired result.
12. This is the rule not to be forgotten.
13. She was the last to join our group.
14. The problem is too complex to be solved right away.
15. To get the best results, follow the directions carefully.
16. To know everything is to know nothing.

**Exercise 4. Translate the following sentences into Ukrainian.**

1. He is said to have graduated from Princeton University.
2. He appears to be concerned with the problem.
3. The law in question is likely to account for this phenomenon.
4. Science is known to affect the lives of people.
5. He asked for the papers to be brought.
6. One can assume this to be self-evident.
7. The work is unlikely to contribute to the solution of the problem.
8. The research is believed to be of great importance,
9. Everything is ready for the experiment to begin.
10. The data obtained appear to be quite correct.
11. Actually, Stonehenge turns out to have been built over a period of many centuries.
12. A substance known to possess such properties is called water.
13. We suppose this method to be of great practical value.
14. The procedure has proved to be complicated.
15. We want the experimental data to be presented as soon as possible.
16. The conclusion is sure to be of great theoretical interest.
17. The final results turned out to be not what we had expected.
18. They want the scientists to study this problem.
20. Substances thought to possess the properties in question were thoroughly investigated.
21. He appears to mention this fact in his monograph.
22. This approach allows to quickly analyze the data.
23. He was made to come early.
24. All factors likely to affect the accuracy of the experiment should be carefully observed.
25. The results turned out to be extremely interesting.
26. To begin with, investigations seem to appear at times when societies need them.
27. I want to finally know it.

**Exercise 5. Translate Ukrainian sentences. Then match the two columns.**

- |   |  |
|---|--|
| <ol style="list-style-type: none"> <li>1. Дозвольте сказати декілька слів.</li> <li>2. Схема здається надто спрощеною.</li> <li>3. Я прийшов сюди першим.</li> <li>4. Проблема досить важлива для того, щоб її розглянути.</li> <li>5. Іноді дуже важко зробити так, щоб інші зрозуміли вашу думку.</li> <li>6. Вони очікують, що ми прийдемо вчасно.</li> <li>7. Нам буде досить легко владнати цю справу.</li> <li>8. Дуже важко уникнути помилок.</li> <li>9. Вам буде цікаво послухати його промову.</li> </ol> | <ol style="list-style-type: none"> <li>A. It will be easy for us to settle this problem.</li> <li>B. They expect us to come on time.</li> <li>C. The problem is important enough to be considered.</li> <li>D. To avoid making mistakes is very difficult.</li> <li>E. Let me say a couple of words.</li> <li>F. It will be interesting for you to listen to his speech.</li> <li>G. The scheme appears to be oversimplified.</li> <li>H. It is sometimes very difficult to make people see your point.</li> <li>I. I was the first to come here.</li> </ol> |
|---|--|

**Exercise 6. Complete the following sentences.**

1. Louise Nevelson is believed by many critics ... the greatest 20th century sculptor.
  - a. to be
  - b. have been
  - c. has been
  - d. being
2. The line where the Earth and the sky ... to meet is the horizon.
  - a. it seems
  - b. seems
  - c. seemingly
  - d. seem
3. The exceptions are too numerous ... any rule to be formulated.
  - a. to
  - b. for
  - c. since
  - d. as
4. To understand is ... deep structure.
  - a. grasping
  - b. to grasp
  - c. having grasped
  - d. grasped
5. ... this work requires great skill.
  - a. Accomplishment
  - b. Having accomplished
  - c. To accomplish
  - d. When accomplished
6. The tendency ... liquids to turn into gases is well-known.
  - a. that
  - b. if
  - c. for
  - d. when
7. Athletes who compete in the Olympic games ... to be amateurs.
  - a. are supposed
  - b. suppose
  - c. they suppose
  - d. supposedly
8. One can be amazed by the variety of life ... in tidal pools.
  - a. seeing
  - b. to see
  - c. when seen
  - d. to be seen
9. Telemarketing and telesales ... as the most cost-effective way of generating new business.
  - a. to be widely recognized
  - b. are widely recognized
  - c. to have been widely recognized
  - d. widely recognized
10. Service hotlines, advice lines, and telephone information service ... vital competitive weapons.
  - a. are seen as
  - b. to see as
  - c. to be seen as
  - d. is seen as

11. This network ... to the technical standards that apply in this country.
- are tailored to conform
  - tailored to conform
  - to tailor to conform
  - is tailored to conform
12. Biomedical research continues ... scientists with new insights into the workings of the human body at the molecular level.
- to be provided
  - to provide
  - provide
  - how to provide

**Text B Read the following passages and paraphrase them.**

### 1. Green Products

Recent polls of citizens of both developing and industrialized countries found that a majority considered environmental protection more important than economic growth. Many European countries already have environmental product-labeling initiatives. In the United States, the U.S. Environmental Protection Agency (EPA) has been working with industry to define environmental goals and *facilitate* cooperation in achieving them. One result is a labeling program for energy-efficient computers. Design-for-the-environment initiatives are growing.

Design-for-environment (DFE) programs call for careful inclusion of environmentally safe attributes in the early design stages of new products, as opposed to re-engineering them later in the product cycle. Implementing DFE is increasingly critical if companies want to be globally competitive. These programs are also proving to be economically *sound*, emphasizing consideration of materials and energy, and, as a result, enhance profit potential. Recycling efforts can reduce the volume of *raw materials*. Maximizing the use of recyclable materials opens up *revenue* possibilities at the end of a product life cycle. Component reliability, a fundamental design goal in the electronics industry, supports the re-use

of such parts in new or *refurbished* equipment, again saving raw materials, manufacturing costs, and time. Manufacturing innovations contribute to environmental soundness while boosting manufacturing efficiency. Xerox corporation estimates that its environmental programs already save the company more than \$100 million annually. One initiative at Xerox seeks such complete reuse of recycling of business equipment products that no materials need to be taken to a *landfill*. Another approach is manufacturing involving disassembling a machine, replacing worn-out parts with new, remanufactured or used components. Then machine is cleaned and tested to ensure it meets quality and reliability criteria for a newly manufactured machine.

To meet the challenge of zero waste material, the following issues must be addressed:

- Product simplification.
- Design for disassembly rather than merely assembly.
- Incorporating recyclable materials. [5]

**to facilitate** – to make easy or easier; help укр. полегшувати, допомагати, сприяти

**sound** – showing good sense Synonyms: reasonable, sensible укр. із здоровим глуздом (розумом), тверезий, розсудливий, розумний

**raw material** – not yet treated for use, in a natural state укр. сировина

**revenue** – income укр. доход

**to refurbish** – to make clean and fresh again.

Synonyms: to renovate, to overhaul укр. поновлювати

**landfill** – укр. звалище, смітник

## Some labels for environmentally preferred products

Governments and nonprofit organizations are promoting the use of ecolabels to identify environmentally preferred products for consumers.



Japan Environment Association, Tokyo



Green Seal, Washington, DC



Canada

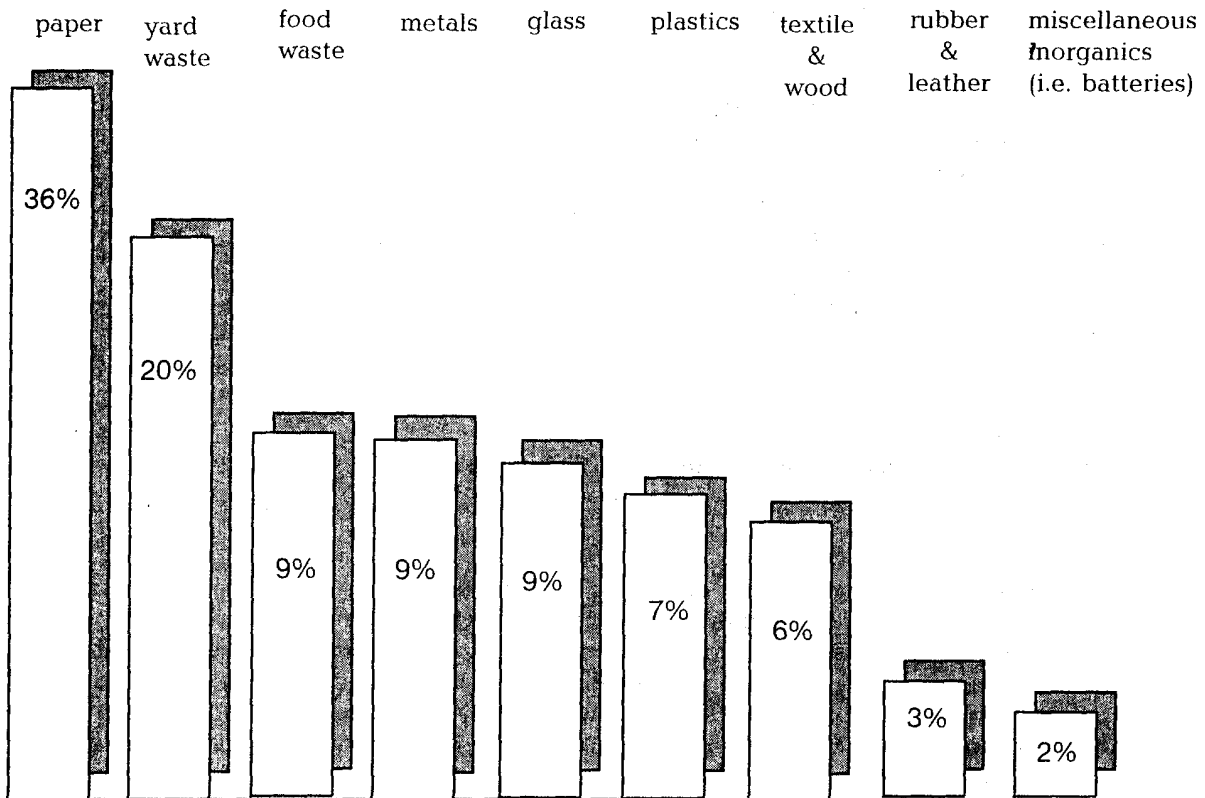


Germany



European Community

## What's in a Landfill?



2. Modeling the World's Climate	
Will global warming turn green fields into desert? Will the hole in the atmosphere's ozone layer repair itself? These are among the problems <i>tackled</i> by simulations on supercomputers. Climate	
modelers use numerical simulations and complex calculations. At the <i>core</i> of today's simulations of climate are the General Circulation Models (GCM). Used by scientists around the world, this method of modeling the earth's climate is based on a set of fundamental	<b>to tackle</b> – to take action in order to deal with укр. працювати над розв'язанням (вирішенням) <b>core (of)</b> – the most important and central part of anything укр. стрижень, сутність, суть, ядро
equations. The method involves dividing the atmosphere into a series of three-dimensional boxes (grid-cells or grid-points), and then solving these equations for each box. Perhaps one of the most far-reaching questions that climate modelers today are addressing is	
the <i>greenhouse</i> effect and its influence on global warming. The greenhouse effect is the tendency of certain gases in the atmosphere, <i>notably</i> carbon dioxide, to trap heat below	<b>greenhouse</b> – укр. парник <b>notably</b> – especially, particularly укр. особливо ж, а надто
them in the same way that glass traps heat in a greenhouse. This is a key question because it can dramatically affect environment and society. Climate modeling has its sister science, numerical forecasting of the weather <i>in terms of</i> temperatures, winds, and <i>precipitation</i> . Most of the basic formulae derive from Newton's laws, and a simple climatic model can be created from just a few equations: e.g. the second law of	
motion, conservation of mass, the first law of thermodynamics etc. These equations were first used to model the atmosphere in the 1920s by a British scientist, Lewis F. Richardson. He developed «computing forms» to solve them for different locations on the globe. He <i>envisioned</i> a large amphitheater representing	<b>in terms of</b> – with regard to укр. у термінах; з точки зору; у розумінні; з урахуванням <b>precipitation</b> – укр. опади (метеорол.) <b>to envision</b> – to see in the mind as a future possibility <u>Synonym:</u> to foresee укр. передбачати
the world, locations around the hall representing different geographic regions. A sort of «computing amphitheater» came into existence in the 1950s with the birth of the Eniac computer at Princeton University in New Jersey. Weather simulation was one of the first major problems run on this early computer and ever since then climate and weather modeling have been among the first applications transported to the «supercomputer» of each era. A primitive climate model	
was developed in 1956, and in the early 1960s, the first <i>full-scale</i> GCMs were developed. Today, there are well over two dozen of these general circulation models in the world. Researchers would like <i>to couple</i> other earth systems with GCM. Topography, ground and	<b>full-scale</b> – укр. у повному обсязі <b>to couple</b> – to join together, connect укр. з'єднувати <b>terrestrial</b> – укр. наземний <b>marine</b> – укр. морський
surface water hydrology, <i>terrestrial</i> ecosystems, <i>marine</i> biochemistry are all being modeled separately today and could, if coupled with today's GCMs, improve them greatly. [5]	

### Exercise 7. Discuss the following point. Give your opinion.

Concern about the way people are damaging the environment is not new. In the USA, for instance, one of the first environmentalists was Henry David Thoreau, who spent several years living in a small hut on the shore of an isolated pond. He wrote a famous book, *Walden*, about his experience. In his book, Thoreau recommended that men and women learn to live more simply. While Thoreau's book was praised by many people, few actually followed his advice.

Another man named John Muir helped launch the first major conservation movement. He urged that Americans set aside some parts of the country so that they would never be farmed. One of such places was one of the first national parks 'in the U.S. — the Yosemite Valley.



**Exercise 8.**

One result of the U.S. Environmental Protection agency (EPA) activities is labeling all products made with chlorofluorocarbon (CFC). Do you think such labeling is necessary for our country? Do you think special return and recycle programs (e.g for batteries) are a must? Discuss these points with your colleagues.

**WARNING**  
Manufactured with CFC — 113 and/or 1,1,1,Trichloroethane; these substances harm public health and environment by destroying ozone in the upper atmosphere.

*U.S. Environmental Protection Agency*

**Exercise 9. Organize a round-table discussion «Put the Earth First». Use the materials provided below as possible guidelines for your discussion.**

**A.**

Scientists are ethically obligated to make sure that his or her work is environmentally sound. It is not possible for a scientist to hide behind the claim that scientists only create things, and others determine when and how they are used. If they can damage our environment, someone may use them to the misfortune of us all. Thus, the scientists have the obligation not to create things that are harmful to the environment.

**B.**

Every scientist is the «end user» of some other scientist's work. Sooner or later, we all are going to realize that «we» are «they». Why not begin at the environment in the design phase of the project?

**C.**

We not only have a responsibility to protect the environment but to attempt to improve the world we live in through technology development. We should contribute to society in a beneficial way, and take responsibility for what we create.

**D.**

Scientists have a very strong ethical obligation to make sure that their work, at the "Very least, minimizes damage on the environment, and, if possible, helps protect the environment.

**E.**

It seems that each design or product a scientist makes can be characterized as safe or not safe. However, impacts on environment are extremely varied. For example, wind and hydropower are supposed to be environmentally benign, but we now know that they may be dangerous to birds and fish.

**F.**

Why stop at scientists? Everyone has an obligation to protect our environment. We all use it, we all live in it. However, scientists tend to be more educated than the average populace and therefore must consider how our creations will benefit not only humanity, but the environment as well.

**G.**

We should talk not of human AGAINST nature, but of human AND nature.

**Exercise 10.**

importance      important

1. He is one of the \_\_\_\_ people in our company.
2. The real \_\_\_\_ of this invention is hard to overestimate.
3. It's \_\_\_\_ to learn foreign languages.

(to) recycle    recycled    recyclable

4. This bag is made of \_\_\_\_ paper.
5. It's possible \_\_\_\_ glass.

6. This plastic is \_\_\_\_\_.

reliable reliably (un) reliability

7. He may forget about it, he is not very\_\_\_\_\_.

8. I'm \_\_\_\_\_ informed of it.

9. You can depend only on \_\_\_\_\_ source of information.

10. \_\_\_\_\_ is opposite to reliability.

possible possibility possibly

11. They have many \_\_\_\_\_ to improve the system.

12. This is only one of many \_\_\_\_\_ answers.

13. Please, do it as soon as \_\_\_\_\_.

14. It's \_\_\_\_\_ that the store is still open.

15. Could you \_\_\_\_\_ lend me 20 dollars ?

16. There is strong\_\_\_\_\_ that they won't come.

17. Let's consider another \_\_\_\_\_.

responsible responsibility

18. Who is \_\_\_\_\_ for this work?

19. He is very \_\_\_\_\_.

20. I take full \_\_\_\_\_ for this work.

21. It's his \_\_\_\_\_ to make the decision.

**Exercise 11. Read the passage and answer the questions that follow.**

For many years Antarctica was thought to be only an archipelago with islands tied together above sea level by ice. It was thought to be made up of two small subcontinents – East Antarctica, the larger, and West Antarctica, containing the Antarctic Peninsula. The two continents were supposed to be separated below sea level. Modern geophysical studies, however, have revealed a fairly complete picture of the Antarctic landform below its ice cover. Now we know that West Antarctica is connected to the main part of the continent by a chain of mountains well above the sea level. The bedrock of much of East Antarctica appears to be above sea level; some of it (in the Transantarctic Mountains) is far above sea level. Whether mineral wealth lies hidden by ice is unknown. No deposits rich enough to be economically useful have been found. Interpretation of continental structure is an important objective of any extensive geologic investigation, yet except for the earth's ocean basins, no area the size of Antarctica is so geologically unknown. With 98 percent of the continent covered by ice, it is extremely difficult to decipher the continent's general structure.

1. This text is concerned primarily with the

- a. geological composition of Antarctica
- b. continents of the world
- c. exploration of minerals in Antarctica
- d. earth's ocean basins

2. According to the passage, Antarctica is made up of

- a. two subcontinents
- b. connected land masses
- c. several islands
- d. two peninsulas

3. It can be inferred from the passage that little is known about Antarctica's

- a. climate and size
  - b. landform
  - c. bedrock
  - d. mineral wealth
4. The author implies that
- a. Antarctica used to be an archipelago
  - b. Antarctica supplies rich mineral resources
  - c. the Earth's ocean basins are not thoroughly investigated
  - d. much of East Antarctica is above sea level
5. How much of Antarctica is covered by ice?
- a. 90 percent
  - b. 89 percent
  - c. 88 percent
  - d. 98 percent

**Exercise 12. Choose the one word or phrase that best keeps the meaning of the original sentence if it is substituted for it.**

1. Virtually all the members were in agreement with the proposal.
- a. actually
  - b. almost
  - c. eventually
  - d. seemingly
2. Our project is now under way.
- a. under examination
  - b. being discussed
  - c. moving forward
  - d. under consideration
3. Hopefully, the committee's suggestions will be implemented soon.
- a. studied
  - b. discarded
  - c. discussed
  - d. carried out
4. These factories seem to pollute the air.
- a. make clean
  - b. make impure
  - c. harness
  - d. affect
5. The mine was closed because of coal exhaustion.
- a. production
  - b. depletion
  - c. recycling
  - d. deposits
6. Their choice turned out to be a mistake.
- a. proved
  - b. seemed
  - c. happened
  - d. is considered
7. They coupled the carriages of the train together,
- a. disconnected
  - b. connected
  - c. moved

- d. separated
8. We observe rapid changes in the world of computer technology.
- a. slow
  - b. radical
  - c. slight
  - d. fast
9. They discussed hydroelectric and geothermal power, to say nothing of solar energy.
- a. that is to say
  - b. not to mention
  - c. to put it briefly
  - d. to put it another way
10. He seems to know what they mean.
- a. is likely
  - b. happens
  - c. is sure
  - d. appears
11. At present, I don't envision any difficulties.
- a. foresee
  - b. observe
  - c. encounter
  - d. look for
12. It is a good idea to overhaul this aircraft.
- a. make use of
  - b. purchase
  - c. get rid of
  - d. refurbish

## UNIT 10. Evolution of Manufacturing. Intelligent Manufacturing

**Text A Read the text and be ready to answer the questions that follow.**

Manufacturing technology is the technology of process control. It is machines, human labor, and the organization of work brought together to control a manufacturing process. Whenever the approach to process control *shifts* significantly, many parameters change. These shifts suggest six epochs in manufacturing. The new technology dictates changes in the nature and organization of manufacturing, and in the machines used to effect those changes.

The English system of manufacture originated in the late 18th century with the invention of general-purpose machine tools, such as *lathes*, that could be used to fabricate a variety of workpieces. The American system of manufacture that emerged in the mid-1800s emphasized precision and interchangeability of parts.

The era of scientific management began in the late 1800s with the works of Frederick Winslow Taylor, a U.S. mechanical engineer whose principles of manufacturing management are known as Taylorism. Recognizing that the workers themselves were limiting the speed and efficiency of machines, Taylor claimed that these activities could be measured, analyzed, and controlled with techniques analogous to those applicable to physical objects. Using job analysis and time study, he determined a standard rate of output for each job. This approach placed control in the hands of management, which could monitor a worker's productivity by comparing his or her output against a standard.

Next came the era of process improvement, in the mid-20th century, based on statistical process control (SPC). Invented in the U.S. in the 1930s, SPC assumes that machines are *intrinsically* imprecise, since the identical procedure will produce different results on the same machine at different times. It emphasized «outliers» (out-of-control) situations rather than *mean* performance; directed management's attention away from the worker toward machines. Whereas scientific management is concerned with manufacturing problems in essentially static forms, SPC is concerned with the dynamism of the processes.

*Numerical control* (NC) arrived in the 1970s with the microprocessor. NC combines the *versatility* of general-purpose machines with the precision and control of special-purpose machines. It emphasized adaptability above stability. It also implies experimentation, learning, place and nature of work.

Manufacturing entered the computer-

**to shift** – to change (in position or direction), move from one place to another укр. змінювати; переміщати

**lathe** – укр. верстат

**intrinsic** — being part of the nature or character of someone or something; Synonym: inherent укр. внутрішньо властивий, притаманний за природою

**mean** – average укр. середній; звичайний; пересічний

**numerical control** – укр. числове програмне управління

**versatile** – having many different uses укр. універсальний, багатоцільовий, різнобічний,

**intelligence** – укр. інтелект, розвинені логіко-інформаційні можливості

**extension** – укр. продовження

**cohesive** – укр. згуртований

integrated era in the late 1980s. Computer-integrated manufacturing (CIM) is based on information about, and models of functional expertise that make it possible to examine and systematize the interactions among functions. Recognizing these interactions and predicting their consequences constitutes system *intelligence*. The systems enabled by CIM are extraordinary, to say nothing of versatility in the form of new products and processes.

Each of six manufacturing epochs focused on a particular aspect of process control – from accuracy, precision, and reproducibility to stability, adaptability, and versatility.

The first three epochs embraced mechanization, with manufacturing conceived in terms of increasing efficiency and control. The engineering focus was on machines, and labor was required to adapt to machines and, ultimately, to become yet another machine. Now the emphasis is on versatility and intelligence. Machines have come to be viewed as *extensions* of the mind that can enhance cognitive abilities of human beings. This shift, based on information technology, suggests new managerial imperatives (like building small *cohesive* teams), broadens the role of engineering management, and starts treating manufacturing as a service. [5]

### *Evolution of Manufacturing*

	1800	1850	1900	'30	'40	'50	1970	1985	2000
	→		→			→		→	
	The English system of manufacture	The American system of manufacture	Scientific management (Taylorism)			Process improvement (statistical process control)	Numerical control	Computer-integrated manufacturing	
Productivity increase over previous epoch	4:1	3:1	3:1			3:2	3:1	3:1	
Process focus	Accuracy	Repeatability	Reproducibility	Stability		Adaptability	Versatility		
Work philosophy	«Perfect»	«Satisfy»	«Reproduce»			«Monitor»	«Control»	«Develop»	
Skills required (machine operator)	Mechanical craft	Repetitive subskill	Repetitive subskill			Diagnostic ability	Experimentation	Learning generalizing, abstracting	

1. What is the subject of this passage?
2. What is manufacturing technology?
3. How can we classify epochs in manufacturing?
4. What is specific about each epoch?
5. What is meant by CIM? Why are interactions among functions so important?

#### **Exercise 1. Give English equivalents of:**

велика кількість параметрів; наприкінці 18 сторіччя; верстат; виробляти різноманітні речі; епоха наукового менеджменту; обмежувати ефективність; стандарти результативності; відволікати увагу; універсальні системи; комп'ютерні інтегровані виробництва; людська праця; невеликий згуртований колектив.

## Exercise 2. Give Ukrainian equivalents to:

to dictate changes; nature and organization of manufacturing; to effect changes; the system originated in early (late) XIX century; to fabricate a variety of workpieces; to emphasize precision and interchangeability of parts; the workers themselves; to place control in the hands of management; to monitor productivity; different results at different times; adaptability vs. stability; to focus on a particular aspect.

## Exercise 3. Translate the following sentences into Ukrainian.

1. Forecasting future is always an uncertain business.
2. We learn much by reading books.
3. Writing essays in English requires practice.
4. It is worth remembering this rule.
5. They are capable of constructing these facilities.
6. Active animal life exists at all temperatures from the melting point of ice, to about 40° below the boiling point of water.
7. There are many reasons for questioning this theory.
8. The exhibition was worth attending.
9. He could not help joining the discussion.
10. I really thank you for taking all the trouble.
11. If you are not interested in asking questions, you are not interested in having answers.
12. The problem is worth solving.
13. I like to work without being disturbed.
14. Your studying much now will help you in your future work.
15. We succeeded in obtaining reliable results. -
16. They know about our investigating the problem.
17. In spite of his being tired, he continued to work.
18. I object to your discussing this issue now.
19. A true scientist is interested in being told about his or her mistakes.
20. I know of your having read this article.
21. He went away without having told us the necessary information.
22. The result of his investigation depended upon his having applied the proper method.
23. Academician Artzimovich once humorously defined science as a practice of the scientist's satisfying his or her curiosity at the expense of the government.

## Exercise 4. Complete the following sentences.

1. This book succeeds in ... structuralist theory.
  - a. being told
  - b. telling
  - c. to tell
  - d. have told
2. ... having been invited to take part in the conference was quite unexpected.
  - a. we
  - b. our
  - c. us
  - d. ours
3. By thoroughly ... the experiment we obtained good results.
  - a. conduct
  - b. having conducted
  - c. to conduct

- d. conducting
4. After ... the problem in full detail they decided to solve it.
- discussion
  - discussing
  - having been discussed
  - to discuss
5. In spite of not ... any university education, Faraday made his great discoveries.
- to have
  - have
  - having
  - has
6. Everything depends on ... finishing the project on time.
- your
  - for you
  - yours
  - you
7. He was capable of ... the task.
- performance
  - performing
  - perform
  - to perform
8. ... journals is important for every scientist.
- We read
  - While reading
  - Reading
  - Read
9. One cannot master a foreign language without ... at it regularly.
- working
  - to work
  - works
  - work
10. Automatic Call Distribution is the only way of ... that calls are answered without delay, in quick succession.
- to make sure
  - will make sure
  - when making sure
  - making sure

**Exercise 5. Fill in the blanks with the gerund or the infinitive form of the word given.**

- It's difficult to quit \_\_\_(smoke).
- On my way home I stopped \_\_\_(buy) some greeting cards at the bookstore.
- I can't translate this article because I forgot \_\_\_(bring) the dictionary with me.
- \_\_\_(Wait) for exam made him more and more anxious.
- Many children have stopped \_\_\_(play) traditional children's games and \_\_\_(seem) \_\_\_(prefer) \_\_\_(play) computer games.
- They say he can't afford \_\_\_(spend) much money on travels.

**Exercise 6. This survey will help you identify some of your personality traits, that will help you discover some occupations in which you would have the most interest. Pay special attention to translating verbals.**



**Step One: Circle the number of any item — subject, activity, or type of person — that is appealing to you. Leave all others blank.**

- |   |                                  |
|---|----------------------------------|
| 1. Farming                                | 25. Driving a truck              |
| 2. Advanced math                          | 26. Working in a lab             |
| 3. Being in a play                        | 27. Musicians                    |
| 4. Studying people in other lands         | 28. Making new friends           |
| 5. Talking to people at a party           | 29. Leaders                      |
| 6. Word processing                        | 30. Following a budget           |
| 7. Auto mechanics                         | 31. Fixing electrical appliances |
| 8. Astronomy                              | 32. Building rocket models       |
| 9. Drawing or painting                    | 33. Creative writing             |
| 10. Going to church                       | 34. Attending sports events      |
| 11. Work on a sales campaign              | 35. Being class President        |
| 12. Using a cash register                 | 36. Using OT (office technology) |
| 13. Carpentry (working with wood)         | 37. Building things              |
| 14. Physics                               | 38. Doing puzzles                |
| 15. Foreign language                      | 39. Fashion design               |
| 16. Teaching students                     | 40. Belonging to a club          |
| 17. Buying clothes for a store            | 41. Giving speeches              |
| 18. Working from 9:00 am to 5:00 pm       | 42. Keeping detailed records     |
| 19. Setting type for a print shop         | 43. Wildlife biology             |
| 20. Using a chemistry set                 | 44. Being in a science fair      |
| 21. Reading art and music magazines       | 45. Going to concerts            |
| 22. Helping people with personal problems | 46. Working with older people    |
| 23. Selling life insurance                | 47. Salespeople                  |
| 24. Typing reports                        | 48. File letters & reports       |

**Step Two: On the chart below, again circle the numbers of the items which appealed to you. After you've finished, count the numbers circled on each line. Write the two highest categories on the lines below. These are the clusters in which you have the most interest. For example, if you scored highest in Social, and second highest in Artistic, your Code would be «SA». You would want to concentrate your career exploration efforts in those two categories.**

<b>R — Realistic</b>	<b>1</b>	<b>7</b>	<b>13</b>	<b>19</b>	<b>25</b>	<b>31</b>	<b>37</b>	<b>43</b>
<b>I — Investigative</b>	<b>2</b>	<b>8</b>	<b>14</b>	<b>20</b>	<b>26</b>	<b>32</b>	<b>38</b>	<b>44</b>
<b>A — Artistic</b>	<b>3</b>	<b>9</b>	<b>15</b>	<b>21</b>	<b>27</b>	<b>33</b>	<b>39</b>	<b>45</b>
<b>S — Social</b>	<b>4</b>	<b>10</b>	<b>16</b>	<b>22</b>	<b>28</b>	<b>34</b>	<b>40</b>	<b>46</b>
<b>E — Enterprising</b>	<b>5</b>	<b>11</b>	<b>17</b>	<b>23</b>	<b>29</b>	<b>35</b>	<b>41</b>	<b>47</b>
<b>C — Conventional</b>	<b>6</b>	<b>12</b>	<b>18</b>	<b>24</b>	<b>30</b>	<b>36</b>	<b>42</b>	<b>48</b>

I scored highest in \_\_\_\_\_  
 I scored second highest in \_\_\_\_\_  
 My Code is \_\_\_\_\_

**OCCUPATIONAL CATEGORIES**  
**REALISTIC OCCUPATIONS**

Realistic people prefer physical activities and hands-on projects. They prefer working alone, and are often found out of doors and in jobs such as forestry, farm management, construction, geology, hazardous waste management, auto repair, manufacturing, and natural gas exploring.

### INVESTIGATIVE OCCUPATIONS

Investigative people have science and mathematical abilities, and tend to be problem solvers. They prefer working on their own, and enjoy occupations such as medical and lab technology, chemistry, engineering.

### ARTISTIC OCCUPATIONS

Artistic people tend to seek opportunities to use their talents to create beauty in art, music, or literature. They usually show emotions more easily than other people, and are found in occupations like musician, artist, writer, and actor. They prefer situations that provide opportunities for creative expression. Artistic people often enjoy working alone.

### SOCIAL OCCUPATIONS

Social people like being with other people, helping others and working in jobs that directly affect other people. They socialize well, and go into occupations such as teaching, nursing, psychology, and religious service.

### ENTERPRISING OCCUPATIONS

Enterprising people tend to be leaders. They have speaking, sales and managerial skills, and enjoy having prestige and high status. They like to influence others, and like occupations such as salesperson, financial manager, travel agent, hotel manager, and real estate.

### CONVENTIONAL OCCUPATIONS

Conventional people like to keep things neat and organized. They enjoy doing computations, keeping records, and are interested in using office skills. They enjoy working with charts, and writing reports. They are self-controlled and enjoy status and authority. They prefer occupations like banking, secretary, accountant.

**Text B Read the text and be ready to answer the questions that follow.**

Manufacturing is a prime generator of wealth and is critical in establishing a sound basis for economic growth. Manufacturing is a cornerstone of all economic activities, and efforts to continuously *advance* manufacturing technology are therefore *vital* to a richer and more stable future. Scientists undertake *feasibility studies* to develop next-generation advanced manufacturing technologies related to the following phenomena:

- the globalization of *corporate* activities;
- greater sophistication in manufacturing operations;
- changes in market requirements (e.g. more *diversified* needs);
- changes in human factors, including *shortage* of skilled labor;
- problems due to the need to preserve natural resources and the environment;
- increased investments required for manufacturing systems and R&D.

Globalization presents particular problem because, depending upon the nature and purpose

**to advance** – to move forward in development, to improve укр. розвивати, покращувати

**vital (to, for)** – very necessary, of the greatest importance укр. нагально потрібний, надзвичайно важливий

**feasible** – able to be carried out or done, possible and reasonable укр. здійснимий

**feasibility study** – укр. техніко-економічне обґрунтування **corporate** — of, belonging to or shared by all the members of a group/corporation

Synonym:

collective

**to diversify** – to make or become different in

of its activities, a company may have various facilities located around the world. To manage those facilities effectively, and to handle its policy making and production planning, a company needs a communications network that interconnects its multiple plants and other facilities. Setting up such a network is essential for exchanging data through an internationally **compatible** communications system. Increasingly, companies are finding they need a common intercompany communications system that enables different firms to exchange information.

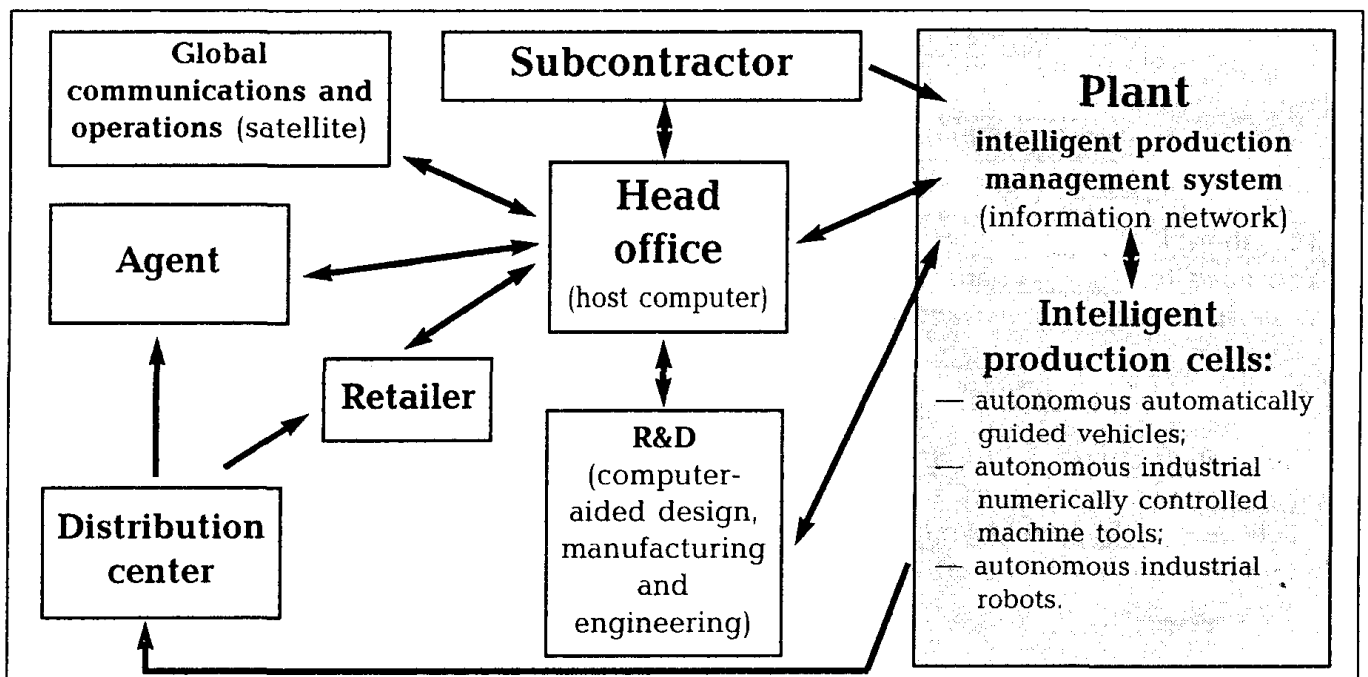
Future plants based on the intelligent manufacturing system concept are expected to include such autonomous and intelligent systems as industrial robots, numerically controlled machine tools and interacting with an intelligent production management system. Computer-aided design, manufacturing and engineering at an R&D center will help in the rapid development of new products matched to customers needs. A global communications network with standardized interfaces will link the head office to the manufacturing plants, sales agents, and subcontractors. [5]

form, quality, aims, or activities; vary укр. урізноманітнювати

**shortage (of)** – a condition of having less than needed; lacking укр. нестача, брак

**compatible (with)** – able to exist together, or be used together with another thing укр. сумісний, той, що сполучується (поєднується)

### *Intelligent manufacturing system*



1. What is the problem under discussion?
2. What is a prime generator of wealth and basis for economic growth?
3. What is meant by a feasibility study?
4. What phenomena should be taken into account by all manufacturers?
5. What is specific about future plants and manufacturing systems?

#### **Exercise 7. Discuss the following point with your colleagues.**

The goal of manufacturing at companies throughout the world is processing orders sooner and faster. The **buzzwords** are «lean», **buzzword** – a word or phrase

to describe efficient, un wasteful, less costly manufacturing; especially related to a specialized subject, which is thought to express something important but is often hard to understand

«agile», said of manufacturing system's speed in reconfiguring itself to meet changing demands; and «flexible», meaning the system's ability to adjust to customers preferences. Customer satisfaction is usually first on the list of priorities.

**Exercise 8. Render the following passage into Ukrainian.**

The workplace has changed. Today's employers are asking workers to do more. Now workers have to manage their workstations, schedule their time, think about quality, solve problems, and apply their skills to new technologies.

Manufacturing, too, has changed. Factory employees no longer necessarily perform routine, repetitive tasks. Because of the use of flexible automated manufacturing systems and electronically controlled (rather than mechanical) equipment, they must process information symbolically. Instead of manufacturing parts of a machine, for example, workers must now interact with symbols on a computer. The workers must use complex diagnostic equipment for *troubleshooting*.

**Exercise 9.**

(to) manufacture manufacturer(s) manufacturing

1. This firm \_\_\_\_ computers.
2. The \_\_\_\_ of these components is very expensive.
3. Our microwave oven didn't work, so we sent it to the \_\_\_\_.
4. They promise new job openings in the \_\_\_\_ sector.

(to) organize organization organized

5. They support a charity \_\_\_\_.
6. You should \_\_\_\_ a conference next year.
7. You have to \_\_\_\_ your facts first in order to make a good speech.
8. What a well- \_\_\_\_ structure it is!

precise precision precisely

9. The train is supposed to come at about 11 a.m., 11.05, to be \_\_\_\_.
10. \_\_\_\_ instruments are widely used nowadays.
11. Tell me \_\_\_\_ what you want.
12. — You advise me to wait a little?

**Exercise 10. Read the text and answer the questions about it.**

Isaac Newton (1642 — 1727) was born in England. Newton set modern physics on its feet by deriving laws showing how objects move on the Earth and in space, and by finding the law that describes gravity. For many years he developed his ideas about the nature of motion and about gravitation. In order to derive them mathematically, he invented calculus. Newton long withheld publishing his results, possibly out of shyness. Finally, Edmond Halley, whose name we associate with the famous comet, persuaded Newton to publish his works. A few years later, in 1687, the «Philosophiae Naturalis Principia Mathematica» (Mathematical Principles of Natural Philosophy) was published. He built the

first reflecting telescope in 1668, and used it to study how the planets move.

Newton's most intellectually fertile years were those right after his graduation from college when he returned home to the country. Newton was a professor of mathematics at Cambridge University, later in life went into government service. His tomb in Westminster Abbey bears the epitaph: «Mortals, congratulate yourselves that so great a man has lived for the honor of the human race». Newton made many discoveries that are part of modern science. Even now scientists still refer to «Newton's laws of motion», «Newtonian telescopes», «Newton's laws of gravitation». Scientists measure the force due to gravity in units called newtons.

1. What is the best title for the passage?
  - a. Newtonian telescope
  - b. Great invention
  - c. Isaac Newton
  - d. Edmond Halley
2. According to the author, Newton worked most productively
  - a. as a professor at Cambridge University
  - b. during his government service
  - c. while studying at college
  - d. right after graduation from college
3. It can be inferred from the passage that Isaac Newton
  - a. did not publish Principia in 1687
  - b. published his works together with Halley
  - c. wanted to publish his works as soon as possible
  - d. was probably a modest person
4. According to the passage Isaac Newton build his reflecting telescope at the age of
  - a. 40
  - b. 26
  - c. 28
  - d. 36
5. The passage was probably written by a specialist in
  - a. geology
  - b. geography
  - c. ecology
  - d. astronomy

**Exercise 11. Choose the one word or phrase that best keeps the meaning of the original sentence if it is substituted for it.**

1. We really need to advance this technology.
  - a. approach
  - b. improve
  - c. reproduce
  - d. realize
2. There is no shortage of these materials.
  - a. abundance
  - b. need
  - c. analogue
  - d. lack
3. Nylon is a versatile material.
  - a. is very useful
  - b. is indispensable
  - c. has many different uses

- d. has very few uses
4. I'm accustomed to getting up early.
- a. used to
  - b. not used to
  - c. interested in
  - d. capable of
5. That's a very sound suggestion.
- a. silly
  - b. strange
  - c. reasonable
  - d. timely
6. I feel like studying tonight.
- a. don't like
  - b. don't need
  - c. don't mind
  - d. don't want
7. He says he can't bear being shouted at.
- a. can't resist
  - b. can't stand
  - c. can't forgive
  - d. can't thank for
8. You can rely on my doing it.
- a. find out
  - b. insist on
  - c. object to
  - d. count on
9. We all share corporate responsibility.
- a. collective
  - b. government
  - c. partial
  - d. this
10. He admitted the intrinsic merits of my idea.
- a. innovative
  - b. intriguing
  - c. inherent
  - d. valuable
11. Ballet originated in Italy in the 1400s.
- a. coexisted with
  - b. developed in
  - c. began in
  - d. brought about
12. Ultimately, the success of the product depends on good marketing.
- a. in the beginning
  - b. in the end
  - c. usually
  - d. from time to time

## UNIT 11. DOs and DON'Ts for Young Scientists On Innovators and Innovations

**Text A Read the text and be ready to answer the questions that follow.**

DOs and DON'Ts may be defined as the rules of behavior. They are meant to emphasize certain points that might be useful.

### **1. DO relate what you are doing to the overall system or project objective.**

Make it your business to understand how your part of a project fits into the system being designed and what mission or objective that system is trying *to accomplish*. Putting it another way, try to understand the big picture.

There are two reasons for doing this. It makes your job more interesting and exciting and it may suggest a simpler, better approach to your part of work. There are hundreds of

cases where someone completed the assigned part of a larger system, and, after learning the overall objective, pointed out a much better way to accomplish the same objective. If the people around you are too busy, try asking the boss at a lunchtime to tell you «a little more about how you fit into overall program». Thus, DON'T be afraid to challenge the planned way of doing something or to propose a new way.

### **2. DO give credit to others for their ideas and contributions.**

It's the right, ethical and professional thing to do. Your listeners or readers will be more comfortable and impressed knowing you have explored the field. They will also assume that the work not credited to others is yours. Furthermore, the persons receiving the credit will respect you and be more likely to share their other new thoughts with you. Within a group, such behavior

is often *crucial* to effective cooperation. To give emphasis and add a bit of fun, identify a particularly original idea with the originator's name: «Johnson's Chart», «Harris Technique».

### **3. DO keep learning.**

DO join professional society. DO read articles and books, use the library, and attend professional meetings. Set up a requirement of reading at least one scientific paper a week. Select difficult ones. If you don't understand the paper, ask others. DON'T give up.

DO write papers. It's hard and takes time and discipline, but it's important for you and your profession. DO document your work. Write it down. In his book on computers and hackers, «The Cuckoo's Egg», Cliff Stoll quotes the Astronomer's *Rule of Thumb*: «If you didn't write it down, it didn't happen».

DO become a «local» expert in some area, even if it's a fairly narrow one.

### **4. DO plan and schedule your work.**

Make a detailed plan of all you must do to finish the job. As someone said: «Plan the work, then work the plan».

Assume complete responsibility for your own career. Develop and maintain a strategic plan from Day One. This plan is mandatory for judging your career progress.

### **5. DO develop a thorough understanding of entrepreneurship and practical business knowledge.**

Get yourself involved in seeking solutions to some problems of real importance (education, health care etc.). DO try to understand the user and his or her needs.

## **6. DO learn to express yourself clearly in speech and writing.**

1. What is meant by DOs and DON'Ts?
2. What is the role of emphatic **do** in this text?
3. Indicate the elements of the text that show the author's recommendations, as well as the most categorical statements.
4. What is the purpose of citing in this passage?
5. What is specific about each piece of advice? Why is it important to follow them? [5]

### **Exercise 1. Give English equivalents of:**

завершувати проект; кращий шлях; посилатися на праці; бути вирішальним для ефективної співпраці; бути спеціалістом у досить вузькій галузі; планувати роботу; розробляти стратегічний план; розв'язувати справді важливі проблеми; підприємництво.

### **Exercise 2. Give Ukrainian equivalents of:**

to emphasize the point; to fit into overall project (system); to challenge the planned way of doing something; to explore the field; to share thoughts and ideas; crucial factor; to assume responsibility; to judge the progress; entrepreneurship.

### **Exercise 3. Render the following passage into Ukrainian.**

#### **How to Speak in Public**

##### **Be prepared**

- ✓ Find out why you are there, what is expected of you, how much time you have.
- ✓ Note down the points you want to make. Don't try to memorize a whole speech — key words on index cards are often useful.
- ✓ Check and double-check technical equipment (microphones, slide projectors, visual presenters etc.). Make sure you know where the power switch is.

##### **What you say**

- ✓ Say what you need to say as clearly as possible. Repeat key phrases/points at the end.
- ✓ Any new information you can incorporate into your speech such as recent statistics, will help to keep your audience interested. However, be careful not to base your whole talk on statistics and/or background information. Tell them something they don't already know. At the end of your talk ask if there are any questions. You can be sure that if you speak effectively, people will remember you.

##### **Coping with nerves**

- ✓ Take a couple of deep breaths before starting. Think of professional achievements you are proud of and keep it at the back of your mind.
- ✓ Speak clearly and smile. Keep your body relaxed and use controlled gestures and pauses for emphasis.



**Exercise 4. Translate the following sentences into Ukrainian.**

1. It's really the spirit of inquiry.
2. He said he would come and he did come.
3. The fact is extremely useful.
4. That the author does have this view is obvious.
5. Only now do I realize the significance of the new method.
6. Related to our discussion are many other subjects.
7. This idea is not sufficiently unusual.
8. Texas alone is larger than France, and Alaska is twice as big as Texas.
9. It is by no means unreasonable to compare these data.
10. It was this article that I wanted to read.
11. It is satellite communications that my article deals with.
12. It was not until 1995 that this book was published.
13. It did cause quite a few difficulties.
14. The case is not improbable.
15. Indeed, Copernicus had even studied medicine in Italy as a medical advisor to his uncle, the bishop.
16. Only recently have we done it.
17. You may well think so.
18. It is this category that is of interest to us.
19. The law does hold.
20. They did not present any information. Nor did they provide financial support.
21. It was not until many years after Kepler discovered his three laws of planetary orbits that the laws were derived mathematically from basic physical principles.
22. Not only did the application of scientific knowledge to industrial progress open many possibilities, but from the mid-19th century onward it raised many questions as well.
23. Why should sophisticated computers be difficult to use?
24. For many computer scientists and engineers the answer to this question is an emphatic yes.
25. They performed as many as (as few as) three experiments yesterday.
26. Rarely is the assistant here on time.

**Exercise 5. Make necessary changes in the sentences for emphasis.**

**Example.** We haven't missed our English class, (not once).  
Not once have we missed our English class.

1. I wouldn't go there (under no circumstances).
2. He is a great speaker, (isn't).
3. We can't make an exception, (in no case).

**Exercise 6. Complete the following statements with information about yourself.**

1. Not once (Never) ... .
2. Under no circumstances ... .
3. Not for all money in the world (Not for anything) ... .
4. Not until next year ... .

**Exercise 7. Complete the following sentences.**

1. It is only under these conditions ... satisfactory results can be achieved.
  - a. how

- b. then
  - c. when
  - d. that
2. ... in his chapter are general tendencies of telecommunications development.
    - a. Discussing
    - b. To discuss
    - c. Discussed
    - d. It was the discussion
  3. ... created the donkey and elephant that symbolize the Democratic and Republican parties.
    - a. It was Thomas Nast who
    - b. Although Thomas Nast
    - c. Thomas Nast, who
    - d. That was Thomas Nast
  4. Only rarely ... neuroses leave a person unable to function in everyday situation.
    - a. had
    - b. are
    - c. do
    - d. that
  5. An ultrasonic wave has ... a high frequency that it is inaudible.
    - a. therefore
    - b. above
    - c. thus
    - d. such
  6. Vegetables can be purchased not only fresh .. canned and frozen.
    - a. also
    - b. both
    - c. but also
    - d. but both
  7. Not until the first land plants developed ... .
    - a. land animals appeared
    - b. did land animals appear
    - c. would land animals appear
    - d. the land animals appear
  8. Only along the coasts of Greenland ... areas where people can live.
    - a. there are
    - b. is there
    - c. there were
    - d. are there
  9. It was the impact of the railroad ... agriculture to the West.
    - a. it expanded
    - b. that expanded
    - c. that. it expanded
    - d. when it expanded
  10. ... patriotic, they were fighting for the freedom of their county.
    - a. for they
    - b. because of
    - c. intensely
    - d. intensity

**Text B Read the text and be ready to answer the questions that follow.**

Many scientists agree that the most important characteristics of the innovative mind are an open mind and **persistence** in the face of **discouragement**. The two are related. Great innovators intrinsically enjoy their work, and therefore keep an open mind. Not fearing failure, they have little **hesitancy** in trying something new, like fine artists who say, «You've got to draw it wrong before you draw it right». Even if an experiment fails, they learn from it. Another important thing is freedom that really **nurtures** discovery.

Successful innovators follow different patterns of inventions. A common characteristic, however, is the ability to step back and view a larger picture. For innovative process both mental and experimental models are equally important. Prior to synthesizing the invention, the innovator **compartmentalizes** experiential knowledge. Metaphorically speaking, one puts all the things one knows on cards and throws them into the air. As they hit the floor in interesting combinations, new insight may be revealed.

Inventors indeed do combine patience, skill and pragmatism with an intense, sometimes romantic refusal to give up.

**Pathbreakers** usually **build on** the work of others before them; rarely does genius come without a **pedigree**. Consider the laser. Its origins go back to fundamental research on microwave spectroscopy, which, in 1954, led to the operation of the first maser (that is still in use in radio astronomy). But by the late 1950s the laser emerged (now applied in printing, surgery, telecommunications, optical scanning, the precision cutting of materials, the reproduction of music etc.) In other instances, curiosity plays a key role. Thus the question arises:

«What is innovation?» As a matter of fact – how is innovation really defined? The answer is **anything but straightforward**.

Anyway, some inventors are lucky, some are just doing their jobs – but all help define the essence of innovation on which technological progress ultimately depends. [5]

1. What is the problem under discussion?
2. Does the author give a definition of innovation?
3. What qualities do we expect to find in an innovator?
4. What is usually disregarded by an innovator?
5. Why does the author mention «throwing cards»?
6. What example is given to illustrate the history of inventions?

**Exercise 8. Read the passage and try to appreciate its humor. How does the author produce humorous effect?**

### *The Ax Story*

The story of two lumberjacks has meaning for all of us. The young man was anxious to prove that he was a better woodcutter than his older friend. One day he challenged the older woodcutter to a contest to determine who could cut the largest number of trees in a single day.

**to persist** – to continue the course of action in spite of opposition or warning укр. уперто робити

**persistence** – укр. завзятість, наполегливість  
**to discourage** – to take away courage, confidence or hope from укр. розчарувати, зневіритися

**to hesitate** – to pause before making a decision or taking an action укр. вагатися

**hesitant** – showing uncertainty about deciding to act укр. той, що вагається

**to nurture** – to give care to, to cause or encourage to develop укр. плекати

**to compartmentalize** – to divide into separate divisions; to categorize укр. розділяти, категоризувати

**pathbreaker** – укр. першовідкривач

**to build on** – to use as a base for further development укр. ґрунтуватися, базуватися

**pedigree** – ancestry укр. родовід

**anything but** – far from, not at all укр. все, що завгодно (будь-що), тільки не

**straightforward** – not difficult to understand or explain, simple; not hiding anything укр. простий, прямий

Daylight found the young man at work chopping his way through a number of trees and never stopping to take a break. He was a very hard worker. Meanwhile the veteran would chop for two hours and then leave only to return an hour later.

At the end of the day the young man was sure he had won the contest since he took no breaks and chopped all day. However, when the logs were counted, the veteran had won. «This can't be», cried the young man. «I worked all day without stopping, but you took frequent breaks». The veteran replied, «It's really very simple. I wasn't taking a break, I was sharpening my ax».

**Exercise 9. Read the passage. Give your opinion on the subject. What else would you I add to the list? Give the reasons why.**

### A checklist for information age

- ◇ Lean to type, because time is money.
- ◇ Learn to use a laser printer, a fax/modem, and software that includes a word processor and spreadsheet.
- ◇ Learn to use a what-you-see-is-what-you-get (WYSIWYG) word processor on a personal computer.
- ◇ Get a personal computer mail account with Internet access and learn how to use e-mail.
- ◇ Prepare two resumes, one nicely formatted on the word processor, the other in plain text (ASCII) to send by e-mail.
- ◇ Learn how information is disseminated electronically.
- ◇ Learn how to protect your privacy and trade secrets.
- ◇ Work on your communications skills not only across all media but also in person.

**Exercise 10.**

(to) refuse refusal

1. They \_\_\_\_\_ an innovation.
2. I \_\_\_\_\_ to answer that question.
3. It was a polite \_\_\_\_\_.

(to) agree agreement

4. They were unable to reach \_\_\_\_\_
5. I \_\_\_\_\_ with you entirely.
6. We \_\_\_\_\_ on a plan.
7. You have broken the terms of our \_\_\_\_\_

anxious anxiously anxiety

8. I was terribly \_\_\_\_\_ about you.
9. There is a lot of \_\_\_\_\_ among the staff about annual exhibition.
10. It was an \_\_\_\_\_ wait for the results of our exam.
11. I waited \_\_\_\_\_ by the phone.

**Exercise 11. Read the passage and answer the questions about it.**

Charles Snow was born in a lower middle-class family in England in 1905, educated there at secondary school and the university college. He went to Christ's College, Cambridge, and after taking a PhD for research in physics he joined the government service where he worked as a scientific expert during the Second World War, and as a Civil Service commissioner (1945-60).

Snow's first work of fiction was a detective story «Death Under Sail» (1932). Starting in 1935, he wrote a sequence of novels under the general title of «Strangers and Brothers», covering more than fifty years of the life of a lawyer, Lewis Eliot, his brother Martin Eliot, a physicist, and the various friends and colleagues they associated with in business, scientific endeavor and the public service. In these books Snow, being an upholder of realistic traditions, draws a vast canvas of the British way of life, as well as of complex moral problems. Among his other books are «The Search» (1934), «Time of Hope» (1949), «The Masters» (1951), «The Sleep of Reason» (1968), «Corridors of Power» (1964), «The Physicists» (1980). Snow has also written a collection of biographical portraits and a critical biography.

For his service in industry and government Snow received a knighthood in 1964 and was made a Parliamentary Secretary to the Ministry of Technology. His public lectures were collected in a volume «Public Affairs» (1971). In one of them he speaks of himself as of a bridge between the literary traditional culture and the culture of science.

C. Snow died in 1980.

1. What is the best title for the passage?
  - a. England's greatest writers
  - b. The life and works of C. Snow
  - c. A famous scientist
  - d. American playwrights
2. It can be inferred from the passage that Snow
  - a. became a scientist as well as a writer
  - b. studied at Oxford
  - c. did not care much for academic studies
  - d. has written a lot of plays
3. According to the passage Snow was
  - a. a modernist
  - b. a realist
  - c. a post-modernist
  - d. a pessimist
4. It can be inferred from the passage that Snow was 59 years old when he
  - a. wrote «The Masters»
  - b. became a Parliamentary Secretary
  - c. received the Nobel Prize
  - d. died
5. Which of the following is NOT mentioned in the passage as Snow's literary works?
  - a. detective stories
  - b. biographical portraits
  - c. critical biography
  - d. science fiction

**Exercise 12. Choose the one word or phrase that best keep the meaning of the original sentence if it is substituted for it.**

1. The question is quite straightforward.
  - a. complex
  - b. original
  - c. unusual
  - d. simple
2. They've accomplished a great deal in the last few weeks.
  - a. acquired
  - b. advertised

- c. achieved
- d. finished
- 3. This construction is anything but safe.
  - a. somewhat
  - b. not at all
  - c. quite
  - d. very
- 4. Innovators have little hesitancy in trying something new.
  - a. time
  - b. indecision
  - c. experience
  - d. hope
- 5. These negotiations are crucial to our project.
  - a. of little importance
  - b. of some importance
  - c. of no importance
  - d. of deciding importance
- 6. I think it's a fairly difficult exercise.
  - a. rather
  - b. very
  - c. an unusually
  - d. anything but
- 7. Gravity works equally on all bodies.
  - a. objectively
  - b. energetically
  - c. identically
  - d. clearly
- 8. Inventors do combine patience, skill and pragmatism.
  - a. finally
  - b. now
  - c. really
  - d. jointly
- 9. The situation is not impossible.
  - a. not possible
  - b. possible
  - c. quite easy
  - d. not difficult
- 10. It's really the spirit of innovation.
  - a. ultimately
  - b. realistically
  - c. metaphorically
  - d. indeed

**ЧАСТИНА 3.  
МЕТОДИЧНІ РЕКОМЕНДАЦІЇ З ОРГАНІЗАЦІЇ САМОСТІЙНОЇ РОБОТИ  
СТУДЕНТІВ**

**PART 3.  
STUDENTS' SELF-DIRECTED ACTIVITY ORGANIZATION GUIDE**

# ТЕКСТИ ІНОЗЕМНОЮ МОВОЮ ДЛЯ ЧИТАННЯ Й ПЕРЕКЛАДУ

## *Варіант 1*

### THE SIGNIFICANCE OF THE CONSTITUTION

The system of government created by the Framers of the Constitution reflected the revolutionary ideals of the eighteenth-century Enlightenment: All men are created equal and are endowed with natural rights. Government must be responsible to its citizens and cannot abridge their inalienable rights. Moreover, the Framers shared the eighteenth century's burning faith in progress, an almost unbridled optimism about the future of the new republic. They sought to create a perfect government, in the words of the preamble to the Constitution, "a more perfect Union," that would "establish justice, insure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity."

Creative, poetic imaginations have helped make the Constitution far more to us than a simple political document. The literature, drama, and poetry of the nation have romantically portrayed the founding of the republic as the beginning of the American mission to promote individual liberty, foster progress, and serve as a model of democracy for the world. But the true significance of the debates over the Constitution was explained at the time by one of the leading Framers, Alexander Hamilton. "While the Framers were idealists, they were also realists. They had studied history and were aware of the mistakes of past republics, which had led to their replacement by despotic regimes. Above all they understood the frailties of human nature. Thus, in constructing the new American government, they let themselves be guided by the practical lessons of the new science of politics. As Hamilton observed, The science of politics, like most other sciences, has received great improvement. The efficacy of various principles is now well understood, which were either not known at all, or imperfectly to the ancients.

The Framers recognized both the opportunities and the perils of their task. John Adams, later to serve as our second president, undoubtedly spoke for all politically aware Americans of his time when he wrote The institutions now made in America will not wholly wear out for thousands of years. It is of the [utmost] importance, then, that they should begin right. If they set out wrong, they will never be able to return, unless it be by accident, to the right path. [5]

## *Варіант 2*

### GREAT MYTHS ABOUT CHINA

*For centuries, the lure of China's market has drawn barbarians to its gates. But the reality of China can be very different from the dream.*

During his recent visit to the U.S., Premier Zhu Rongji put on a broad smile as he spoke about the great opportunity for economic cooperation between the two nations. True, China does have much to offer. But talk of the country's potential should be viewed with skepticism.

In Beijing, a capital that takes itself even more seriously than Washington, many senior officials still sound like robots programmed to dispense optimism. Listen to Shi Guangsheng, the Minister of Foreign Trade and Economic Cooperation, on joblessness: "There isn't an unemployment problem" among the nation's 900 million farmers, he says.

Yet any visitor to China can see urban train stations and sidewalks filled with people who have come to town in search of jobs. Or Assistant Foreign Minister Wang Yi on economic restructuring: "We have intensified reforms." In fact, major reforms of state industries, banks, and housing have been put on ice.

During a four-city tour through China, led by the U.S. government-funded East-West Center, FORTUNE kept rubbing against such contradictions. What China looks like on the ground is very



different from what is said about it, both by officials and by Western pundits. Here are seven myths that deserve to be shattered.

### **The PRC is a huge market.**

In bustling cities like Beijing, Guangzhou, or Shanghai, you can have dinner at McDonald's or coffee at Starbucks or dance the night away at the Hard Rock Cafe: Surely, this is a country open for global business.

In important ways, however, China's market is quite limited. Foreign companies cannot distribute their own products unless they are made locally. And with an average per capita income of at most \$800 a year, comparatively few Chinese are in the market for cars or computers – or a decaf latte at Starbucks, for that matter. America sells about as much to Belgium and Luxembourg as it does to China – and far more to Taiwan.

What excites Western business people – and has excited them since the 19th century – is the potential of the Chinese market. Take the computer sector. Microsoft has invested \$80 million in a development lab in Beijing.

Says Kai-Fu Lee, managing director of the software giant's facility, "We think this will become the world's largest software market in ten to 20 years." That big vision has an awesome blind spot. Some 96% to 98% of all software used in China, according to the company's own estimates, is pirated – not only by PC makers and counterfeiters, but most blatantly by end-users. And the biggest software user? The Chinese government.

No wonder Microsoft has decided to donate Internet software to the state telephone monopoly and to the State Economic and Trade Commission: It might as well get credit for a good deed before its product is stolen anyway.

The assumption is that as China's economy matures and the rule of law begins to take root, such abuses will cease. Perhaps, but the reality is that the Chinese market is today often a gleaming mirage. [5]

## ***Bapianm 3***

### **RESEARCH WORK**

Our Academy successfully integrates education with research. The final stages of the Academy programme include **acquiring skills in research**. The students carry out research mainly for their graduation paper, which reflects the knowledge and the practical skills in their particular field of science. Research is carried out under the guidance of a **supervisor (scientific advisers)**.

The Academy has a broad programme of activities **ranging from the very basic to the very practical** and can perform various research. The Academy professional **staff members** number some thousand employees engaged in multiple research projects in different branches of science.

Their achievements have been recognized and staff members, two thirds of whom have academic degrees, have been honoured by the presentation of titles, certificates and awards. Many of the scientists are known internationally for their contributions. Research teams, working at various scientific projects, collaborate with their colleagues abroad and maintain close links with many research institutes and universities world-wide.

A great number of postgraduate students undertake a programme of study and research under the supervision of senior staff members who hold candidate or doctorate degree. The postgraduate course lasts three years during which time the young scientists and researchers **carry out their investigations** and prepare thesis on it. Their work should be conducted on the high scientific and technical level and the results of it should be practically applicable.

The postgraduate course programme provides for attending seminars and colloquiums, taking qualifying exams in the core subjects, in philosophy and English, preparing research publications and written reports on the work carried out.

The postgraduate research may be theoretical and applied, often both. The scientific adviser assists his postgraduate students in many ways. He regularly meets them to discuss the progress in their work and to advise them in solving their current problems. While the thesis is being written the

supervisor reviews its major sections and makes critical comments on each draft. The postgraduates are assisted in **preparing articles and papers** on their research. When the postgraduate completes his or her thesis, he/she submits it to the Academic Council of the International Open University and International Personnel Academy and further defends it before the Academic Council. If the thesis meets all necessary requirements it is accepted by the Academic Council which takes the decision to award the postgraduate the higher academic degree. [5]

#### *Notes to the text*

*to acquire skills in research* – to gain practical knowledge and ability to conduct an investigation;  
*scientific adviser/supervisor* – a person who holds an academic degree and guides the students and postgraduates' research;

*ranging from very basic to very practical* – extending from fundamental theoretical to applied practical (research);

*staff members* – those working in an establishment, institution or organization;

*to carry out investigations* – to research something systematically in order to discover and interpret new knowledge;

*to prepare a paper* – to prepare a scientific contribution to be read to a learned society or to be published.

#### **Bapianm 4**

### **SCIENTIFIC COMMUNICATION**

Communication is essential for scientific research. Science is a public knowledge and the aim of a scientist is to create, mphasizi and thus contribute to the progress of ideas. This aim is generally achieved through scientific publications and conferences.

Articles in regular scientific journals carry from one research worker to another various discoveries, deductions, speculations and observations which are of common interest. Generally scientific papers are derivative and depend on previous research. References to other research are reflected in citations. A scientist relies on the citations to show the place of his investigation in the whole scientific structure.

Another opportunity to share and exchange opinions and information is national and international **conferences** and **symposia**. They play an important role in coordinating scientific research. Usually scientific gatherings are sponsored by the central scientific organizations. An organizational committee is set up which decides where and when a conference should be held. Invitations are sent out to organizations interested in the topics discussed, together with the requests to submit applications and abstracts of papers.

After receiving all necessary materials the committee publishes a **programme of the events**. At the conference the participants present their papers and listen to the reports read by others on the latest developments **and the state of the art** in their field. Papers on general topics are read before all the participants, those dealing with specific problems are presented at group meetings and plenary sessions held in subject areas under the chairmanship of distinguished scientists. After the hearings the discussions follow. Scientists can discuss a given problem with other experts in their field, argue with their scientific opponents, find out the details of some experimental procedures. The materials of conferences and symposia are usually published to allow others to keep **abreast of** the achievements in science.

Another type of scientific meeting are a laboratory or work-group seminar, colloquium or workshop. The members of the staff and guestspeakers make reviews of the developments in their field and report the progress of their research. The speakers expect thorough discussion and **criticism**, advice and help of their colleagues. Such personal exchange of views is very essential for any scientist. [5]

*conference* – meeting for discussion, exchange of views;

*symposium* – a conference at which a particular topic is discussed by speakers

*event* – an item in a programme of a scientific gathering, a programme include, such events as plenary sessions, section meetings, seminars, workshops, round-table talks, etc.; a social programme includes such events as dinners, reception excursions, tours, etc.;

*the state of the art* – the level or position at a given time, especially at present, of generally accepted and available knowledge, technical achievement in a particular field; *seminar* – a discussion group on any particular subject,

*colloquium* – a meeting for discussion,

*workshop* – a seminar, mphasizing exchange of ideas and “practical methods,

*criticism* – udgement or opinion on something, remark that finds fault,

*to keep abreast of (with)* – to keep up to date.

## ***Вариант 5***

### **HOW TO PREPARE A SCIENTIFIC WORK FOR PUBLICATION**

When a scientist wishes to publish a paper in an international journal he might be confronted with publishers' instructions like the following:

*General Information.* Acceptable papers should be complete and clearly written and they should contain significant contributions to important problems. The manuscript must not have been copyrighted, published, or submitted for publication elsewhere. Authors should retain a duplicate copy. Suggestions for topics will be welcomed by the editorial board.

*Instructions or authors.* Only original papers written in English, Russian, German or French will be accepted. Manuscripts for publication may be submitted to the editor-in-chief or to any member of the editorial board.

They should be sent in duplicate (including the original typewritten copy). The first page of each paper should carry the title, the author's name and the name of the institution where the author has conducted

his research work. Each paper must have an abstract of not more than ten lines to be translated into the other three languages.

Paragraphs that can or must be set in smaller type should be indicated with a 'P' (petit) in the margin of the left-hand side. If bold type or italics are required, that should also be indicated. Tables and illustrations should be prepared on separate sheets. They must not exceed 9 by 13 inches. For the preparation of blocks good drawings and original photographs should be submitted; negatives cannot be used. The cost for all colour plates must be borne by the author. A complete typewritten list of all symbols used is to be attached to the manuscript. This list will not appear in print but is essential to avoid costly author's corrections in proof.

The list of references should include only those publications, which are mentioned in the text. They must be arranged alphabetically and numbered consecutively. At the end of each manuscript the exact postal address of the author or authors must be given. Galley proofs will be sent to the author, with a reprint order form.

Authors will be charged for alterations in excess of 10 per cent of the cost of composition. Between twenty and thirty reprints without covers will be provided free of charge. Additional reprints may be purchased: an order form will accompany the galley proofs. [5]

## ***Bapianm 6***

### **GLOBAL ECONOMY**

The global economy flourished throughout much of the postwar period. In the early 1960s, many industrialized countries grew as fast as 5% per year, with Japan leading the way at 10%.

In the early 1970s, a combination of factors, including increased oil prices, contributed to slower growth in Japan and most of Western Europe. Inflation reached unprecedented levels in many countries and their governments fought it by slowing economic growth. In the early 1980s, high interest rates limited investment and increased unemployment in many countries.

By 1986, many of these problems had receded. But increased competition among the advanced industrial countries made it seem that could grow rapidly only at the expense of the others.

In the international horse race (or is it rat race?) of economic growth, investment determines success. Small wonder the Japan has carried home many of the prizes: throughout the 1970s, investment averaged over 20% of Japan's net national product.

Investment in both Britain and the U.S. averaged less than 10 % of the net national product in the 1970s, one reason their growth were not impressive.

Rates of investment sagged worldwide in the late 1970s. In Japan, Britain, West Germany and the U.S., investment as a percentage of the net national product was lower in 1984 than in 1972.

Because U.S. corporations have international portfolios, they have smaller economic stake in the U.S. than they once did. In 1985, 30% of all the after-tax profits of U.S. corporations were earned abroad, a substantial increase over earlier years. Profits earned are usually subject to lower tax rates than those earned at home.

U.S. corporations often invest in developing countries to gain access to raw materials (such as oil) or to take advantage of low wages and less workplace and environmental regulation. But access to markets also influences investment patterns. U.S.

corporations invest in many areas, such as Canada and Western Europe, to avoid trade restrictions and sell to wealthier consumers.

Goods produced in the U.S. gradually became more competitive. But the adjustment process has proven very slow, too slow to help the many companies that have already gone out of business and the many workers who have already lost their jobs.

As the economy has faltered, U.S. corporations have become even more dependent on profits from overseas investment. But this investment has actually declined in recent years. And foreign corporations, many of them Japanese, have increased their investments in this country. By building plants here they can get around tariff barriers and protect themselves from future fluctuation in value of the dollar.

What about the underdeveloped world?

U.S. foreign aid could provide substantial assistance to the world's neediest. Instead, it is largely devoted to increasing military and police arsenals that supposedly protect U.S. strategic interests abroad.

U.S. banks have a big stake in the developing world. Slow growth, high interest rates, and increased competition in world trade make it difficult for many countries to repay those debts. And debts repaid at the expense of economic development could create even greater debts in the long run.  
[5]

## ***Bapianm 7***

### **MANAGEMENT FUNCTIONS AND LEVELS**

As already stated, the value of information derives from the actions management take as a result of using the information. It follows that information specialists need to know what type of tasks and functions management have to perform so that they are able to produce relevant – therefore usable – information.

The functions of management can be grouped into five areas: planning, decision making, organizing and coordinating, leadership and motivation, and control.

Obviously the emphasis given to each area varies from manager to manager and is especially dependent upon the level of the manager in the organization.

In broad terms, three levels of management can be seen in all organizations. Top or strategic management, middle or tactical management and junior or operational management. There are clear differences in information requirements between a manager at the operational or transactional level such as, say, a transport supervisor and a manager at the strategic or top level such as, for example, the marketing director. At the highest level, structured, formal MIS may actually be counter productive, for at these levels informal MIS and external influences become increasingly important.

Another factor which affects the tasks a manager has to perform, and hence his information requirements, is the extent of functional authority within the organization. Functional authority is that which is exercised by specialist managers and staff throughout the various departments and units of the organization. Possibly the most common example of this is the Personnel Department which has functional responsibility for many personnel and industrial relation activities throughout the whole organization. [5]

## ***Bapianm 8***

### **DUE PROCESS OF LAW**

The term *due process of law* which is probably involved in more litigation than any other constitutional phrase, cannot be narrowly defined. The term describes fundamental principles of liberty and justice.

Simply stated, due process means “fundamental fairness and decency.” It means that *government* may not act in a manner that is arbitrary, capricious, or unreasonable. The clause does not prevent private individuals or corporations, including public utilities, from acting in an arbitrary or unreasonable manner. The due process clause only applies to state action.

The issues in due process cases are usually divided into questions of *procedural due process* and *substantive due process*. Substantive due process issues arise when property or other rights are directly affected by governmental action. Procedural due process cases often are concerned with whether proper notice has been given and a proper hearing has been conducted. Such cases frequently involve procedures established by state statute. However, many cases involve procedures, which are not created by statute. For example, the due process clause has been used to challenge the procedure used in the dismissal of a student from a university medical school.

Due process issues have been discussed previously in other chapters.

For example, the validity of long-arm statutes and the minimum contact required is a due process issue. The clause is invoked any time procedures are questioned. The case, which follows, typifies those challenging state procedure as a denial of due process of law.

During the early part of this century, the due process clauses of the Fifth and the Fourteenth Amendments were used by the Supreme Court to guard the sanctity of private property. Legislative attempts to regulate the economy by laws such as those imposing minimum wages or maximum hours for women and children were held to be unconstitutional as a denial of “substantive due process of law.” During this period, if the substance of a law deprived persons of property, the law usually would be declared unconstitutional by the courts as a denial of “due process.” If a federal law were under attack, the Fifth Amendment was cited as the ground; and if a state law were involved, the protection of the Fourteenth was invoked.

After the mid-1930s and President Roosevelt’s attempt to pack the Supreme Court, the judicial attitude toward the application of the due process clause to economic legislation changed dramatically. The Supreme Court refused to find such legislation unconstitutional on the ground of infringement of “substantive due process,” and substantive due process as a bar to economic legislation tended to pass into oblivion.

After the 1930s, the due process clause was most frequently invoked in cases involving individual liberties and civil rights. In the latter area, it was used by courts in seeking a balance between the basic civil rights of individuals and the interests of society as a whole. These cases frequently dealt with “procedural” issues rather than with “substantive” issues.

Many of the “non-economic” issues were raised in criminal cases, while others concerned state action that affected such basic rights as freedom of speech, press, and religion. [5]

## ***Baptism 9***

### **THE BILL OF RIGHTS AND BUSINESS**

Perhaps no part of the U.S. Constitution is so well known or held as sacred as the so-called Bill of Rights, the first ten amendments to the Constitution. Most of us are acquainted to some degree with the freedoms of speech, press, religion, and assembly. Usually we do not think of these matters in a business context; we think of them more as dealing with personal rights of individuals in a free society. There are, however, very important aspects of these freedoms relating to economic opportunity and business activity.

As the materials dealing with the Bill of Rights are studied, three important aspects should be kept in mind. First of all, constitutional rights are not absolutes. They are limited to some degree. Mr. Justice Black, dissenting in *Tinker v. Des Moines Independent Community School Dist*, 390 U.S. 564 (1969), noted this fact when he stated: The truth is that a teacher of kindergarten, grammar school, or high school pupils no more carries into a school with him a complete right to freedom of speech and expression than an anti-Catholic or anti-Semitic carries with him a complete freedom of speech and religion into a Catholic church or Jewish synagogue. Nor does a person carry with him into the United States Senate or House, or to the Supreme Court, or any other court, a complete constitutional right to go into those places contrary to their rules and speak his mind on any subject he pleases. It is a myth to say that any person has a constitutional right to say what he pleases, where he pleases, and when he pleases.

The same sense of limitation applies to all basic constitutional protections, although certain people (including some Supreme Court justices) from time to time contend to the contrary.

Second, the extent of any limitation on a basic constitutional guarantee depends upon the nature of the competing public policy in the given case.

Cases involving the Bill of Rights almost always require courts to strike a balance either between some goal or policy of society and the constitutional protection involved or between competing constitutional guarantees. For example, such cases may involve conflict between the goal of deterring or preventing crime and the rights of the accused, or between freedom of the press and the rights of one on trial. The courts are continually involved in a weighing process to determine the extent of constitutional protections.

Third, constitutional guarantees exist in order to remove certain issues from the political process and the ballot box. They exist to protect the minority from the majority. Freedom of expression (press and speech) protects the unpopular idea or viewpoint. Freedom of assembly allows groups with ideologies foreign to most of us to meet and express their philosophy. Even the most dangerous criminal is entitled to an attorney and is protected from illegal searches and seizures of evidence. The Bill of Rights protects the “worst” among us even more than it does the “best.”

Finally, as previously noted, constitutional rights vary from time to time. The doctrine of constitutional relativity especially applies to the Bill of Rights. Not only do the rights change, they are affected by emergencies such as war or civil strife. Constitutional principles are constantly reapplied and reexamined. [5]

## ***Bapianm 10***

### **TYPE A AND TYPE B PERSONALITY PROFILES**

Not everyone responds to stress in the same way. In fact, virtually every aspect of stress, from what triggers it to its consequences, can vary from person to person. One line of thinking about systematic differences between people has been in terms of Type A and Type B personality profiles.

The Type A and B profiles were first observed by two cardiologists, Meyer Friedman and Ray Rosenman. The idea started when a worker repairing the upholstery on their waiting room chairs noted that many of the chairs were worn only in the front. This suggested to the two cardiologists that many heart patients were anxious and had a hard time sitting still.

Using this observation as a starting point, and based on their own clinical practice, Friedman and Rosenman concluded that their patients seemed to exhibit two very different types of behaviour patterns. Their research led them to conclude that the differences were personality based.

The Type A individual is one who is extremely competitive, very devoted to work, and has a strong sense of urgency. Moreover, this individual is likely to be aggressive, impatient, and very work oriented.

He or she has a lot of drive and wants to accomplish as much as possible in as short a time as possible.

Type B person, in contrast, is less competitive, less devoted to work, and has a weaker sense of urgency. This person feels less conflict with either people or time and has a more balanced, relaxed approach to life.

She or he has more confidence and is able to work at a constant pace. Finally, the Type B person is not necessarily any more or less successful than is a Type A person.

Friedman and Rosenman point out that people are not purely Type A or Type B. Instead, people are presumed to tend toward one or the other type. An individual might exhibit marked Type A characteristics much of the time but still be able to relax once in a while and even forget about work in a few situations.

Early research by Friedman and Rosenman on the Type A and B profile differences yielded some alarming findings. In particular, it was argued that Type As were much more likely to experience coronary heart disease than were Type Bs. In recent years, though, follow-up research by other scientists suggests that the relationship between Type A behavior and the risk of coronary heart disease is not all that straightforward.

Although the reasons are unclear, recent findings suggest that Type As are much more complex than originally thought. Not only do they have the traits mentioned above, they are also likely to be depressed and hostile.

And it could be any or all of these feelings that lead to heart problems. Moreover, different approaches to measuring Type A tendencies yield different results.

Finally, in one study that found Type As to be less susceptible to heart problems than Type Bs, researchers still offered an explanation consistent with earlier thinking: they reasoned that since Type As are compulsive, they seek treatment earlier and are more likely to follow doctor's orders! [5]

## ***Bapianm 11***

### **ARTIFICIAL INTELLIGENCE**

Hypothetically, it's a Monday morning: the rather drowsy manager of this corporate department – his name is John – literally stumbles into his office. "Good morning, John." It's synthesized, but not unpleasant, greeting that comes from the computer on his desk. "Ready to get to work?" John groans, but the computer is used to this. It knows him pretty well – it knows, for instance, that he'll feel better as soon as he gets enmeshed in the affairs of the day. It immediately reminds him about the report they were putting together on Friday. "I finished it over the weekend," the computer tells John as the first

rush of hot coffee hits the back of his throat. “I didn’t think you’d mind.” Then, as an afterthought... “But you’d better take a look at it; you know how mechanical my style can be.”

The manager nods sleepily. “I’ll check it later,” he mutters. “How about the schedule?” The computer knows that on most days, John only wants to see the daily schedule, but on Monday morning he likes to see the entire week ahead. It is instantly displayed on the screen. John notices that a big meeting is set for Wednesday with the company’s legal staff and decides to begin preparation for that. “What are they going to want to know?”

he asks the computer. Without hesitation, the machine begins listing the relevant legal questions, pausing now and then to make sure he’s following along. John, after all, is only human.

Almost from the moment digital computers made their appearance in the business world, computer scientists have been lured by the dream of a different kind of computer, one that would emulate the way human beings think rather than merely crunch numbers. A personal computer that thinks, or does a reasonable imitation thereof, looms as a revolution in productivity. It would radically change the way people do their work in several respects. The most obvious is the computer’s “user interface”, the way people interact with it. Not only does John-the-manager not have to touch a keyboard, he has no concerns about the syntax of the instructions he gives the machine. It can interpret a vague reference, a grunt and can even anticipate his wishes.

Of even greater significance, however, are the types of tasks a thinking computer could take on. While today’s productivity programs usually speed up the job you used to do on paper, tomorrow’s promise to let you do things you can’t do now. For instance, instead of passively storing data for you to retrieve, an intelligent personal computer could extract the information it thought relevant to a situation — much as a human advisor or consultant would marshal his expertise, even when you don’t know enough to ask the right questions. The thinking computer would also have the ability to learn about you and your work, giving it the ability, like any good assistant, to do things for you the way you would do them yourself.

Computers that are faster, easier to use and more responsive to the particular needs of their users have long been the promise of the field of artificial intelligence, which is a research area that is now decades old.

In that time it has inspired a number of new programming languages, complex and powerful computer architectures, radical innovation in program development tools, and any number of exciting pilot projects.

For all of its promise, though, artificial intelligence – universally known by the acronym AI – has yielded precious little – in the way of practical applications.

There are some good reasons to think that situation may be changing. While John-the-manager’s ideal desktop machine is still a long way off, new genres of software are beginning to appear that attempt to give the user tools which help him think and let him communicate thoughts to the computer more naturally. Two fields of particular importance in AI research, expert systems and natural language, are providing the inspiration for this movement in software development. [5]



# ТЕКСТИ ДЛЯ РЕФЕРУВАННЯ АНГЛІЙСЬКОЮ МОВОЮ

## Варіант 1

### ВИРОБНИЧО-ІНВЕСТИЦІЙНА ДІЯЛЬНІСТЬ

У процесі посилення глобалізації господарського життя органічно поєднуються національні й інтернаціональні форми виробництва. На цій основі розвивається міжнародне (багатонаціональне) виробництво внаслідок взаємодії в єдиному виробничому процесі різноманітних за своїм походженням ресурсів і факторів. Найяскравіше це виявляється в діяльності ТНК, спільних підприємств, при реалізації міжнародних інвестиційних проектів, у межах вільних економічних зон тощо. Загалом на зазначені форми міжнародного виробництва нині припадає від 30 до 50% матеріального, фінансового й технологічного обігу світової економіки.

Широкого поширення у навчальній і науковій літературі набула так звана еклектична парадигма міжнародного виробництва Дж. Дайнінга. Він, зокрема, виокремлює п'ять головних типів міжнародного виробництва залежно від детермінуючих факторів:

- виробництва, що ґрунтуються на ресурсній базі й спільному використанні капіталів, технології, додаткових активів, природних ресурсів, інфраструктури, ринків;
- виробництва ринкової основи, які теж спільно володіють капіталами, технологією, інформацією. Крім того, використовуються сучасний менеджмент і організаційний дозвіл, здійснюються реконструкція й модернізація, вводяться в дію інші потужності, вилучається ефект економії в результаті стрімкого розширення масштабів виробництва, реалізуються переваги від зниження матеріальних і трудових витрат, заходів урядової політики;
- виробництва, що базуються на раціональній спеціалізації продуктів або технологічних процесів. Вони поєднують характерні риси й особливості перших двох типів міжнародних виробництв, а також широкий доступ до ринків, економію на масштабах і географічній диверсифікації. Досягається економія від спеціалізації й концентрації виробництва, зниження трудозатрат, реалізуються переваги від розміщення підприємств у приймаючій країні;
- виробництва, які пов'язані з торгівлею й розподілом продукту. Джерела економії — скорочення затрат на виробництво і доступ до місцевих ринків, близькість замовників, післяпродажне обслуговування;
- змішані виробництва, що складаються з різних комбінацій названих чотирьох, що використовують, крім того, переваги ринку та портфельних інвестицій.

Синтез різних типів міжнародного виробництва дає змогу реалізувати три основні групи переваг: власності, розміщення виробництва та інтерналізації. Додаткові переваги пов'язані зі спільним використанням активів і трансакційними діями.

*Переваги власності та нематеріальних активів* виражаються у виробничих інноваціях, виробничому менеджменті, організаційних і маркетингових системах, інноваційних потужностях (некодифікованих знаннях), людському капіталі, фінансах, ноу-хау та ін.

*Переваги спільного управління на базі об'єднаної власності* полягають в економії на масштабах та внаслідок спеціалізації, виняткового або пільгового доступу до джерел робочої сили, природних ресурсів, фінансової інформації, ринку продукції, дешевих ресурсів материнської компанії. З'являються сприятливіші можливості для отримання достовірних даних про міжнародні ринки, у тому числі грошові й фінансові, що зменшує ризик від валютних коливань.

*Переваги інтерналізації* полягають насамперед у подоланні негативних чинників, пов'язаних із так званою відмовою (неспроможністю) ринку (market failure). Ідеться про скорочення витрат на дослідження і торгівлю, запровадження власності, пов'язаних зі зміною кон'юнктури та можливою ціновою дискримінацією на ринку. Сюди ж належить використання гарантій якості проміжного і кінцевого продуктів, одержання економії від взаємопов'язаної діяльності, компенсація від ринкових трансакцій, уникнення негативних дій уряду (квоти, тарифів, цінового контролю, податків). Нарешті, фірма контролює пропозицію й обсяги витрат,

включаючи технологію, ринки збуту, у тому числі конкуренцію, може замовляти перехресне субсидування, впроваджувати трансфертні ціни, конкурентну чи антиконкурентну стратегію, повністю вилучати інтернальний ефект доти, поки, за Р. Коузом, “внутрішньофірмові витрати менші, ніж витрати ринкових трансакцій”. [5]

## **Варіант 2**

### **ПОНЯТТЯ ФУНКЦІЙ ДЕРЖАВИ, ФОРМИ І МЕТОДИ ЇХ ЗДІЙСНЕННЯ**

Перед будь-якою державою завжди постає коло завдань, на вирішення яких вона спрямовує свої матеріальні ресурси, ідеологічні та політичні зусилля. З-поміж усієї сукупності зусиль можна виокремити деякі, які виражають сутність держави і без яких вона не може повноцінно діяти як найважливіша складова політичної системи суспільства. Ці основні напрями діяльності держави, в яких виявляється її сутність, завдання і цілі, називаються *функціями держави*.

Основні завдання і цілі держави на будь-якій стадії її розвитку обумовлюються економічними, політичними, соціальними й іншими умовами її існування. Відтак основні напрями її діяльності, тобто її функції, мають об'єктивний характер, обумовлений потребами життя суспільства. Здійснення функцій держави має постійний, систематичний характер і відбувається протягом усього часу існування об'єктивно обумовлених завдань, що стоять перед державою. Вони виникають, здійснюються і розвиваються відповідно до тих завдань, що належить виконувати державі у конкретних історичних умовах.

Функції держави взаємопов'язані з тими суспільними відносинами, на які держава намагається активно впливати і відповідно до своїх потреб всією своєю політикою. Саме функції держави характеризують суть державного впливу на суспільні відносини. Що ж до методів, прийомів цього впливу, вони залежать від компетенції та форм діяльності відповідних державних структур, які організують практичне здійснення функцій держави в межах своєї компетенції. Функції держави не можна ототожнювати з функціями її окремих органів. Функції держави — це основні напрями її діяльності, якими зумовлена робота всього державного апарату і кожного його окремого органу. Функції ж окремого органу держави — це соціальне призначення кожного конкретного органу як особливої частини механізму держави що знаходять свій вираз і конкретизацію у компетенції державних органів, закріплених за кожним органом правах і обов'язках.

Функції держави необхідно відрізнити і від окремих видів державної діяльності, які здійснюються або спеціально уповноваженими на те органами держави, або структурними підрозділами певної кількості органів (планування, статистична діяльність тощо).

Розрізняють функції держави за формами і методами їх здійснення. Основними формами здійснення функцій держави є правотворчість, у цілому правове регулювання і безпосередня організаторська діяльність щодо здійснення правових настанов методами переконання, заохочення і примусу.

Зміст тієї чи іншої функції держави становить власне процес впливу держави через практичну діяльність її відповідних структур на певні або на групу споріднених суспільних відносин.

Кожна конкретна функція держави становить єдність змісту, форм і методів здійснення відповідною гілкою єдиної державної влади (законодавчої, виконавчої, судової), застосування якої пов'язане з особливостями конкретного об'єкта державного впливу. Цю єдність можна проілюструвати на прикладі здійснення функції охорони правопорядку, законності, прав і свобод громадян. Для виконання завдань, що стоять перед цим напрямом державної діяльності, застосовуються усі її форми: а) правотворча, правове регулювання шляхом видання відповідними державними органами нормативних актів, а також актів конкретних (актів застосування норм права), спрямованих на зміцнення та охорону правопорядку, законності, визначення змісту та забезпечення здійснення прав і свобод громадян; б) безпосередньої

організаторської діяльності при проведенні конкретних заходів, що стосуються зазначених питань (розподіл кадрів, їх навчання, здійснення нагляду за неухильним виконанням положень нормативних актів, організація цієї роботи тощо).

При здійсненні зазначених функцій використовують методи:

а) переконання – шляхом правового виховання населення, проведення різних профілактичних заходів; б) заохочення – шляхом пропаганди досвіду й надання різних пільг та нагород колективам і особам, які не допускають правопорушень і беруть активну участь у боротьбі з ними; в) примус — шляхом застосування до суб'єктів, які скоїли правопорушення, законних заходів покарання, перевиховання та спонукання до діяльності, спрямованої на усунення шкоди, заподіяної такою поведінкою іншим суб'єктам.

Отже, для глибокого і всебічного аналізу тієї чи іншої функції держави слід розглядати зміст, форми і методи здійснення відповідного напрямку державної діяльності. [5]

### **Варіант 3**

## **МІЖНАРОДНА ЕКОНОМІКА**

Західноєвропейський регіон: сучасний стан і загальна економічна характеристика. Європейський регіон найбільшого континенту світу Євразії останнім десятиріччям зазнав великих політичних та економічних змін. Донедавна на карті Європи існували дві великі групи країн, які значно відрізнялись за суспільно-політичним ладом та рівнем економічного розвитку. У вітчизняній літературі ці групи країн досі мали назву капіталістичних (сучасна назва – країни ринкової економіки) та соціалістичних (зараз застосовується назва “країни з плановим

централізованим господарством”). До першої належало 29 країн, до другої – 9. Розпад СРСР і всього соціалістичного угруповання ускладнив політичну карту Європи, яка нині налічує 48 країн, з яких 29 – ринкового господарства (у тому числі сім країн-карликів) та 19 – постсоціалістичних країн.

Умовно сучасна Європа складається з двох великих субрегіонів: західного, до якого входять країни з ринковим господарством, та східного, що включає постсоціалістичні країни. На відміну від Західної Європи, яка розвивається під активним впливом інтеграції, Східна Європа зазнає важких часів політичної та суспільно-економічної дезінтеграції. Не тільки окремі постсоціалістичні країни намагаються “дистанціюватись” одна від одної, а й розпадаються і окремі країни: СРСР, Югославія, а згодом – і ЧССР. Найменш вразливим виявився розпад ЧССР, що перетворилася на дві держави – Чехію та Словаччину – з мінімальними негативними наслідками для економік обох країн. Досить складний цей процес у колишньому СРСР, ще складніший – у Югославії.

Таким чином, два субрегіони Європи розвиваються у двох протилежних напрямках – інтеграції на Заході і дезінтеграції на Сході.

Проте саме Європа порівняно з іншими регіонами світу має найкращі передумови для розвитку загальноєвропейської інтеграції, єднання і взаємопов'язаного розвитку.

Але найважливішою ознакою розвитку Європи є активна господарська взаємодія країн регіону, які протягом багатьох років мали різний рівень і різні напрями розвитку, що залежало від суспільно-політичних подій, проте внутрішньорегіональні зв'язки переважали над міжрегіональними.

Європа у ХХ ст. зазнала дві світові війни. Після останньої вона стала руїною. Схід зазнав великого впливу СРСР. Так Захід і Схід від 50-х років розвивались у різних напрямках, під різними гаслами й до 1990 р. підійшли з різними показниками суспільно-політичного та економічного життя. Причому якщо такі основні показники, як рівень продуктивності праці, ефективність виробництва та якість продукції, рівень споживання на душу населення і добробут у цілому, в західноєвропейських країнах зростали, то у східноєвропейських – знижувалися, назривала й посилювалась економічна криза. [5]

## **ПСИХОЛОГІЯ. МОТИВАЦІЯ УСПІХУ ТА МОТИВАЦІЯ БОЯЗНІ НЕВДАЧІ**

Мотивація успіху однозначно позитивна. При такій мотивації дії людини спрямовані на досягнення конструктивних, позитивних результатів. Особистісну активність визначає потреба в досягненні успіху. Мотивація боязні невдачі належить до негативної сфери. При цьому типі мотивації людина прагне насамперед уникнути зриву, невдачі, осуду, покарання. Очікування негативних наслідків стає в цьому випадку визначальним. Ще нічого не зробивши, людина вже боїться можливого провалу і думає про шляхи його запобігання, а не про способи досягнення успіху.

Аналіз численних експериментальних досліджень з цієї проблематики дає змогу створити узагальнений портрет цих двох типів, зорієнтованих відповідно на успіх і на невдачу.

### *Мотивація успіху.*

Особи цього типу зазвичай активні, ініціативні. Якщо трапляються перешкоди — шукають способи їх подолання. Продуктивність діяльності й ступінь її активності у меншій мірі залежать від зовнішнього контролю. Відрізняються наполегливістю в досягненні мети.

Схильні планувати своє майбутнє на великі проміжки часу. Вважають за краще брати на себе зобов'язання середні за складністю або дещо завищені, але такі, які на ділі можна виконати. Ставлять перед собою реально досяжну мету, якщо ризикують, то обачливо. Зазвичай такі якості забезпечують сумарний успіх, що істотно відрізняється як від незначних досягнень при занижених зобов'язаннях, так і від випадкового везіння – при завищених.

У значній мірі (більш ніж у протилежного типу) виражений ефект Зейгарник (ефект незавершеної дії: суть закономірності в тому, що незавершені дії запам'ятовуються значно краще, ніж завершені).

Схильні до переоцінки своїх невдач на фоні досягнутих успіхів. При виконанні завдань проблемного характеру, а також в умовах дефіциту часу результативність діяльності, як правило, покращується. Схильні до сприйняття і переживання часу як “цілеспрямованого й швидкого”, а не такого, що плине безцільно. Привабливість завдань зростає пропорційно до її складності.

Особливо це виявляється на прикладі добровільних, а не нав'язаних ззовні зобов'язань. Проте у випадку невдалого виконання такого “нав'язаного завдання” його привабливість залишається на попередньому рівні.

### *Мотивація боязні невдачі*

Малоініціативні. Уникають відповідальних завдань, знаходять причини відмови від них. Ставлять перед собою не виправдано завищені цілі, погано оцінюють свої можливості. В інших випадках, навпаки, вибирають легкі завдання, що не вимагають особливих трудових затрат.

Ефект Зейгарник виражений у меншій мірі, ніж у орієнтованих на успіх. Схильні до переоцінки своїх досягнень у світлі невдач, що, очевидно, пояснюється ефектом контролю очікувань.

При виконанні завдань проблемного характеру, в умовах дефіциту часу результативність діяльності погіршується. Відрізняються, як правило, меншою наполегливістю в досягненні мети (хоча можливі й виключення).

Схильні до сприйняття і переживання часу як безцільно плинного (час – це потік, що невинно плине). Схильні планувати своє майбутнє на менш віддалені проміжки часу. У випадку невдачі при виконанні того чи іншого завдання його привабливість, як правило, знижується. Причому це відбуватиметься незалежно від того, “нав'язане” це завдання ззовні чи обране самим суб'єктом. Хоча в кількісному відношенні зниження привабливості в другому випадку (вибрав сам) може бути менш виражене, ніж в першому (кимось нав'язане). [5]

## МАРКЕТИНГОВЕ СЕРЕДОВИЩЕ

Будь-яке підприємство здійснює свою діяльність не ізольовано від інших об'єктів чи сил, а під впливом найрізноманітніших факторів, які утворюють маркетингове середовище.

Маркетингове середовище підприємства – це сукупність активних суб'єктів і сил, які діють за межами підприємства і впливають на можливості служби маркетингу встановлювати та підтримувати з цільовими споживачами стосунки ділового співробітництва.

Маркетингове середовище формується на базі мікро- та макросередовища.

### Мікросередовище

*Мікросередовище* утворюють сили, які безпосередньо стосуються самого підприємства та його можливостей щодо обслуговування споживачів, тобто постачальники, маркетингові посередники, клієнти, конкуренти та контактні аудиторії.

Вплив цих сил, які становлять безпосереднє оточення підприємства, необхідно постійно прогнозувати та враховувати. Проте важливо також і в певний спосіб впливати на суб'єкти мікросередовища, регулюючи свої відносини з партнерами на ринку. Тому фактори мікросередовища і слід вважати *відносно контрольованими*.

Під *повним контролем* підприємства перебуває *мікросередовище самого підприємства*. Під час розроблення маркетингових планів представники служби маркетингу мають враховувати інтереси інших функціональних підрозділів у межах підприємства, зокрема вищої ланки керівництва, фінансової служби, служби НДДКР, матеріально-технічного забезпечення, виробництва та бухгалтерії.

Постачальники — юридичні та фізичні особи, які забезпечують підприємство та його конкурентів матеріальними ресурсами, необхідними для виробництва конкретних товарів.

Вибираючи постачальників, слід враховувати якість запропонованого товару, надійність поставок, гарантії, ціни придбання та споживання, умови кредитування тощо.

Маркетингові посередники – юридичні та фізичні особи, які допомагають компанії просувати, розподіляти та продавати товари на ринку. До них належать:

- торговельні посередники;
- фірми-спеціалісти з питань організації руху товарів;
- агентства, які надають маркетингові послуги;
- кредитно-фінансові установи.

*Торговельні посередники* допомагають підприємству знайти покупців та/або безпосередньо продавати їм товари. Вони забезпечують зручність місця, часу та процедури придбання товару замовником із меншими витратами, ніж підприємство-виробник.

*Фірми-спеціалісти* з організації руху товарів допомагають підприємству створювати запаси своїх виробів та просувати їх від місця виробництва до місця призначення. До них належать склади, які забезпечують накопичення та збереження товарів на шляху до чергового місця призначення, а також транспортні підприємства, зокрема за-лізниця, вантажний водний транспорт, організації автотранспортних перевезень, авіалінії тощо.

*Агентства, які надають маркетингові послуги*, можуть мати різноманітні профілі. До них належать рекламні агентства, маркетингові дослідницькі фірми, видавництва, різні консультативні фірми з питань маркетингу.

До *кредитно-фінансових установ* належать посередники, зокрема банки, кредитні та страхові компанії, які спеціалізуються на наданні фінансових послуг. Вони допомагають підприємству фінансувати операції купівлі-продажу товарів, беруть на себе страхування цих угод тощо. [5]

## ПОЛІТИЧНА СИСТЕМА І СЕРЕДОВИЩЕ

*Політичний режим.* Це поняття є об'єктом тривалих дискусій у політології. Звернімося до визначення цієї категорії: “Політичний режим – це сукупність засобів і методів, за допомогою яких правлячий клас (або група класів) здійснює своє економічне і політичне владарювання, свою владу в суспільстві”. І ще: “політичний режим – середовище і умови політичного життя суспільства, інакше кажучи, відповідний політичний клімат, що існує у суспільстві на певному етапі історичного розвитку”.

В основу класифікації політичних режимів, яку подають сучасні політологи, покладено принцип поділу влади, багатопартійність, наявність легальної опозиції, принципи взаємовідносин громадянського суспільства з державою. Діяльність державного апарату та партійної системи, яка відповідає цим критеріям, ототожнюється з демократичним режимом, якщо не відповідає їм – з тоталітарним у його різноманітних модифікаціях.

*Тоталітарний режим.* Поняття “тоталітаризм” було запроваджено в 20-х роках ХХ ст. італійцями Дж. Амендолоні й П. Табеті для характеристики режиму Б. Муссоліні, згодом ґрунтовно досліджувалося зарубіжними й вітчизняними політологами.

Тоталітарний режим виникає в умовах, коли перед країною постають виняткові завдання, для вирішення яких необхідні надзвичайні мобілізація і концентрація зусиль усього населення, яке в масі своїй підтримує цей режим і виявляє готовність на певні жертви. Саме так було в Італії у 20-х роках, коли країна опинилась у складній соціально-політичній ситуації, і в Німеччині, коли після поразки у Першій світовій війні вона потрапила в глибоку економічну кризу. У такому ж стані (бути чи не бути) перебував наприкінці 20-х — на початку 30-х років і Радянський Союз.

Одним із різновидів тоталітарного режиму є *фашизм* (від лат. *fascio* – пучок, в'язка, об'єднання). Головне ідейне гасло – корпоративна єдність нації на спільності крові, раси. Вперше фашизм було встановлено в Італії 1922 року.

Іншим різновидом тоталітарного режиму є *націонал-соціалізм*, який виник у Німеччині в 1933 р. Йому властиві всі риси тоталітарного режиму, він споріднений з фашизмом. Провідне місце в концепції націонал-соціалізму посідають національна й расова зверхність та ненависть. Головною метою є завоювання інших народів, світове панування.

Наступний різновид тоталітарного режиму – *військово-бюрократичний комуністичний режим*, для якого характерні: єдина партія на чолі з харизматичним вождем, офіційна ідеологія, монополія держави на засоби масової інформації, мілітаризація суспільства, особлива система насильства і терору, жорстко централізована система управління економікою. Це – радянський режим за часів Й. В. Сталіна, режим Мао Цзедуну в Китаї.

*Авторитарний режим* (синонім – авторитаризм) – державно-політичний устрій суспільства, основою якого є сильна особиста диктатура. Як правило, авторитарний режим виникає тоді, коли на порядок денний висуваються проблеми модернізації економіки, прискорення темпів розвитку країни. За таких умов політичні права і свободи громадян, діяльність громадсько-політичних об'єднань і опозиції обмежені. Законодавча влада фактично підкоряється виконавчій, яка зосереджується в руках глави держави. Поєднуються централізовано-планові й ринкові засади в розвитку економіки. За авторитаризму правляча еліта, як правило, неоднорідна й спирається на політичні сили, які зацікавлені у збереженні авторитарної влади. [5]

## **Варіант 7**

### **СУТНІСТЬ ФІНАНСОВОГО МЕНЕДЖМЕНТУ**

Незважаючи майже на столітню історію існування фінансового менеджменту чіткого визначення поняття “фінансовий менеджмент” у зв’язку з різноманітними теоріями та концепціями досі немає.

Відомо, що кожна економічна категорія має свій зміст, понятійне навантаження, займає саме їй відведене місце. І тому не буває більше чи менше важливих економічних категорій. Може змінюватись тільки їх роль у суспільному житті.

Поняття фінансового менеджменту поєднує в собі дві категорії “фінанси” та “менеджмент” і безпосередньо стосується господарюючого суб’єкта.

Фінанси за своїм економічним змістом – складова економічних явищ і процесів, економічної системи в цілому. У теорії фінансів немає єдиної думки щодо визначення фінансів. Так, більшість економістів радянського періоду звужено трактує фінанси, відводячи їм роль розподілу і перерозподілу валового внутрішнього продукту в процесі відтворення. Це, на їх погляд, зумовлено тим, що у теоретичному плані на стадії будівництва комуністичного суспільства сфера дії фінансів має звужуватися разом із звуженням товарно-грошових відносин, які повинні поступово відмирати. А визнання дії закону вартості та інших економічних законів з’являлось поступово. Таке визнання мало місце лише в другій половині двадцятого століття.

В економічній теорії та теорії фінансів сьогодні переважає трактування фінансів як системи економічних, грошових, виробничих відносин. Згідно з цими теоретичними положеннями спочатку існують економічні, грошові відносини, потім на них накладається категорія фінансів, з чого і виводиться її економічна сутність. Але пізнання економічних відносин поза їх кількісного вимірювання за допомогою грошового вимірника неможливе. У цьому зв’язку неможливо визначити межу фінансів в економічній системі.

Зарубіжна фінансова наука трактує фінанси досить широко, не обмежуючись конкретними чіткими межами економічних відносин: де існують товар і гроші, там є фінанси. У наукових дослідженнях зарубіжних авторів фінанси виступають як категорія економічного життя, що є невід’ємною складовою ринкової економіки.

Фінанси в Україні розглядають як економічну категорію у системі грошових відносин, що відображають створення, розподіл і використання фондів фінансових ресурсів (на макрорівні — валового внутрішнього продукту й національного доходу, на мікрорівні – виручки й прибутку) для задоволення суспільних інтересів і потреб.

У дослідженні сутності фінансів панують дві концепції: розподільча, відтворювальна.

Розподільча концепція обмежує сферу дії фінансів розподільчою стадією відтворення, в той час як фінанси опосередковують рух валового внутрішнього продукту на всіх стадіях відтворювального циклу. Крім того, в розподільчих відносинах беруть участь різні економічні категорії.

Найбільш обґрунтованою є друга концепція, вона за своїм змістом поглинає першу (розподіл є однією із сторін відтворення). Відтворювальна концепція поєднує розподільчі та виробничі відносини, досліджує фінанси у тісному зв’язку з кругооборотом виробничих фондів, процесами створення і розподілу новоствореної вартості. Але слід підкреслити, що роль фінансів на кожній стадії відтворювального процесу має свої відмітні риси, виявляється по-різному. [5]

## **Варіант 8**

### **ОПОДАТКУВАННЯ ПІДАКЦИЗНИХ ТОВАРІВ**

Фіскальна значущість акцизів пояснюється тим, що об’єктами оподаткування є товари масового попиту. Питома вага акцизів визначається фінансовою політикою держави.

Законом України від 24.12.2015 №909-VIII «Про внесення змін до Податкового кодексу України щодо забезпечення збалансованості бюджетних надходжень у 2016 році» прийняті нововведення:

- 1) запровадження системи електронного адміністрування реалізації пального;
- 2) введення акцизної накладної, як обов'язкового електронного документу, який складається при здійсненні всіх операцій з реалізації пального на внутрішньому ринку;
- 3) розширено перелік підакцизних товарів. До підакцизних товарів належать: спирт етиловий та інші спиртові дистиляти, алкогольні напої, пиво; тютюнові вироби, тютюн та промислові замітники тютюну; **пальне**; автомобілі легкові, кузови до них, причепа та напівпричепа, мотоцикли, транспортні засоби, призначені для перевезення 10 осіб і більше, транспортні засоби для перевезення вантажів; електрична енергія;
- 4) зміна одиниці виміру пального, на яке встановлено ставки акцизного податку, з кілограмів на літри приведених до температури 150С;
- 5) збільшення ставок акцизного податку: на пальне – на 13 %, на спирт, спиртові дистиляти та спиртні напої – на 50 %, на пиво – на 100 %, на вина, крім вин виноградних натуральних – на 100 %, на інші зброджені напої, сидр і перрі – на 50 %; на слабоалкогольні напої – в 3 рази; на тютюнові вироби, тютюн та промислові замітники тютюну, а також мінімальне акцизне податкове зобов'язання із сплати акцизного податку з тютюнових виробів – на 40 % специфічна ставка;
- 6) за порушення платниками акцизного податку граничних термінів реєстрації акцизних накладних коригування до акцизних накладних в Єдиному реєстрі акцизних накладних стягується штраф у розмірі від 2 до 40 % суми акцизного податку.

Можливі переваги зміни оподаткування підакцизних товарів:

1. Електронне адміністрування дозволить якісно відслідковувати рух підакцизних товарів.
2. Зменшить споживання шкідливих товарів (тютюн, алкоголь).
3. Зростуть надходження до бюджету.
4. Будуть створені паритетні умови для ведення бізнесу.

Можливі проблеми зміни оподаткування підакцизних товарів:

1. Збільшиться тіньовий сектор виробників підакцизних товарів.
2. Зазнають значних збитків офіційні виробники винної продукції.
3. Збільшаться випадки захворювань громадян України від використання неякісної продукції підакцизних товарів.
4. Зростання залежності наповнення бюджету від підакцизних товарів, що не є гарантованою формою наповнення бюджету будь-якої країни.

Висновок: система реформування податкової системи України в цілому та підакцизних товарів зокрема потребує створення періоду сталого існування нормативів оподаткування, без чого всі прогресивні новації втрачають більше 50 % своєї корисності, як для наповнення бюджету, так і для розвитку бізнесу. Кожна зміна в частині оподаткування потребує ідеального опрацювання практикою адміністрування податків. Реалізація пропозиції потребує введення на законодавчому рівні певної відстрочки всіх змін у системі оподаткування до наведення порядку та реалізації податкової дисципліни на позитивну оцінку в існуючій системі податкових норм. Кожна зміна в подальшому відкриває можливість неякісного виконання попереднього нормативу. [5]

## **Варіант 9**

### **ГЛОБАЛЬНІ ПРОБЛЕМИ СВІТОВОЇ ЕКОНОМІКИ**

Виникнення глобальних проблем пов'язане як з конкретною сферою життєдіяльності суспільства, так і з конкретним соціально-економічним середовищем, де реалізується та чи інша сфера діяльності людей. Подібні проблеми стосуються інтересів усіх класів і верств населення, усіх країн і народів планети, впливають на всі сфери суспільного життя і відображаються



певною мірою на стані справ у всіх районах планети, тому вирішення глобальних проблем на сучасному етапі розвитку світової економіки є гострим та актуальним питанням.

Головною метою дослідження є визначення основних глобальних проблем світової економіки, їх особливостей і важливості.

Сутність глобальних проблем – це те, що вони в тій чи іншій мірі впливають на економіку будь-якої країни. В сучасних умовах можна виділити такі основні проблеми:

1. Екологічні проблеми. Виникнення екологічних проблем, пов'язане з прискоренням науково-технічного прогресу. Навіть позитивне перетворення природи в інтересах суспільства не може не мати негативних наслідків для навколишнього середовища. Людство ще не має єдиної програми розв'язання екологічних проблем. Національні програми охорони природного навколишнього середовища будуть ефективними лише тоді, коли відповідатимуть міжнародним потребам.

2. Проблема війни та миру. Найгострішою проблемою сучасності є проблема війни та миру, мілітаризація та демілітаризація економіки. Виготовлення та нарощення великих арсеналів зброї нанесло і наносить непоправну шкоду навколишньому середовищу. Утримання армії, виробництво озброєння і воєнні дослідження вимагають великих витрат ресурсів, відволікають їх від мирного виробництва. Людська цивілізація дійшла до такого стану, коли локальні міжнаціональні конфлікти без вживання ефективних запобіжних заходів можуть перетворитися на глобальні й становити безпосередню загрозу життя на землі.

3. Проблема вичерпності ресурсів. Науково-технічний прогрес дав поштовх розвитку сучасній промисловості і зажадав різкого збільшення видобутку різних видів сировини в усьому світі. З кожним роком зростають обсяги видобутку різних корисних копалин, що значно зменшує світові запаси ресурсів. Для розв'язання цієї проблеми, необхідно швидко впроваджувати в економіку нові ресурсно- та енергозбережні, екологічно чисті технології, розвивати і використовувати сонячну енергію, енергію вітру і термальних вод, перехід до використання вторинної сировини.

4. Соціально-економічні проблеми. Проблема «Північ – Південь» – це проблеми розвинених країн з країнами, що розвиваються. Суть її полягає в тому, що для подолання розриву соціально-економічного розвитку між розвиненими країнами та країнами, що розвиваються, існує потреба в поступках від розвинених країн.

5. Демографічна проблема. Найбільш поширеною причиною загострення глобальних проблем є інтенсивне зростання в останні роки народонаселення планети, або, так званий, демографічний бум, який до того ж супроводжується нерівномірністю зростання чисельності населення в різних країнах та регіонах, причому найвищий приріст населення спостерігається в країнах з низьким рівнем розвитку продуктивних сил. Демографічна депресія загрожує підвищенням середнього віку працюючих, а це означає зниження здатності кадрів та підвищення і зміни кваліфікації. Збільшення в структурі населення частки осіб старшого працюючого і пенсійного віку лягає важкою ношею на економіку країни.

Отже, загострення глобальних проблем світової економіки позначає вступ людства в особливу смугу історичного розвитку, яку в економічній глобалістиці називають «ерою ризику». Суть цього поняття полягає в тому, що країни страждають під тягарем непосильної вантажу глобальних проблем, до якого не можна пристосуватися без ризику власної деградації або катастроф.

На сьогоднішній день число глобальних проблем у світовій економіці зростає. Для вирішення глобальних проблем в даній сфері суб'єктам світової економіки необхідно розробляти нові методи боротьби з цими проблемами. Дана проблематика є основою досліджень більшості науковців в галузі глобального розвитку економіки, які, в свою чергу, стали підґрунтям для розробки заходів щодо подолання наслідків глобальних проблем світової економіки. Глобальні проблеми привертають значну увагу світових лідерів та є предметом обговорень на рівні ООН. Члени ООН ухвалили Порядок денний в галузі сталого розвитку до 2030 року. Він містить ряд цілей, спрямованих на ліквідацію злиднів, збереження ресурсів планети і забезпечення благополуччя для всіх. Кожна з 17 Цілей містить ряд показників, які

повинні бути досягнуті протягом 15 років. Ця програма охоплює низку проблем, що тісно пов'язані між собою. Попередником цілей сталого розвитку були Цілі розвитку тисячоліття, прийняті на Саміті тисячоліття у Ріо-де-Жанейро. Все більша увага приділяється глобальним проблемам, про що свідчить зростання кількості цілей з 8 (прийнятих у Ріо) до 17. За рекомендацією ООН шлях до сталого розвитку повинна пройти кожна країна, у співпраці зі світом, адаптувавши цілі сталого розвитку під національні особливості. [5]

### **Варіант 10**

## **ОСОБЛИВОСТІ МЕРЕЖЕВОЇ ОРГАНІЗАЦІЙНОЇ СТРУКТУРИ ТУРИСТСЬКИХ ТНК В УМОВАХ ГЛОБАЛІЗАЦІЇ**

В умовах глобалізації, сучасні туристські ТНК являють собою відкриту мережу, в якості «термінальних вузлів» якої виступають підрозділи або стратегічні зони бізнесу.

Принцип мережі як організаційної структури ТНК полягає у формуванні власного внутрішнього ринку, і передбачає створення ринкової економіки всередині компанії. Єдиною особливістю такої ринкової економіки є те, що відносини в її межах виникають не між окремими, незалежними підприємствами, а між підрозділами однієї корпорації. Наприклад, в мережу можуть об'єднатися постачальники туристичних послуг (готелі, авіакомпанії, meet-компанії) і туроператори, з метою реалізації нового туристичного проекту (вихід на нові ринки, популяризації нового напрямку, тощо).

При мережевій організаційній структурі місце знаходження підрозділів ТНК, взаємодія між якими головною мірою визначається змістом і спрямованістю нових пріоритетних проектів, що створюються і реалізуються центральним правлінням корпорації, не має бути конкретизованим, як наприклад, у ієрархічних організаційних структурах. Такий динамізм організації взаємодій всередині корпорації викликаний необхідністю нарощування гнучкості в мінливих умовах ринку туристичних послуг, а також таким важливим чинником, як наявність у мережевій структурі ТНК безлічі підрозділів і груп, що фактично виконують ідентичні види робіт. Останній чинник порушує традиційний принцип поділу праці і не дозволяє формувати у рамках туристичного транснаціонального бізнесу стійких виробничих взаємодій. Так, у складі туристських ТНК може бути кілька авіакомпаній, готельних ланцюгів і агентських мереж, виконуючі ідентичні виробничі функції за своїм призначенням, які успішно конкурують між собою в середині корпорації. У разі розробки нового перспективного проекту, керівництво ТНК має можливість задіяти задля його реалізації подібні за характером діяльності компоненти мережі на свій розсуд.

Наявність в мережевій структурі ТНК підрозділів і «термінальних вузлів», що виконують однакові виробничі функції, здатних замінити і доповнити один одного, завжди надає альтернативу керівництву корпорації при розгляді стратегічних проектів та значні можливості у сфері подальшої оптимізації виробничої діяльності (реорганізація, продаж або ліквідація нерентабельних «термінальних вузлів»).

Єдність мережі туристської транснаціональної корпорації забезпечується:

1) наявністю в кожній структурній групі або стратегічній зоні бізнесу менеджерів, об'єднаних в єдину систему ТНК. По суті, саме менеджери підрозділів забезпечують формування і функціонування мережевої структури ТНК, представляючи собою ланки внутрішньокорпоративних взаємодій мережі. Налагоджені горизонтальні і вертикальні зв'язки, регламентовані внутрішньокорпоративними договорами і стратегічними партнерськими угодами, спрямовані на забезпечення стійкості мережевої ТНК. Використовуючи управлінців, керівництво ТНК реалізує загальнокорпоративну стратегію, залучаючи до генеральних проектів ті чи інші підрозділи;

2) існуванням і ефективним захистом корпоративних правил поведінки, системи етичних і професійних кодексів, що регламентують поведінку працівників і пропагують загальнокорпоративні цінності та пріоритети;

3) значенням керівництва ТНК, яке постійно задіяне в розробці та реалізації корпоративних проєктів, включенням у них тих чи інших структурних підрозділів і груп корпорації. Залежно від ступеня важливості проєкту, що реалізується для всієї корпорації, керівництво створює форму, періодичність та систему показників звітності для менеджерів структурних підрозділів, визначаючи тим самим ступінь автономності підрозділу корпорації.

4) інструментами підвищення або зниження вхідних і вихідних бар'єрів з мережі ТНК для її учасників.

Підсумовуючи вищенаведене доцільно стверджувати, що в умовах глобалізації світового ринку послуг, і ринку туристичних послуг зокрема, мережева організаційна структура для туристських ТНК є найбільш оптимальною, адже дозволяє залучати підрозділи корпорації з однаковими виробничими функціями відповідно до потреб перспективного проєкту, тим самим підвищуючи очікувану корисність від його реалізації. [5]

## **Варіант 11**

### **ОСОБЛИВОСТІ ТУРИСТИЧНОГО БРЕНДУВАННЯ І МАРКЕТИНГУ ТЕРИТОРІЙ**

Маркетинг територій, сенс якого полягає у просуванні інтересів територій через планомірне конструювання позитивної репутації місцевості та її реклами серед цільових аудиторій, є відносно новим інструментом розвитку, який виник через посилення глобальної конкуренції між містами і регіонами у залученні туристів, інвестицій, бізнесу і місцевих жителів. Містам і країнам доводиться «продавати» себе цільовим аудиторіям. У зв'язку з цим репутація міста, регіону або країни стає не менш важливим чинником економічного розвитку, ніж земля, природні ресурси, матеріальні активи, кадри тощо.

Поняття брендингу територій в економічній галузі з'явилося лише наприкінці минулого століття, засновниками якого стали британські фахівці В. Олінс і С. Анхольт. Успішність територіального маркетингу в першу чергу залежить від цілеспрямованості, тобто чіткої орієнтованості на певні цільові групи. Такі групи споживачів, з якими може працювати територія, можуть бути абсолютно різними для кожної території.

Тому основою для всіх наступних дій з маркетингу території є правильно сформоване уявлення про потенційне коло цільових груп і їх чітке ранжування в порядку пріоритетності. Економічно розвинені країни світу орієнтують територіальний маркетинг на інвесторів та туристів. Діяльність з маркетингу території можна розділити на два етапи:

1) позиціонування території - розробка документів стратегічного планування, що включає формування маркетингової стратегії; маркетинг міду міста;

2) просування території - робота з цільовими групами, маркетингова комунікація.

Позиціонувати туристичні регіони необхідно спираючись на певний вид туризму, що пропонується тим чи іншим регіоном. На прикладі українських курортів за якими закріпилися певні асоціації можна згадати Львів, як культурну столицю України, Одесу – місто біля моря та столицю гумору, Харків – місто науки та молоді, Кам'янець-Подільський – місто цілорічних фестивалів.

Складовою частиною територіального маркетингу є брендинг міста – цілеспрямована діяльність по створенню і розвитку міського бренду. Бренд служить формуванням уявлення про призначення території та її специфіці, в концентрованій формі відображаючи її місію та стратегічне бачення. Ефективний бренд міста відповідає таким універсальним вимогам, як відповідність дійсності, правдоподібність, сприйняття, привабливість. Необхідними інструментами для формування туристичного бренду території є стратегія розвитку, слоган, логотип, візуальні символи.

Якісний слоган підсилює імідж території. Формулювання теми слогана повинно бути спрямованим на конкретну цільову аудиторію, отже створюючи платформу для створення спеціальних маркетингових програм. Вдалими туристичними слоганами є «Море вражень»

(Одеса), «Відкритий для світу» (Львів), «Столиця натхнення» (Амстердам), «Знайди себе тут» (Каліфорнія), «Тринадцятий місяць сонячного сяйва» (Ефіопія), «Життя у ритмі серцебиття» (Сербія), «Я люблю Нью-Йорк».

А брендинг індустріальних територій формується на основі сприйняття промислового регіону як території з позитивним іміджем та багатьма привабливими складовими. В першу чергу цього можна досягти розвитком промислового туризму. Індустріальний регіон відомий промисловими підприємствами та їхньою продукцією, проте це супроводжується негативним впливом на довкілля. Тому промисловий туризм можна використовувати як інструмент для формування позитивного туристичного іміджу промислової території [4]. Наприклад, такий підхід брендингу використовується у Кривому Розі з рукотворним «Українським Марсом» - наслідками промисловості.

Візуальні символи виступають значною складовою туристичного бренду регіону або міста, основними вимогами до яких є глибока вкоріненість у свідомості людей (міцні асоціативні зв'язки), постійне зображення на офіційних туристичних документах міста, брошурах, путівниках, сайтах, відеоматеріалах тощо. Успіх візуальному символу принесе смислова взаємодія зі слоганом, підсилення звучання центральної ідеї бренду. Таким чином, бренд території повинен бути сфокусований на привабливому і простому логотипі, для чого у більшості випадків використання гербу міста є неприпустимим.

Бренд для регіону є важливим елементом, оскільки він створює відносини з цільовою аудиторією, формує емоційну прихильність і лояльність географічного регіону. Позитивні думки про території має сприятливі наслідки як для регіонального, так і для державного бюджету. Натомість поганий імідж шкодить добробуту території і вимірюється у значному зменшенні інвестицій, спаду туристичних прибуттів. [5]

# ГРАМАТИЧНІ ЗАВДАННЯ ДЛЯ САМОСТІЙНОЇ РОБОТИ СТУДЕНТІВ

## Article

Виберіть правильну відповідь.

### Level 1

- 1.1. She hopes to hear from you in ... day or two.  
a) a                                b) the
- 1.2. Our neighbour, Mr. Smith, works in ... bank.  
a) a                                b) the
- 1.3. This is ... amusing film. I like it very much.  
a) a                                b) an
- 1.4. My daughter will start learning to play ... guitar very soon.  
a) the                                b) -
- 1.5. There is ... table in ... middle of my room.  
a) a, the                            b) the, -
- 1.6. My father was ... man of character.  
a) a                                b) the
- 1.7. My mother said that ... dinner was ready.  
a) -                                b) the
- 1.8. Beethoven was ... famous composer.  
a) the                                b) a
- 1.9. Madrid is ... capital of Spain.  
a) the                                b) -
- 1.10. What would you like to have for ... supper?  
a) the                                b) -
- 1.11. He is eating ... apple.  
a) the                                b) an
- 1.12. My mother is ... teacher.  
a) the                                b) a
- 1.13. The cinema is at ... end of Victoria street.  
a) -                                b) the
- 1.14. ... fact is, tomorrow is my girl-friend's birthday!  
a) The                                b) -
- 1.15. My sister studied ... World Geography.  
a) the                                b) -
- 1.16. I am twenty years old, you are ... same age.  
a) the                                b) a
- 1.17. They decided to visit ... Indian restaurant.  
a) an                                b) the
- 1.18. My friends have ... animal at ... home. It's ... dog.  
a) the, the, the                    b) an, - , a
- 1.19. My native town has ... wide and varied theatre life.  
a) a                                b) -
- 1.20. All ... people want to live in peace.  
a) the                                b) -
- 1.21. I'll keep my ... fingers crossed for you.  
a) the                                b) -
- 1.22. American agriculture consists of ... family farms.  
a) the                                b) -
- 1.23. It's ... third time you ask me ... same question.

- a) the, the                    b) a, -
- 1.24. «Sleeping Beauty», one of ... three great ballets by Tchaikovsky, is ... longest in terms of ... music.
- a) the, the, -                b) - , the, the
- 1.25. My niece is ... student. She studies at ... Oxford University.
- a) a, -                        b) -, the
- 1.26. I am listening to ... music on ... radio.
- a) the, the                    b) -, -
- 1.27. I was born in ... 1988.
- a) -                            b) the
- 1.28. ... country life has always attracted me.
- a) The                        b) -
- 1.29. Is there ... telephone-box here?
- a) the                        b) a
- 1.30. Where is your father? - He is at ... garage.
- a) the                        b) -

## Level 2

- 2.1. She's got ... job at last. - That's really ... good news.
- a) the, the                    b) - , a                    c) a, -
- 2.2. Henry goes to ... school twice ... week.
- a) the, a                      b) a, the                    c) - , a
- 2.3. They won't be here before ... half past six.
- a) an                         b) -                         c) the
- 2.4. What ... ugly house this is!
- a) -                            b) the                      c) an
- 2.5. Look, what ... long hair that boy has!
- a) the                        b) a                        c) -
- 2.6. What ... sort of car is he driving at the moment?
- a) the                        b) a                        c) -
- 2.7. It's such ... pity you couldn't come with us.
- a) -                            b) the                      c) a
- 2.8. Let's go to the Beehive for ... change.
- a) a                            b) the                      c) -
- 2.9. Shall I send ... invitation to ... Parkers?
- a) an, -                      b) the, the                c) an, the
- 2.10. ... Welsh are considered to be ... nation of ... singers.
- a) The, a, -                b) - , a, -                c) The, a, the
- 2.11. I went upstairs to take ... shower and change.
- a) a                            b) the                      c) -
- 2.12. My neighbour is ... writer. Let's ask him for ... advice about your composition.
- a) the, an                    b) a, -                    c) a, an
- 2.13. Who is on ... night duty, I wonder?
- a) the                        b) a                        c) -
- 2.14. Mr. Jonathan says that Robert and Donna are ... cousins, but he is wrong, because they are ... brother and ... sister.
- a) - , - , -                b) the, a, a                c) - , the, the
- 2.15. Such ... thing had never happened during ... years that I have been here.
- a) the, -                      b) a, the                    c) - , the
- 2.16. Alice went out of ... water very quickly as she had got ... mouthful of ... salt water.
- a) - , the, a                b) the, the, the            c) the, a, -

- 2.17. I would like to know about ... places to visit in ... town.  
 a) the, the            b) the, a            c) - , the
- 2.18. Most of ... my friends are ... students.  
 a) - , -                b) the, the            c) - , the
- 2.19. My uncle Tom is ... sailor; he spends most of his life at ... sea.  
 a) - , -                b) a, -                c) the, the
- 2.20. Have you written your name at ... top of ... page?  
 a) the, the            b) a, -                c) a, a
- 2.21. I am only ... student - ... man of dreams!  
 a) a, the                b) the, -                c) a, a
- 2.22. I had never known him handle ... case in such ... half-hearted fashion.  
 a) a, an                b) a, a                c) the, -
- 2.23. Who invented ... way that we measure time?  
 a) a                    b) the                c) -
- 2.24. I have only ... little time here, but I would have you to know ... whole truth.  
 a) - , the              b) a, -                c) a, the
- 2.25. There was ... quick step on ... stairs, ... sharp tap at ... door and ... moment later the new client presented himself.  
 a) a, the, a, the, a    b) a, a, a, a, the    c) the, - , the, - , a
- 2.26. «My dear young lady, you say that your room is on ... second floor. Is there ... ladder in ... garden?»  
 a) a, a, the            b) the, a, the            c) - , the, a
- 2.27. ... elephant is ... biggest of all animals.  
 a) An, -                b) The, the            c) - , the
- 2.28. I had ... very bad night last night because ... people next door were having ... party.  
 a) the, - , the        b) a, the, a            c) a, - , -
- 2.29. Do you know who invented ... television?  
 a) a                    b) -                    c) the
- 2.30. Number ... hundred and ten, ... house next door to us, is for sale.  
 a) the, a                b) a, the                c) - , a

### Level 3

- 3.1. My father can play ... guitar, ... banjo and ... mandolin.  
 a) - , - , -            b) a, a, a            c) the, - , -            d) the, the, the
- 3.2. ... little red car is parked on ... driveway.  
 a) A, the                b) - , -                c) The, a                d) The, the
- 3.3. My home is ... small green peaceful island.  
 a) an                    b) a                    c) -                    d) the
- 3.4. Her husband learned ... Portuguese language in ... Brazil.  
 a) the, -                b) - , the                c) the, the            d) - , -
- 3.5. ... Captain Black directed ... plane to ... West, over ... Pacific Ocean.  
 a) - , a, the, the      b) The, the, - , the      c) - , the, - , the      d) - , a, the, -
- 3.6. ... Easter is ... Christian holiday.  
 a) - , a                b) The, a                c) - , -                d) - , the
- 3.7. Did ... King Arthur live during ... Middle Ages?  
 a) - , -                b) - , the                c) the, the            d) the, -
- 3.8. Her friend Reggie is ... Buddhist from ... Thailand.  
 a) the, -                b) a, -                c) - , -                d) a, the
- 3.9. ... exploration of ... West was tied to the search for... gold in ... California.  
 a) The, the, - -        b) - , the, - , -        c) - , the, a, -        d) - , - , - , the
- 3.10. ... tiger in ... Far East almost became extinct.

- a) -, -                      b) A, the                      c) The, the                      d) The, -
- 3.11. ... family went to ... church together last Sunday.  
a) The, the                      b) A, -                      c) -, -                      d) The, -
- 3.12. «Welcome to ... White House,» said ... President Bush.  
a) the, -                      b) -, the                      c) -, -                      d) -, a
- 3.13. ... Titanic sank in ... Atlantic in 1912.  
a) -, -                      b) The, the                      c) -, the                      d) The, -
- 3.14. Andrew played ... volleyball at ... beach; his little daughter built ... sandcastle.  
a) -, a, the                      b) -, a, a                      c) the, the, the                      d) -, the, a
- 3.15. My grandfather fought in ... Crimea during ... World War II.  
a) -, -                      b) the, the                      c) the, -                      d) -, the
- 3.16. During ... Renaissance ... artists were often supported by ... wealthy merchants.  
a) the, the, the                      b) the, -, -                      c) the, -, the                      d) -, the, the
- 3.17. ... Queen Marie Antoinette was executed in ... French Revolution.  
a) The, -                      b) -, the                      c) -, a                      d) The, the
- 3.18. ... students of our group are going to study ... German ... next term.  
a) The, -, -                      b) -, -, -                      c) The, -, the                      d) -, the, the
- 3.19. ... Queen Mary is docked in ... Long Beach, ... California.  
a) The, -, -                      b) -, -, -                      c) The, the, -                      d) -, the, -
- 3.20. ... friend of mine is ... French/English translator at ... United Nations.  
a) The, a, the                      b) A, the, the                      c) A, a, the                      d) A, a, -
- 3.21. George is ... student, Betty is ... secretary, Mike is ... psychiatrist in ... London hospital.  
a) a, a, a, the                      b) a, a, a, a                      c) the, the, the, the                      d) a, a, a, -
- 3.22. ... Bible tells of ... Israelites' escape from ... Egypt.  
a) The, the, -                      b) -, -, -                      c) The, -, -                      d) -, the, the
- 3.23. Are ... Rocky Mountains higher than ... Andes Mountains?  
a) -, -                      b) the, -                      c) the, the                      d) -, the
- 3.24. ... Lake Geneva borders ... France and ... Switzerland.  
a) -, -, -                      b) The, -, -                      c) The, the, the                      d) The, -, the
- 3.25. ... farms in ... East are not like ... farms in ... Midwest.  
a) -, -, the, -                      b) -, the, -, the                      c) -, the, the, the                      d) The, the, the, the
- 3.26. Michael Gorbachev, ... last President of ... Soviet Union, was awarded ... Nobel Peace Prize.  
a) a, the, the                      b) -, the, -                      c) the, the, the                      d) -, -, the
- 3.27. ... Neptune and ... Pluto are ... farthest planets from us.  
a) The, the, the                      b) The, -, the                      c) -, -, the                      d) -, -, -
- 3.28. We are having ... chicken and ... Spanish rice for ... dinner.  
a) -, -, -                      b) the, -, the                      c) the, -, a                      d) -, -, a
- 3.29. «Come to my place after ... school,» said Linda. «We can prepare for ... English test together.»  
a) the, the                      b) a, the                      c) -, the                      d) -, -
- 3.30. ... children who live ... next door attend ... Roman Catholic school.  
a) -, the, -                      b) -, -, -                      c) The, the, the                      d) The, -, a



## System of Tenses

### INDEFINITE TENSES

Виберіть правильну відповідь.

#### Level 1

- 1.1. We ... to Odessa for our holidays last year.  
a) goes                      b) going                      c) have gone                      d) went
- 1.2. People ... English all over the world.  
a) speaks                      b) speak                      c) has spoken                      d) had spoken
- 1.3. Victor ... .....any mistakes in the text, did he?  
a) didn't make                      b) made                      c) had made                      d) hadn't made
- 1.4. Every day they ... their dinner at the canteen.  
a) have                      b) has                      c) are having                      d) were having
- 1.5. I usually ... this fence once a year.  
a) paint                      b) paints                      c) am painting                      d) was painting
- 1.6. Don't worry. I ... here to help you.  
a) is not                      b) shall be                      c) wouldn't be                      d) had been
- 1.7. I ... she is busy at the moment.  
a) will think                      b) thought                      c) think                      d) was thinking
- 1.8. She ... very ill three years ago.  
a) has been                      b) had been                      c) was                      d) was being
- 1.9. There is a new road to the motorway. They ... it yesterday.  
a) had opened                      b) opened                      c) have opened                      d) were opened
- 1.10. The earth ... round the sun.  
a) goes                      b) went                      c) was going                      d) has gone
- 1.11. In Britain most of the shops usually ... at 5.30 p.m.  
a) closes                      b) close                      c) have closed                      d) shall close
- 1.12. In summer Nick usually ... tennis twice a week.  
a) play                      b) plays                      c) is playing                      d) was playing
- 1.13. I have a car, but I ... it very often.  
a) don't use                      b) do use                      c) am not using                      d) didn't use
- 1.14. If you need money, why ... a job?  
a) don't you get                      b) do you get  
c) hadn't you get                      d) weren't you getting
- 1.15. The River Amazon ... into the Atlantic Ocean.  
a) flows                      b) is flown                      c) flow                      d) is flowing
- 1.16. How often ... tennis?  
a) is Tom playing                      b) does Tom play  
c) was Tom playing                      d) did Tom played
- 1.17. The teachers didn't have dinner at the canteen, ... they?  
a) did                      b) didn't                      c) had                      d) hadn't
- 1.18. How many pages ... a day?  
a) are you reading                      b) do you read  
c) you read                      d) had you read
- 1.19. They watched TV and then ... to bed.  
a) had been going                      b) went  
c) were going                      d) had gone
- 1.20. I ... your telephone number.  
a) do not know                      b) am not knowing  
c) had not known                      d) shall have known

## Level 2

- 2.1. I think I'll buy these shoes. They ... me really well.  
a) fit                      b) have fit                      c) fitted                      d) were fitting
- 2.2. She asked when the secretary usually ... .  
a) is coming              b) came                      c) come                      d) will come
- 2.3. I'll tell Anna all the news when I ... her.  
a) shall see              b) saw                      c) see                      d) will be seeing
- 2.4. Wipe your feet before you ... into the room.  
a) has come              b) had come                      c) come                      d) would come
- 2.5. I wonder if Paul ... me a lift to work.  
a) is giving              b) will give                      c) gives                      d) will be giving
- 2.6. The teacher told us that magnet ... iron.  
a) attracted              b) attract                      c) attracts                      d) is attracted
- 2.7. She will speak to Professor Moore as soon as he ... free.  
a) will be                      b) shall be                      c) is                      d) were
- 2.8. She had studied Spanish before she ... to Madrid.  
a) had come              b) comes                      c) came                      d) would come
- 2.9. You didn't even try to find out if I ... to your proposal.  
a) will agree              b) shall agree                      c) would agree                      d) agree
- 2.10. Christopher ... his hand, but it is OK now.  
a) have hurt              b) hurt                      c) hurts                      d) had hurt
- 2.11. Something very strange ... to me on my way home from work yesterday afternoon.  
a) happened              b) was happening                      c) happens                      d) has happened
- 2.12. I don't want a steak. I think I ... the chicken.  
a) will have had              b) have                      c) am having                      d) shall have
- 2.13. I remember when I ... on holiday abroad for the first time.  
a) went                      b) has gone                      c) go                      d) had gone
- 2.14. He'll be ready as soon as you ... .  
a) be                      b) are going to be                      c) are                      d) will be
- 2.15. I'm afraid we ... the last train if we don't take a taxi.  
a) miss                      b) shall miss                      c) missed                      d) shall be missing
- 2.16. By the time the guests ... the children will have decorated the fir-tree.  
a) arrived                      b) arrive                      c) will arrive                      d) would have arrived
- 2.17. I hope Lucy ... to my birthday party.  
a) was coming              b) come                      c) will come                      d) will be coming.
- 2.18. As soon as the exams ... over the students will leave for their homes.  
a) are                      b) will be                      c) were                      d) would be
- 2.19. Bill wondered if they ... .  
a) would marry                      b) marry                      c) will marry                      d) are going to marry
- 2.20. I'll visit them as soon as they ... next month.  
a) marry                      b) will marry                      c) will be married                      d) married

## Level 3

- 3.1. I wrote to you to ask not to see anyone till I ... .  
a) come                      b) have come                      c) came                      d) should come
- 3.2. Higher education in the USA ... in 1636 when the first colonists ... Harvard College.  
a) has begun, founded                      b) began, have founded  
c) began, founded                      d) was beginning, have founded

- 3.3.** We must go now. The play ... in half an hour.  
a) starts                                b) is starting  
c) would start                        d) will have started
- 3.4.** How long is it since you ... here?  
a) had moved                            b) move  
c) moved                                 d) was moving
- 3.5.** The plane ... London at 9.45.  
a) shall reach                           b) is going to reach  
c) will reach                            d) reaches
- 3.6.** He ... for the company for thirty years before he retired.  
a) has been working                    b) worked  
c) was working                         d) had been working
- 3.7.** He wanted her to believe that when he ... things would change.  
a) returns                                b) would return                    c) returned                            d) will return
- 3.8.** He said he would tell me all about it when he ... back.  
a) got                                      b) gets                                c) would get                        d) will get
- 3.9.** "Do you often go on holiday?" No, it's five years since I ... on holiday.  
a) have gone                            b) went                                c) had gone                         d) go
- 3.10.** The boy asked the tour guide where the main tourist office ... .  
a) is                                        b) has been                        c) will be                            d) was
- 3.11.** I inquired when the train to Odessa ... .  
a) was starting                        b) started                            c) should start                      d) will start
- 3.12.** The sight was so lovely I ... very early just to see the sun come up.  
a) get up                                 b) have got up                      c) used to get up                    d) was getting up
- 3.13.** «All right,» said the old gentleman, «I'll be here until your friend ..., and then I ... somewhere.»  
a) will come back, will stand                    b) won't come back, stand  
c) comes back, will stand                        d) will come back, will be standing
- 3.14.** I ... it unless you ... .  
a) would never understand, would explain  
b) will never understand, have explained  
c) will never understand, explain  
d) will never understand, will explain
- 3.15.** She ... away from the ball at about four o'clock in the morning.  
a) turns                                 b) has turned                        c) turned                            d) is turning
- 3.16.** He told me that he ... it to my husband, unless I ... him a certain document.  
a) will show, gave                                b) would show, gave  
c) would show, would give                      d) showed, would give
- 3.17.** He ... , .... a can from the porch, and ... to water the flowers.  
a) had got up, fetched, began                    b) had got up, had fetched, began  
c) was getting up, fetched, began                d) got up, fetched, began
- 3.18.** A hot coal ... from the fire and ... a hole in the carpet.  
a) has dropped, burnt                            b) had dropped, burnt  
c) dropped, was burning                         d) dropped, burnt
- 3.19.** When the evening ... I ... that it ... an imprudence to leave so precious a thing in the office behind me.  
a) had come, felt, was                            b) came, felt, would be  
c) came, had felt, would be                      d) came, was feeling, was
- 3.20.** I only ... to ask you how you ... from here to the Strand.  
a) had wished, would go                        b) wished, will go  
c) wished, would go                              d) wish, would go

**Визначте правильний варіант перекладу.**

**1. I was glad to find my lost book under the table.**

- a) Я зрадів, коли я знайшов свою улюблену книжку під столом.
- b) Я був щасливий від того, що знайшов мою дуже потрібну книжку на столі.
- c) Я зрадів, коли знайшов свою загублену книжку під столом.
- d) Мені радісно знайти свою книжку під столом.

**2. He doesn't often write sentences on the blackboard.**

- a) Він не часто пише речення на дошці.
- b) Він часто не писав речення на дошці.
- c) Він завжди не пише речення на дошці.
- d) Він не завжди писав речення на дошці.

**3. Many birds fly to the south in autumn.**

- a) Багато птахів відлетіли на південь восени.
- b) Багато птахів відлітають на південь восени.
- c) Багато птахів відлетять на південь восени.
- d) Багато птахів відлетіли на північ восени.

**4. Her father teaches History at our school.**

- a) Його батько викладає історію в нашій школі.
- b) Її батько викладав історію в нашій школі.
- c) Її батько викладатиме історію в нашій школі.
- d) Її батько викладає історію в нашій школі.

**5. They spend their holidays in the country.**

- a) Вони проводять свої канікули в селі.
- b) Вони проводять свої канікули в цій країні.
- c) Вони проводили свої канікули в селі.
- d) Вони провели свої канікули за містом.

**6. He does read English books in the original.**

- a) Він, можливо, читає англійські книги в оригіналі.
- b) Він читає англійські книги в оригіналі.
- c) Він таки читає англійські книги в оригіналі.
- d) Він не читає англійські книги в оригіналі.

**7. She was happy to find the necessary dictionary in the language room.**

- a) Вона була щаслива з того, що знайшла потрібний їй словник у кабінеті мови.
- b) Вона була щаслива, коли знайшла словник у кабінеті мови.
- c) Вона зраділа, коли знайшла потрібний словник у бібліотеці.
- d) Вона була рада знайти цей словник у кабінеті.

**8. I was afraid you misunderstood my proposal.**

- a) Я боялася, що ви неправильно розумієте мою пропозицію.
- b) Я боюся, що ви неправильно зрозуміли мою пропозицію.
- c) Я боялася, що ви неправильно зрозуміли мою пропозицію.
- d) Я боялася, що ви неправильно зрозуміли б мою пропозицію.

**9. We all agree that it is better late than never.**

- a) Ми всі згодні, що краще пізно, ніж ніколи.

- b) Ми всі були згодні, що краще пізно, ніж ніколи.
- c) Ми погодились, що краще пізніше, ніж ніколи.
- d) Ми вважали, що краще пізно, ніж ніколи.

**10. Foreign language clubs give a lot for developing the general outlook of our pupils.**

- a) Клуб іноземної мови сприяє розвитку світогляду учнів.
- b) Учні розвивають свій загальний світогляд у клубах іноземних мов.
- c) Клуби іноземної мови чимало дають для розвитку загального світогляду наших учнів.
- d) Клуби іноземної мови допомагають розвивати кругозір наших учнів.

**11. The delegation arrived in London yesterday at dawn.**

- a) Делегація прибула до Лондона сьогодні вранці.
- b) Делегація відбула до Лондона вчора на світанку.
- c) Делегація прибула до Лондона вчора ввечері.
- d) Делегація прибула до Лондона вчора на світанку.

**12. He found the book very interesting.**

- a) Він знайшов дуже цікаву книгу.
- b) Він вважав, що книга дуже цікава.
- c) Книга йому не сподобалась.
- d) Він загубив дуже цікаву книгу.

**13. I'll be most interested to meet the teachers and to discuss their plans.**

- a) Мені буде дуже цікаво зустрітися з учителями й обговорити їхні плани.
- b) Мені було б цікаво побачити учителів та обговорити їхні плани.
- c) Мене дуже цікавить зустріч з учителями та обговорення їхніх планів.
- d) Найбільш цікавим для мене є перегляд планів учителів.

**14. I shall help you to plant trees next week.**

- a) Я допоможу Вам садити дерева наступного тижня.
- b) Я допомогла Вам садити дерева наступного тижня.
- c) Я допомогла б тобі садити дерева наступного тижня.
- d) Я зможу допомогти садити дерева наступного тижня.

**15. There will be a lot of people at the meeting today.**

- a) Сьогодні на зборах буде багато людей.
- b) Сьогодні на зборах буде мало людей.
- c) Сьогодні на зборах було багато людей.
- d) Сьогодні на зборах не буде багато людей.

**16. I'm going to work at school after I graduate from the university.**

- a) Я збираюся працювати у школі після того, як закінчу університет.
- b) Я поїду працювати в школі після того, як закінчу університет.
- c) Я працюватиму в школі після того, як закінчу університет.
- d) Я не працюватиму в школі після закінчення університету.

**17. I shan't be angry with you if you don't visit this museum.**

- a) Я не розсерджусь на вас, якщо ви не відвідаєте цей музей.
- b) Я не розсерджусь на вас, якщо ви відвідаєте цей музей.
- c) Я не розсердилася б на вас, якби ви не відвідали цей музей.
- d) Я не розсерджусь на вас за умови, що ви відвідаєте цей музей.

**18. He was sure his friend would make much progress in English.**

- a) Він упевнений, що його друг досягне значного успіху у вивченні англійської мови.
- b) Він упевнений у тому, що його друг успішно оволодів мовою.
- c) Він був упевнений, що його друг досягне значного успіху у вивченні англійської мови.
- d) Він був упевнений, що його друг досягне прогресу у вивченні англійської мови.

**19. In his letter he informed that he would come to visit us if he passed his exams successfully.**

- a) У своєму листі він повідомив, що приїде відвідати нас, якщо успішно складе іспити.
- b) У своєму листі він повідомляє, що приїде відвідати нас, якщо успішно складе іспити.
- c) У своєму листі він повідомляє, що хоче відвідати нас, якщо успішно складе іспити.
- d) У своєму листі він повідомить, що хотів би відвідати нас, якщо успішно складе іспити.

**20. I sometimes go to the skating-rink, though I am a bad skater.**

- a) Я завжди ходжу на каток, хоча я поганий ковзаняр.
- b) Я іноді ходжу на каток, хоча я поганий ковзаняр.
- c) Я відвідую каток, хоча я поганий ковзаняр.
- d) Я іноді ходжу на каток, але я поганий ковзаняр.

**21. She is so fond of playing the piano that she spends nearly all her free time playing it.**

- a) Вона так любить грати на піаніно, що проводить майже весь вільний час за ним.
- b) Вона так грає на піаніно, що проводить майже весь вільний час за ним.
- c) Вона так любила грати на піаніно, що проводила майже весь вільний час за ним.
- d) Вона любить грати на піаніно і проводить майже весь вільний час за ним.

**22. Він запитав, чи поїде вона влітку на узбережжя.**

- a) He asked her if she will go to the seaside in summer.
- b) He had asked her if she is going to the seaside in summer.
- c) He asked her if she would go to the seaside in summer.
- d) He asked her would she go to the seaside in summer.

**23. Якщо я не запізнюся, ми застанемо його вдома.**

- a) If I was late we'll catch him at home.
- b) If I am not late we'll catch him at home.
- c) If I will not late we'll catch him at home.
- d) If I won't be late we catch him at home.

**24. Коли погода буде гарною, ми підемо погуляти в парк.**

- a) When the weather will be better we shall go for a walk in the park.
- b) When the weather is fine we shall go for a walk in the park.
- c) When the weather becomes better we must go for a walk in the park.
- d) When the weather shall be nice we will go for a walk in the park.

**25. Коли вона була дитиною, вона захоплювалася співами.**

- a) She did not like to sing, when she was a child.
- b) She was not fond of singing when she was a child.
- c) She was fond of singing when she was a child.
- d) When she was a little girl she liked to sing.

## CONTINUOUS TENSES

**Виберіть правильну відповідь**

### Level 1

- 1.1. I am busy at the moment. I ... on the computer.  
a) work                      b) worked  
c) am working              d) have been working
- 1.2. The children ... their homework now.  
a) are doing              b) were doing              c) do                      d) did
- 1.3. Let's go out. It ... any more.  
a) isn't raining              b) doesn't rain              c) didn't rain              d) shall not rain
- 1.4. Our friends ... us at the airport tonight.  
a) meets                      b) are going to meet  
c) shall meet                d) met
- 1.5. Silvia ... English at the moment.  
a) learns                      b) is learning              c) has learnt              d) was learnt
- 1.6. Your English ... better and better.  
a) gets                        b) has been got              c) was got                  d) is getting
- 1.7. Why ... your coat today? It is very warm.  
a) are you wearing              b) do you wear  
c) will you wear                d) don't you wear
- 1.8. These days food ... more and more expensive.  
a) gets                        b) got                        c) is getting                  d) shall get
- 1.9. They ... with friends at the moment.  
a) stay                        b) have been staying  
c) had stayed                  d) are staying
- 1.10. My son ... a book at 2 o'clock in the afternoon.  
a) read                        b) was reading  
c) has read                    d) had been reading
- 1.11. Look! The man ... to open the door of your car.  
a) tries                        b) was trying              c) will try                      d) is trying
- 1.12. Hurry up! The bus ...  
a) is coming              b) comes                      c) come                      d) was coming
- 1.13. Listen! It ... heavily.  
a) rains                        b) has been raining  
c) rained                        d) is raining
- 1.14. I usually enjoy parties, but I ... this one at the moment.  
a) don't enjoy                  b) am not enjoying  
c) did enjoy                      d) enjoy
- 1.15. At nine o'clock yesterday I ... television.  
a) was watching              b) watched  
c) had been watching              d) am watching
- 1.16. She ... a party now.  
a) has                        b) is having                  c) had                        d) was having
- 1.17. Be careful! You ... a grammar test.  
a) do                        b) is doing                      c) are doing                  d) were doing
- 1.18. My head ... again, so I went home.  
a) aches                        b) is aching                  c) was aching              d) will be aching
- 1.19. "Where is Jenny?" "She ... roses in the garden".  
a) is planting                  b) plants  
c) has planted                d) has been planting

- 1.20. Sorry. I can't stop now. I ... to an important meeting.  
a) go                      b) am going                      c) have gone                      d) will be going

## Level 2

- 2.1. What ... about a moment ago?  
a) were you thinking                      b) have you been thinking  
c) will you think                      d) are you thinking
- 2.2. I suddenly realized I ... in the wrong direction.  
a) was walking      b) walk                      c) have walked                      d) am walking
- 2.3. When I arrive at the airport tomorrow, my whole family ... for me.  
a) wait                      b) waits                      c) waited                      d) will be waiting
- 2.4. When I looked round the door, the baby ... quietly.  
a) is sleeping      b) slept                      c) was sleeping                      d) were sleeping
- 2.5. Where is Robert? ... a shower?  
a) Does he have      b) Has he                      c) Has he got                      d) Is he having
- 2.6. I've got my key. I found it when I ... for something else.  
a) look                      b) have looked                      c) didn't look                      d) was looking
- 2.7. At this time tomorrow we ... over the Atlantic.  
a) flies                      b) shall be flying                      c) fly                      d) flied
- 2.8. Jim was cooking dinner in the kitchen while Jo ... the dog.  
a) is feeding                      b) has been feeding  
c) was feeding                      d) had been feeding
- 2.9. The boy ... ice-cream when we came in.  
a) was eating                      b) ate  
c) had been eating                      d) eats
- 2.10. Tom could hear shouts from the flat next door. His neighbours ... again.  
a) were arguing      b) argued                      c) had argued                      d) argue
- 2.11. Sophie ... hard these days in order to pass her exams.  
a) is studying      b) studies                      c) studied                      d) stud
- 2.12. I asked Ann who else ... to the party that night.  
a) was coming      b) will come                      c) has come                      d) have come
- 2.13. I saw Mr Jones while I ... for the bus.  
a) had waited      b) am waiting                      c) was waiting                      d) have waited
- 2.14. I ... over an important problem and didn't hear your question.  
a) was thinking      b) thought                      c) will be thinking                      d) am thinking
- 2.15. When we went out of the house it ... .  
a) had been snowing                      b) was snowing  
c) snowed                      d) has been snowing
- 2.16. When the rain started they ... in the field.  
a) were still working                      b) still worked  
c) are still working                      d) still work
- 2.17. At nine o'clock yesterday morning we ... for the bus.  
a) wait                      b) were waiting  
c) had been waiting                      d) waited
- 2.18. She ... the piano the whole evening.  
a) play                      b) played                      c) was playing                      d) had played
- 2.19. Why ... at me like that? Have I said anything wrong?  
a) do you look                      b) did you look  
c) were you looking                      d) are you looking
- 2.20. I ... with some friends until I can find a flat.  
a) am living                      b) lived                      c) lives                      d) have lived



### Level 3

- 3.1. I'm going to get to the airport early. I can read a book while I ... .  
a) wait                      b) will wait                      c) am waiting                      d) shall be waiting
- 3.2. .... Jane today? I have a message for her.  
a) Will you be meeting                      b) Will you have met  
c) Will you have been met                      d) Are you met
- 3.3. I ... John tomorrow as we work in the same office.  
a) shall have met    b) will be meeting    c) am going to meet    d) meet
- 3.4. ... to the baker's this morning? I need some bread.  
a) Will you have gone                      b) Shall you go  
c) Will you be going                      d) Will you have been going
- 3.5. Mother said that Aunt Bessie ... soon.  
a) will come                      b) was coming  
c) would have come                      d) comes
- 3.6. I .... my lawyer tonight.  
a) saw                      b) am seeing                      c) will have seen                      d) had seen
- 3.7. I ... my bank manager this morning. I've fixed an appointment.  
a) saw                      b) shall have seen    c) will be seeing                      d) am seeing
- 3.8. We ... to the cinema this afternoon. Would you like to come?  
a) went                      b) are going                      c) will be going                      d) will have gone
- 3.9. He said he ... his things the whole day.  
a) would pack                      b) would be packing  
c) is going to pack                      d) had been packed
- 3.10. We ... your case tomorrow, so I'll be able to give you an answer soon.  
a) discuss                      b) are discussing  
c) were discussing                      d) will have discussed
- 3.11. I ... lunch with Sam tomorrow as usual.  
a) have had                      b) shall be having    c) had                      d) will have had
- 3.12. He ... on the corner at the end of our street, and he ... at us, telling us not to lean against his fence.  
a) was living, always shouted                      b) lives, was always shouting  
c) lived, had been always shouting                      d) lived, was always shouting
- 3.13. He ... in the chair when a tall woman with beautiful grey hair and silver, finely-wrinkled skin ... in.  
a) sat, came                      b) was sitting, came  
c) was sitting, was coming                      d) had been sitting, came
- 3.14. Susan didn't even know which hotel he ... in Paris.  
a) has been using    b) used                      c) would be using                      d) will use
- 3.15. The boy ... bitterly and no one ... to calm him down.  
a) still cried, was trying                      b) was still crying, tried  
c) had been still crying, was trying                      d) was still crying, had tried
- 3.16. While she ... for the lights to change from red to green, an old lady ... to the window of her car.  
a) waited, came                      b) waited, was coming  
c) was waiting, came                      d) was waiting, was coming
- 3.17. When we ... coffee in the drawing-room that night after dinner, I ... Arthur and Mary my experience.  
a) were taking, told                      b) had been taking, had told  
c) were taking, had told                      d) took, told
- 3.18. Two hansoms ... at the door, and as I ... the passage I ... the sound of voices from above.  
a) stood, entered, heard                      b) were standing, entered, heard  
c) were standing, had entered, had heard    d) had been standing, entered, heard
- 3.19. One day when he ... home he ... a boy who ... him from the opposite side of the street.

- a) was walking, saw, watched                      b) walked, has seen, was watching  
c) was walking, saw, was watching                d) has walked, has seen, has watched

3.20. It was midnight. She ... in her lovely room. The rain driven by the wind ... against the window.

- a) sat, beat    b) was sitting, was beating  
c) has sat, beat    d) has been sitting, has been beating

**Визначте правильний варіант перекладу.**

**1. It was raining all day long and we had to put off our meeting.**

- a) Увесь день ішов дощ, і ми вимушені були відкласти нашу зустріч.  
b) Нам довелося продовжити збори, оскільки увесь день ішов дощ.  
c) Під вечір дощ вщух, і ми вирішили знову зустрітися.  
d) Ми вирішили не відкладати нашу зустріч, оскільки дощу вже не було.

**2. I was hurrying to the canteen when I met you.**

- a) Я поспішала в їдальню, коли зустріла вас.  
b) Я бігла в їдальню, коли зустріла вас.  
c) Я йшла в їдальню під час зустрічі з вами.  
d) Коли я зустріла вас, я поспішала в кінотеатр.

**3. They'll be packing tomorrow when she comes.**

- a) Вони складатимуть речі завтра, коли вона прийде.  
b) Вони збиратимуться, коли вона прийде.  
c) Вони пакуватимуться, коли вона прийде завтра.  
d) Вони пакувалися б завтра, якби вона прийшла.

**4. I was reading a difficult English book at that time.**

- a) Я читала складну англійську книжку в той час.  
b) Я читала складну англійську книжку один раз.  
c) Я читаю складну англійську книжку в цей час.  
d) Я читала б складну англійську книжку, якби мала час.

**5. Next week we'll be preparing to pass exams.**

- a) Наступного тижня ми готуватимемося, щоб скласти іспити.  
b) Наступного тижня ми готуватимемося, щоб приймати іспити.  
c) Наступного тижня ми складатимемо іспити, слід готуватися.  
d) Минулого тижня ми готувалися, щоб скласти іспити.

**6. I'll be looking through these magazines while you are enjoying the music.**

- a) Я переглядатиму ці журнали в той час, коли ви насолоджуватиметесь музикою.  
b) Я перегляну ці журнали, а ви насолоджуватиметесь музикою.  
c) Я переглядаю ці журнали в той час, коли ви насолоджуєтесь музикою.  
d) Я переглядаю ці журнали, а ви насолоджуєтесь музикою.

**7. When we came back home her children were sleeping.**

- a) Її діти спали, а ми повернулися додому.  
b) Коли ми повернемось додому, її діти спатимуть.  
c) Коли ми повертались додому, її діти спали.  
d) Коли ми повернулись додому, її діти спали.

**8. Whom were you waiting for near that monument at five yesterday ?**

- a) Кого ви очікували біля того пам'ятника о п'ятій годині вчора?

- b) Ви когось очікували біля того пам'ятника вчора о п'ятій годині?
- c) Кого ви очікували біля цього пам'ятника вчора о п'ятій годині?
- d) На кого ви чекали біля того музею о п'ятій годині вчора?

**9. We thought that you were going to visit your friends.**

- a) Ми думали, що ви збираєтесь відвідати своїх друзів.
- b) Ми думали, що ви збирались відвідати своїх друзів.
- c) Ми думали, що ви підете відвідати своїх друзів.
- d) Ми думали, що ви йшли відвідати своїх друзів.

**10. They are going to have a rest there.**

- a) Вони йшли, щоб там відпочити.
- b) Вони збираються там відпочивати.
- c) Вони мали намір там відпочивати.
- d) Вони там відпочиватимуть.

**11. Він побував у багатьох країнах і тепер пише книгу про свої подорожі.**

- a) He has been to many countries and now he wrote a book about his travels.
- b) He visited many countries and now he is writing books about his travels.
- c) He was visiting many countries and now writes a book about his travels.
- d) He has visited many countries and now he is writing a book about his travels.

**12. Коли він зателефонував, ми обідали.**

- a) When he telephoned, we were having dinner.
- b) When he telephoned, we had dinner.
- c) When he telephoned, we had had dinner.
- d) When he telephoned, we had to have dinner.

**13. Ішов дощ, і їй довелося взяти парасольку.**

- a) It rained and she must take an umbrella.
- b) It was raining and she had to take an umbrella.
- c) It had rained and she had to take an umbrella.
- d) It had been raining and she should take an umbrella.

## PERFECT TENSES

**Виберіть правильну відповідь**

**Level 1**

**1.1.** I am busy at the moment. I ... on the computer.

- a) work
- b) worked
- c) am working
- d) have been working

**1.2.** Here is my report. I ... it at last.

- a) finish
- b) finished
- c) am finished
- d) have finished

**1.3.** I already ... my things and I am ready to go.

- a) packed
- b) have packed
- c) pack
- d) was packing

**1.4.** I ... my parents since last Christmas.

- a) haven't seen
- b) didn't see
- c) hadn't seen
- d) don't see

**1.5.** How many pages ... a day?

- a) are you reading
- b) do you read
- c) you read
- d) had you read

- 1.6.** Look! The boy ... the window!  
 a) break            b) has broken            c) broke            d) was breaking
- 1.7.** My hair is tidy now. I ... it.  
 a) have brushed    b) brushed            c) am brushing    d) was brushing
- 1.8.** I ... my key. Can you help me to look for it?  
 a) lose            b) am losing            c) had lost            d) have lost
- 1.9.** He hasn't come yet, ...?  
 a) doesn't he    b) does he            c) has he            d) hasn't he
- 1.10.** There has been a car crash, ... ?  
 a) hasn't there            b) didn't it  
 c) hasn't been there            d) wasn't there
- 1.11.** I ... any of Shakespeare's plays yet.  
 a) hadn't read    b) didn't read            c) haven't read    d) was reading
- 1.12.** I ... for three years.  
 a) haven't skated b) didn't skate            c) don't skate            d) wasn't skating
- 1.13.** I ... anyone play so well in my whole life.  
 a) did never see            b) have never seen  
 c) had never seen            d) will never have seen
- 1.14.** I... to the library a lot recently.  
 a) have gone            b) have been going  
 c) had been going            d) will have been going
- 1.15.** My brother is an actor. He ... in several films.  
 a) has appeared            b) has been appeared  
 c) has been appearing            d) had appeared
- 1.16.** I ... Tom for three days.  
 a) didn't see    b) haven't seen            c) hadn't seen            d) don't see
- 1.17.** Look! Somebody ... milk on the carpet.  
 a) had spilt            b) was spilling            c) has spilt            d) spilled
- 1.18.** He ... a lot of books when he was at school.  
 a) read            b) have read            c) am reading            d) had read
- 1.19.** You know that Peter... to the States several times.  
 a) was            b) has been            c) had been            d) is
- 1.20.** It has been said that the weather is going to be nice today, but it ... .  
 a) doesn't            b) hasn't            c) didn't            d) isn't

## Level 2

- 2.1.** I think I'll buy these shoes. They ... me really well.  
 a) fit            b) have fit            c) fitted            d) were fitting
- 2.2.** She asked when the secretary usually ... .  
 a) is coming            b) came            c) come            d) will come
- 2.3.** I'll tell Anna all the news when I ... her.  
 a) shall see            b) saw            c) see            d) will be seeing
- 2.4.** He asked me when I ... the day before.  
 a) came            b) had come            c) shall come            d) come
- 2.5.** What ... about a moment ago?  
 a) were you thinking            b) have you been thinking  
 c) will you think            d) are you thinking
- 2.6.** I didn't know if he ... a photograph of me the day before.  
 a) took            b) had taken            c) takes            d) was taking
- 2.7.** When Martin ... his car, he took it out for a drive.  
 a) has repaired            b) had repaired

- c) had been repaired                      d) was repairing
- 2.8. The President ...out of the building and is going to make a speech.  
a) come                      b) has come                      c) have come                      d) was coming
- 2.9. This isn't my first visit to London. I ... here before.  
a) have been                      b) haven't been                      c) was                      d) had been
- 2.10. Christopher ... his hand, but it is OK now.  
a) have hurt                      b) hurt                      c) hurts                      d) had hurt
- 2.11. Something very strange ... to me on my way home from work yesterday afternoon.  
a) happened                      b) was happening                      c) happens                      d) has happened
- 2.12. I remember when I ... on holiday abroad for the first time.  
a) went                      b) has gone                      c) go                      d) had gone
- 2.13. There was no money left because we ... it all.  
a) spent                      b) had spent                      c) had been spending                      d) spend
- 2.14. He went to bed after the film ... .  
a) has ended                      b) ends                      c) had ended                      d) would end
- 2.15. When the students ... the experiment, they wrote the report on it.  
a) were making                      b) made  
c) had been making                      d) had made
- 2.16. I was tired because I ... on my project the night before.  
a) am working                      b) worked                      c) had worked                      d) was worked
- 2.17. By the time the guests ... the children will have decorated the fir-tree.  
a) arrived                      b) arrive  
c) will arrive                      d) would have arrived
- 2.18. Yesterday we discussed the film which we ... some days before.  
a) saw                      b) have seen                      c) had seen                      d) were seeing
- 2.19. There was no juice left because Jack ... it all.  
a) drank                      b) was drinking                      c) had drunk                      d) has drunk
- 2.20. The house was dirty. We ... it for weeks.  
a) didn't clean                      b) hadn't cleaned  
c) weren't cleaning                      d) don't clean
- 2.21. I couldn't get into the house because I ... my key.  
a) lost                      b) have lost                      c) had lost                      d) was losing
- 2.22. I couldn't run in the race because I ... my leg the day before.  
a) have hurt                      b) had hurt                      c) hurt                      d) had been hurt
- 2.23. Since I saw her last she ... many new articles.  
a) has written                      b) had written                      c) writes                      d) was writing
- 2.24. I ... the letter by three o'clock.  
a) posted                      b) have posted                      c) had posted                      d) post
- 2.25. Mother ... supper by the time they came home.  
a) cooked                      b) had cooked                      c) was cooking                      d) has cooked
- 2.26. He said that he ... his grammar by the end of the year.  
a) improved                      b) had improved  
c) has been improving                      d) improves
- 2.27. When the teacher came to his desk he understood that somebody ... through examination papers.  
a) looked                      b) had looked  
c) had been looked                      d) will look
- 2.28. She ...the news when I saw her.  
a) doesn't hear                      b) hasn't heard                      c) don't hear                      d) hadn't heard
- 2.29. I ... him since he graduated from the University.  
a) hadn't met                      b) didn't meet                      c) don't meet                      d) haven't met
- 2.30. Robert ... ill for three weeks. He is still in hospital.  
a) had been                      b) has been                      c) is                      d) was

- 2.31. He ... here since early morning.  
 a) is                    b) was                    c) has been                    d) is being
- 2.32. I'm hungry. I ... anything since breakfast.  
 a) didn't eat    b) haven't eaten    c) don't eat                    d) eat
- 2.33. He grew a beard, but now he ... it off.  
 a) shaved            b) has shaved            c) had shaved                    d) was shaving
- 2.34. I ... anything more exciting before I visited the festival in Kyiv.  
 a) never saw    b) have never seen  
 c) was never seeing    d) had never seen
- 2.35. I read your novel not long ago. I ... anything more awful before.  
 a) have never read    b) never read  
 c) has never read    d) had never read

### Level 3

- 3.1. By the time you receive this letter I ... my final exams.  
 a) shall finish    b) will have finished  
 c) finish    d) have finished
- 3.2. We'll be there at about 11. It ... raining already.  
 a) will have stopped    b) stops  
 c) stopped    d) is stopping
- 3.3. How long is it since you ... here?  
 a) had moved    b) move  
 c) moved    d) was moving
- 3.4. She ... by the end of July.  
 a) will come back    b) comes back  
 c) will have come back    d) will be coming back
- 3.5. She ... her work by 8 o'clock.  
 a) will have finished    b) finishes  
 c) will finish    d) will not finish
- 3.6. Hardly he ... the pillow when he fell asleep.  
 a) touched                    b) had touched                    c) have touched                    d) touches
- 3.7. He'll change his mind after he ... the document.  
 a) saw                    b) has seen                    c) had seen                    d) will see
- 3.8. He ... the poem by the time you come tomorrow.  
 a) will be learning    b) will learn                    c) will have learnt                    d) learns
- 3.9. By the time we get back he ... a bath and we shall find him asleep in his bed.  
 a) will have taken    b) shall have taken  
 c) is taking    d) shall take
- 3.10. She said they ... the letter by 5 o'clock.  
 a) will write    b) wrote  
 c) would have written    d) would write
- 3.11. She ... her report before her mother comes back  
 a) will write    b) shall write  
 c) wrote    d) will have written
- 3.12. This is the first time he ... a car.  
 a) had driven    b) has driven  
 c) drove    d) had been driving
- 3.13. "Do you often go on holiday?" No, it's five years since I ... on holiday.  
 a) have gone                    b) went                    c) had gone                    d) go
- 3.14. You ... your homework by the time the movie starts.  
 a) will finish    b) will have finished

- c) shall finish                      d) finished  
3.15. He left his job because he ... dissatisfied for months.  
a) has felt                      b) felt                      c) had felt                      d) feels

**Визначте правильний варіант перекладу.**

**1. I was glad to find my lost book under the table.**

- a) Я зрадів, коли я знайшов свою улюблену книжку під столом.  
b) Я був щасливий від того, що знайшов мою дуже потрібну книжку на столі.  
c) Я зрадів, коли знайшов свою загублену книжку під столом.  
d) Мені радісно знайти свою книжку під столом.

**2. He knew why she had been to Lviv several times.**

- a) Він знав, чому вона кілька разів була у Львові.  
b) Він знає, чому вона кілька разів була у Львові.  
c) Він знав, що вона була кілька разів у Львові.  
d) Він знав, чому вона побуває кілька разів у Львові.

**3. My friend showed me which exercises he had done.**

- a) Мій друг показав мені, які вправи він зробив.  
b) Мій друг показав би мені вправи, які він зробив,  
c) Мій друг показав мені, що вправи він зробив.  
d) Мій друг показав мені, як він зробив вправи.

**4. We didn't know he had written a new book.**

- a) Ми не знали, що він написав нову книжку.  
b) Ми не знали, що він писав нову книжку.  
c) Ми не знали, чи він писав нову книжку.  
d) Ми не знали, що нова книжка написана ним.

**5. He knew that everything had been done to save the girl.**

- a) Він знав, що він усе зробив, щоб урятувати дівчину.  
b) Він знав, що все буде зроблено, щоб урятувати дівчину.  
c) Він знав, що все зроблено для того, щоб урятувати дівчину.  
d) Він знав, що все робиться для того, щоб урятувати дівчину.

**6. I asked if my friends had been busy.**

- a) Я запитав, чи мої друзі були зайняті.  
b) Я запитав, чи мої друзі зараз зайняті.  
c) Я запитав би, якби мої друзі були зайняті.  
d) Я запитав би, чи мої друзі були зайняті.

**7. I've read an article about our school in today's newspaper.**

- a) Я прочитаю статтю про нашу школу в сьогоднішній газеті.  
b) Я прочитала статтю про нашу школу в сьогоднішній газеті.  
c) Я читатиму статтю про нашу школу в сьогоднішній газеті.  
d) Я хотіла б прочитати статтю про нашу школу в сьогоднішній газеті.

**8. Nick has already washed his hands.**

- a) Нік уже помив руки.  
b) Нік мав уже помити руки.  
c) Нік хотів уже помити руки.

d) Нік помив свої руки.

**9. We haven't received any letters from her lately.**

- a) Ми не одержали останнім часом жодних листів від неї.
- b) Ми не одержали листів від неї останнім часом.
- c) Ми не одержували жодних листів від неї.
- d) Ми не одержали жодних листів від неї.

**10. I have known this engineer since I began to work at the plant.**

- a) Я знав цього інженера відтоді, як почав працювати на заводі.
- b) Я знаю цього інженера відтоді, як почав працювати на заводі.
- c) Я знав цього інженера, як починав працювати на заводі.
- d) Я знав цього інженера упродовж роботи на заводі.

**11. How many new words have you learnt this month already?**

- a) Скільки нових слів ви вивчите в цьому місяці?
- b) Скільки нових слів ви вже вивчили в цьому місяці?
- c) Скільки слів ви вже вивчили в цьому місяці?
- d) Скільки нових слів ви вивчите цього місяця?

**12. I have received only two letters from him since I graduated from the Institute.**

- a) Я отримав від нього лише два листа відтоді, як я закінчив інститут.
- b) Я отримаю від нього тільки два листи після закінчення інституту.
- c) Я отримую від нього листи і закінчую інститут.
- d) Якщо я отримаю від нього два листи, я закінчу інститут.

**13. Yesterday we discussed the film which we had seen some days before.**

- a) Вчора ми обговорювали фільм, який переглянули кілька днів перед тим.
- b) Вчора всі обговорювали фільм, який переглядали кілька днів тому.
- c) Вчора ми збиралися обговорити фільм, який переглядали перед тим.
- d) Вчора ми обговорювали фільм, який ми переглянули перед тим.

**14. The pupils had translated the text before the bell rang.**

- a) Учні переклали текст перед тим, як прозвенів дзвоник.
- b) Учні перекладали текст перед дзвінком.
- c) Учні перекладатимуть текст перед тим, як прозвенить дзвоник.
- d) Учні переклали б текст перед тим, як прозвенить дзвоник.

**15. The girls had cleaned the room by the time their mother came back home.**

- a) Дівчатка прибирали в кімнаті перед маминим поверненням додому.
- b) Дівчатка прибирають в кімнаті до того часу, як мама додому.
- c) Дівчатка прибрали в кімнаті до того часу, як мама повернулась додому.
- d) Дівчатка прибирали в кімнаті до того часу, як мама повернулась додому.

**16. They had built the new school by the first of September.**

- a) Вони побудували нову школу до першого вересня.
- b) Вони побудують нову школу до першого вересня.
- c) Нова школа побудована до першого вересня.
- d) Вони повинні побудувати нову школу до першого вересня.

**17. Lina said that she had met him in the cinema.**

- a) Ліна сказала, що зустріла його в кінотеатрі.



- b) Ліна сказала, що зустрічала його в кінотеатрі.
- c) Ліна сказала, що хотіла б зустріти його в кінотеатрі.
- d) Ліна розповіла про зустріч із ним у кінотеатрі.

**18. I shall have finished my work by the time you come.**

- a) Я закінчу роботу до того, як ви прийдете.
- b) Я мала закінчити роботу до того, як ви прийдете.
- c) Ви прийдете до того, як я закінчу роботу.
- d) Прийдіть до того, як я закінчу роботу.

**19. She will have watered the flowers by the time he cleans his room.**

- a) Вона полле квіти до того, як він прибере в кімнаті.
- b) Вона хоче полити квіти до того, як він прибере в кімнаті.
- c) Вона поливає квіти до того, як він прибирає в кімнаті.
- d) Вона поливатиме квіти тоді, як він прибиратиме в кімнаті.

**20. We shall have discussed the report by four o'clock.**

- a) Ми обговорюватимемо доповідь о четвертій годині.
- b) Ми обговоримо доповідь до четвертої години.
- c) Ми обговоримо доповідь о четвертій годині.
- d) Ми обговоримо доповідь після четвертої години.

**21. The pupils will have read three English books by the end of the year.**

- a) Учні прочитають три англійські книги до кінця року.
- b) Учні мають прочитати три англійські книги до кінця року.
- c) Учні прочитають три англійські книги в кінці року.
- d) Учні прочитали три англійські книги до кінця року.

**22. He will not have translated the article by the time the teacher comes.**

- a) Він перекладе цю статтю до того часу, як прийде вчитель.
- b) Він не перекладе цю статтю до того часу, як прийде вчитель.
- c) Він перекладатиме цю статтю до того часу, як прийде вчитель.
- d) Він не перекладе цю статтю, як прийде вчитель.

**23. It has become a tradition to celebrate the Harvest Holiday in our school.**

- a) Святкувати День урожаю — традиція нашої школи.
- b) Святкування Дня урожаю — наша шкільна традиція.
- c) У нашій школі вже стало традицією святкувати День урожаю.
- d) Наша школа завжди святкує День урожаю.

**24. Mariya said that she had been there with her parents.**

- a) Марія сказала, що була тут зі своїми батьками.
- b) Марія сказала, що була там зі своїми батьками,
- c) Марія сказала, що поїде зі своїми батьками.
- d) Марія сказала, що поїхала зі своїми рідними.

**25. The pupil explained that he had brought his English textbook to school.**

- a) Учень пояснив, що він приніс свій підручник англійської мови у школу.
- b) Учень пояснив, що він приносить підручник англійської мови у школу.
- c) Учень пояснив, що він принесе підручник англійської мови у школу.
- d) Учень пояснив, що він постійно приносить підручник англійської мови у школу.

**26. My friend asked me where I had bought this dress.**

- a) Моя подруга запитала мене, де я купила цю сукню.
- b) Моя подруга запитала мене, куди я принесла цю сукню.
- c) Моя подруга запитала мене, де я купую такі сукні.
- d) Моя подруга запитала мене, куди я одягну цю сукню.

**27. Ми не бачили його відтоді, як він приїздив до Києва минулої зими.**

- a) We haven't seen him since he came to Kyiv last winter.
- b) We didn't see him since he came to Kyiv last winter.
- c) We didn't see him since he had come to Kyiv last winter.
- d) We don't see him since he came to Kyiv last winter.

**28. Мені сказали, що він уже приїхав.**

- a) I said that he has already come.
- b) I was told that he has already come.
- c) I am told that he had already come.
- d) I was told that he had already come.

**29. Вона каже, що їй подобається класична музика.**

- a) She has said she enjoyed classical music.
- b) She says she is fond of classical music.
- c) She said she enjoyed classical music.
- d) She said she would enjoy classical music.

**30. Коли вона була дитиною, вона захоплювалася співами.**

- a) She didn't like to sing, when she was a child.
- b) She wasn't fond of singing when she was a child.
- c) She was fond of singing when she was a child.
- d) When she was a little girl she liked to sing.

## SEQUENCE OF TENSES

Виберіть правильну відповідь

### Level 1

**1.1. Mary said, “I’m very tired today, I’ll do it tomorrow.”**

- a) Mary said she was very tired that day, she would do it the next day.
- b) Mary said she was very tired today, she would do it next day.

**1.2. Johnny asked his mother, “May I go for a walk with my friends?”**

- a) Johnny asked his mother if he may go for a walk with his friends.
- b) Johnny asked his mother whether he might go for a walk with his friends.

**1.3. “I have bought everything you asked me yesterday,” my husband said.**

- a) My husband said that he had bought everything I had asked him the day before.
- b) My husband said that he bought everything I had asked him yesterday.

**1.4. “If you want to help me, give that hammer, please,” he asked his daughter.**

- a) He said to his daughter that if she wants to help me, she should give me that hammer.
- b) He said to his daughter that if she wanted to help him, she should give him that hammer.

**1.5. “Can you lend me some money?” Mr. Longer said.**

- a) Mr. Longer asked me if I can lend him some money.
- b) Mr. Longer asked me if I could lend him some money.

**1.6. “If you don’t want to have any problems with your examination test, you should work as hard as you can!” our English teacher said to us.**

- a) Our English teacher said to us that if we didn’t want to have any problems with our examination test, we should work as hard as we could.
- b) Our English teacher said to us that whether we hadn’t wanted to have any problems with our examination test, we should work as hard as we can.

**1.7. Bob told me, “I need to talk you.”**

- a) Bob told me that he needed to talk to you.
- b) Bob told me that he needed to talk to me.

**1.8. My parents asked me, “Are you hungry?”**

- a) My parents asked me if I was hungry.
- b) My parents asked me if was I hungry.

**1.9. The policeman asked me, “Where do you live?”**

- a) The policeman asked me, where did I live.
- b) The policeman asked me, where I lived.

**1.10. “I have been waiting for you for an hour! Where have you been?” Helen asked me nervously.**

- a) Helen asked me nervously where I have been, because she has been waiting for me for an hour.
- b) Helen said to me nervously that she had been waiting for me for an hour, and asked where I had been.

**1.11. “Where is my money?” Michael asked his wife.**

- a) Michael asked his wife where his money was.
- b) Michael asked his wife where was his money.

**1.12. “Did you finish your homework?” my little brother asked me.**

- a) My little brother asked me if I finished my homework.
- b) My little brother asked me if I had finished my homework.

**1.13. “Don’t take my pen, use yours,” Nina said to Alec.**

- a) Nina told Alec don’t take her pen but to use his.
- b) Nina told Alec to use his pen and not to take hers.

**1.14. “Are you going to pick up the phone?” Miranda asked him.**

- a) Miranda asked him whether he was going to pick up the phone.
- b) Miranda asked him if was he going to pick up the phone.

**1.15. “There is no paper in the box,” he said.**

- a) He said there is no paper in the box.
- b) He said that there wasn’t any paper in the box.

**1.16. “Put on the jacket!” my mother said when I was going to leave.**

- a) When I was going to leave, my mother suggested me to put on the jacket.
- b) When I was going to leave, my mother suggested that I should put on the jacket.

**1.17. “Would you like another cup of coffee?” the waiter asked me politely.**

- a) The waiter asked me politely would I like another cup of coffee.
- b) The waiter asked me politely whether I’d like another cup of coffee.

**1.18. “If anyone calls me,” he said “say that I’m out.”**

- a) He said that if anyone called him, he was out.
- b) He said that if anyone calls him, he is out.

**1.19. “Are you busy?” I asked the secretary.**

- a) I asked the secretary whether she was busy.
- b) I asked the secretary whether if she is busy.

**1.20. “Be ready at five o’clock we must be at the business centre,” said Angela.**

- a) Angela told me to be ready, because at five o’clock we had to be at the business centre.
- b) Angela said me to be ready, and that at five o’clock we must be at the business centre.

## **Level 2**

**2.1. “Where are you going?” the teacher asked Michael.**

- a) The teacher asked Michael where he was going.
- b) The teacher asked Michael where was he going.
- c) The teacher asked Michael where he is going.

**2.2. A policeman came up to my elder son and asked, “Do you have a driving license?”**

- a) A policeman came up to my elder son and asked if he has a driving license.
- b) A policeman came up to my elder son and asked whether had he had a driving license.
- c) A policeman came up to my elder son and asked whether he had a driving license.

**2.3. “My girl-friend will be here tomorrow,” said Andrew.**

- a) Andrew said that his girl-friend would be here tomorrow.
- b) Andrew said that his girl-friend would be there the next day.

c) Andrew said that his girl-friend will be here the next day.

**2.4. “My group mate and I are going to another party tonight,” Ann boasted.**

- a) Ann boasted that my group mate and she were going to another party tonight.
- b) Ann boasted that her group mate and I were going to another party that night.
- c) Ann boasted that her group mate and she were going to another party that night.

**2.5. “I wrote to my pen-friend to New York yesterday,” said my nephew.**

- a) My nephew said that he had written to his pen-friend to New York the day before.
- b) My nephew said that he had wrote to his pen-friend to New York the day before.
- c) My nephew said that he wrote to his pen-friend to New York yesterday.

**2.6. ”At two o’clock tomorrow I’ll be having a music lesson,” my child said.**

- a) My child said at two o’clock the following day he’ll be having a music lesson.
- b) My child said that at two o’clock the following day he would be having a music lesson.
- c) My child said that at two o’clock tomorrow he would be having a music lesson.

**2.7. “How about going for a walk?” I said to them.**

- a) I suggested going for a walk.
- b) I suggested them to go for a walk.
- c) I asked them how about going for a walk.

**2.8. “Let’s eat out this evening,” Emma said to her husband.**

- a) Emma offered that they eat out that evening.
- b) Emma suggested eating out that evening.
- c) Emma said that they should eat out this evening.

**2.9. My younger sister said, “Please help me with this task.”**

- a) My younger sister asked me to help her with this task.
- b) My younger sister asked if I help her with that task.
- c) My younger sister asked me to help her with that task.

**2.10. “Don’t forget to phone your parents,” my aunt said to me.**

- a) My aunt said me to phone my parents.
- b) My aunt told me don’t forget to phone my parents.
- c) My aunt reminded me to phone my parents.

**2.11. ”Stop making such a noise or I’ll send you out,” the teacher said.**

- a) The teacher threatened to send us out if we don’t stop making such a noise.
- b) The teacher threatened to send us out if we didn’t stop making such a noise.
- c) The teacher said us to stop making such a noise or she would send us out.

**2.12. “There is nothing else I can do,” she said.**

- a) She explained there was nothing else she could do.
- b) She said that there was nothing else she can do.
- c) She said that there is nothing else she can do.

**2.13. “What a beautiful dress you are wearing!” my colleague said.**

- a) My colleague exclaimed what a beautiful dress I am wearing.
- b) My colleague said that I am wearing a beautiful dress.
- c) My colleague exclaimed that I was wearing a beautiful dress.

**2.14. “I’m the best dancer of all of you,” Chris said.**

- a) Chris boasted that he is the best dancer of all of you.
- b) Chris boasted that he was the best dancer of all of us.
- c) Chris said that he is the best dancer of all of us.

**2.15. “Please, please don’t tell my mother about my bad mark for the dictation,” she begged me.**

- a) She begged me don’t tell her mother about her bad mark for the dictation.
- b) She begged me not to tell my mother about my bad mark for the dictation.
- c) She begged me not to tell her mother about her bad mark for the dictation.

**2.16. “Are you busy?” my chief asked me. “I need to talk to you.”**

- a) My chief asked me if was I busy because he needed to talk to me.
- b) My chief asked me if I was busy because he needed to talk to me.
- c) My chief asked me if I was busy because he needs to talk to me.

**2.17. “You’re twenty minutes late,” she said to her boy-friend. “I was about to go home.”**

- a) She said to her boy-friend that he was late and added that she was about to go home.
- b) She told to her boy-friend that he was late and went on to say that she had been about to go home.
- c) She said to her boy-friend he had been late and went on to say she had been about to go home.

**2.18. “I’m very tired,” Mum said. “I’ve been working hard the whole week.”**

- a) Mum said she was very tired and she explained she has worked hard the whole week.
- b) Mum said that she is very tired, explaining that she had been working hard the whole week.
- c) Mum said that she was very tired, explaining that she had been working hard the whole week.

**2.19. “Are you leaving now?” Paul said. “I’ll give you a lift.”**

- a) Paul asked if I was leaving now and went on to say that he will give me a lift.
- b) Paul asked if I was leaving then and went on to say that he would give me a lift.
- c) Paul asked if was I leaving then and went on to say that he would give me a lift.

**2.20. “I’m sorry I’m late. I lost my way,” he said to our guide.**

- a) He apologized for being late, explaining that he had lost his way.
- b) He said to our guide that he is sorry he is late, explaining that he lost his way.
- c) He apologized for being late, explaining that he lost his way.

### **Level 3**

**3.1. And he said to her, “No, but I have been cruel to my mother, and as a punishment this evil has been sent to me. Therefore I must go and wander through the world till I find her, and she gives me forgiveness.”**

- a) He said to her that he was cruel to his mother, and as a punishment this evil had been sent to him. Therefore he must go and wander through the world till he would find her, and she would give him forgiveness.
- b) He said to her that he had been cruel to his mother, and as a punishment that evil had been sent to him. Therefore he had to go and wander through the world till he found her, and she gave him forgiveness.
- c) He said to her that he had been cruel to his mother, and as a punishment that evil was sent to him. Therefore he was to go and wander through the world till he finds her, and she gives him forgiveness.
- d) He said to her that he was cruel to his mother, and as a punishment that evil had been sent to him. Therefore he had to go and wander through the world till he found her, and she gave him forgiveness.

**3.2. “How many raises have you handed out in your life?” asked Rosy.**

- a) Rosy asked how many raises have you handed out in your life.
- b) Rosy asked how many raises had you handed out in your life.
- c) Rosy asked how many raises I handed out in my life.
- d) Rosy asked how many raises I had handed out in my life.

**3.3. “How do people get such beautiful lawns?” Mr. Anderson asked. “Ours are never as good as these.”**

- a) Mr. Anderson wondered how people got such beautiful lawns, because theirs were never as good as those.
- b) Mr. Anderson asked how people got such beautiful lawns, his were never as good as this.
- c) Mr. Anderson asked how had people got such beautiful lawns, because ours had never been as good as those.
- d) Mr. Anderson asked how do people get such beautiful lawns, because theirs are never as good as this.

**3.4. Jane asked me, “Can you tell me what the writing on that stone over the door means?”**

- a) Jane asked me whether could I tell her what the writing on that stone over the door was meaning.
- b) Jane asked me if I can tell she what the writing on that stone over the door means.
- c) Jane asked me if I could tell her what the writing on that stone over the door meant.
- d) Jane asked me whether I was able to tell her what the writing on that stone over the door had meant.

**3.5. “Have you had hair cut?” my cousin asked me. “It looks great.”**

- a) My cousin asked me if I had been cutting my hair and added that it was looking great.
- b) My cousin asked me whether I had my hair cut and added it looked great.
- c) My cousin asked me if I had had my hair cut and went on saying that it looked great.
- d) My cousin asked me had I had my hair cut and went on to say it looked great.

**3.6. “I’ll punish you if you come late again,” Dad said.**

- a) Dad said to me he’ll punish me if I come late again.
- b) Dad threatened that he would punish me if I would come late again.
- c) Dad threatened to punish me if I came late again.
- d) Dad said that he would punish me if I was coming late again.

**3.7. “We could for a picnic tomorrow if you like,” said David.**

- a) David suggested going for a picnic the following day.
- b) David said that we could go for a picnic tomorrow if we like.
- c) David said that they could go for a picnic the following day if they like.
- d) David said that they could go for a picnic the next day if they were liking.

**3.8. “I’ll phone your parents if you don’t do as I say,” the teacher said to the pupil.**

- a) The teacher said to the pupil to phone to his parents if he didn’t do as she said.
- b) The teacher threatened to phone the pupil’s parents if he didn’t do as she said.
- c) The teacher threatened to phone the pupil’s parents if he wouldn’t do as she said.
- d) The teacher said to the pupil that he would phone to his parents if he didn’t do as the teacher had said.

**3.9. My friend said, “I’m nervous because I’ve never been on a plane before.”**

- a) My friend said she was nervous because she has never been on a plane before.
- b) My friend said she was nervous because she had never been on a plane before.
- c) My friend said she was nervous because she never was on a plane before.
- d) My friend said she is nervous because she never was on a plane before.

**3.10. “I didn’t telephone you, because it was late, and I didn’t want to trouble you,” she answered.**

- a) She answered that she didn’t telephone you, because it was late and she didn’t want to trouble you.
- b) She answered that she hadn’t telephoned me because it had been late, and she hadn’t want to trouble me.
- c) She answered that she hadn’t telephoned me because it was late, and she didn’t want to trouble me.
- d) She answered that she didn’t telephone me, because it was late and she didn’t want to trouble me.

**3.11. “I’ll will start late tonight and ride to Borgo San Lorenzo,” she said.**

- a) She said that she will start late tonight and ride to Borgo San Lorenzo.
- b) She said I would start late that night and ride to Borgo San Lorenzo.
- c) She said she would start late that night and ride to Borgo San Lorenzo.
- d) She said that she would start late tonight and ride to Borgo San Lorenzo.

**3.12. “Do you imagine that I have no respect for your medical talents?” he asked.**

- a) He asked me if I imagined that he had no respect for my medical talents.
- b) He asked me if I had imagined that he had no respect for my medical talents.
- c) He asked me whether I didn’t imagine that he had no respect for my medical talents.
- d) He asked me did I imagine that he had no respect for my medical talents.

**3.13. “If I am to have a doctor whether I will or not, let me at least have someone in whom I have confidence,” said he.**

- a) He said that if he was to have a doctor whether he would or not, he would like at least have someone in whom he had confidence.
- b) He suggested having someone in whom he had confidence, if he was to have a doctor.
- c) He suggested having someone in whom he had confidence, if he was to have a doctor, whether he would or not.
- d) He explained it to me that if he was to have a doctor whether he would or not, he would like at least have someone in whom he had confidence.

**3.14. “I’ll work in a bank,” he said to himself, “because my uncle has always worked in one.”**

- a) He said to himself that he would work in a bank because his uncle had always worked in one.
- b) He said to himself that I would work in a bank because my uncle had always worked in one.
- c) He said to himself that he will work in a bank because his uncle has always worked in one.
- d) He said to himself that he would work in a bank because his uncle always worked in one.

**3.15. “Do you really think that you can outsmart me?” Angela asked.**

- a) Angela asked if did I really think that I can outsmart her.
- b) Angela asked me if did I really think that I could outsmart her.
- c) Angela asked me if I really thought that I could outsmart her.
- d) Angela asked me if I really had thought that you could outsmart me.

**3.16. “Well,” she said, “aren’t you going to come in and talk to us? We want to hear what you’ve decided.”**

- a) She suggested me to come in and talk to them, because they wanted to hear what I had decided.
- b) She said to me to come in and talk to them, because they wanted to hear what I decided.
- c) She wondered if I was going to come in and talk to them, explaining that they wanted to hear what I had decided.
- d) She asked me whether I was going to come in and talk to them, because they wanted to hear what I have decided.



**3.17. One of the soldiers said, “By the time we reach the hill the enemy will have cut us off from the rest of our men.”**

- a) One of the soldiers said that by the time they reached the hill the enemy would have cut them off from the rest of their men.
- b) One of the soldiers said that by the time they would reach the hill the enemy would have cut them off from the rest of their men.
- c) One of the soldiers said that by the time they reached the hill the enemy would had cut them off from the rest of their men.
- d) One of the soldiers said that by the time they reached to the hill the enemy will have cut us off from the rest of our men.

**3.18. “Well,” his friend said, “stop going to your office by car, and get a bicycle.”**

- a) His friend said him stop going to his office by car, and get a bicycle.
- b) His friend suggested that he should get a bicycle instead of going to the office by car.
- c) His friend suggested him stopping going to your office by car, and get a bicycle.
- d) His friend said him to stop going to his office by car, and get a bicycle.

**3.19. “Last night I dreamed I went to Manderley again,” Rebecca said.**

- a) Rebecca said that last night she had dreamed she went to Manderley again.
- b) Rebecca said that the night before she had dreamed she had gone to Manderley again.
- c) Rebecca said that the last night she dreamed she had gone to Manderley again.
- d) Rebecca said that the last night she was dreaming she went to Manderley again.

**3.20. “Relations are simply a tedious pack of people, who haven’t got the slightest knowledge of how to live, nor the smallest instinct about when to die,” she said.**

- a) She said that relations are simply a tedious pack of people, who haven’t got the slightest knowledge of how to live, nor the smallest instinct about when to die.
- b) She said that relations had been simply a tedious pack of people, who hadn’t got the slightest knowledge of how to live, nor the smallest instinct about when to die.
- c) She said that relations were simply a tedious pack of people, who hadn’t got the slightest knowledge of how to live, nor the smallest instinct about when to die.
- d) She said that relations was simply a tedious pack of people, who didn’t get the slightest knowledge of how to live, nor the smallest instinct about when to die.

## Conditional Sentences. Wishes

Виберіть правильну відповідь.

### Level 1

1. If ... for a walk, we will take the dog with us.  
a) we will go    b) we go    c) we would go    d) we have go
2. When they ... the criminals, I shall get my car back.  
a) catch    b) catches    c) will catch    d) shall catch
3. Will she be upset if she ... the news?  
a) heard    b) is hearing    c) hears    d) had heard
4. If you boil the water for a long time, it ... disappear into the atmosphere.  
a) would have    b) will have    c) would    d) will
5. Paul will ruin his jeans if he ... that tree.  
a) climbs    b) will climb    c) climbed    d) climb
6. If... a stone into the sea it will sink.  
a) you will throw    b) you would throw  
c) you throw    d) you threw
7. If he drops out of college he ... to look for a job.  
a) have    b) should have  
c) will have    d) would have
8. You will catch cold if you ... in rain.  
a) go out    b) went out    c) gone out    d) would go out
9. If you don't eat vegetables, you ... a balanced diet.  
a) wouldn't have    b) shall have    c) shall not have    d) will not have
10. If he ..., tell him I'm busy.  
a) will call    b) call    c) called    d) calls
11. Martin ... that if you look after your body it will look after you.  
a) think    b) believes    c) believed    d) thought
12. If I don't know the answer, I ... ask you.  
a) shall    b) should    c) had    d) have
13. You ... late for school if you don't leave now.  
a) is    b) are being    c) are    d) will be
14. If I had some scissors o I ... you them.  
a) would lend    b) had lent  
c) would have lent    d) lent
15. Will these matches strike if we ... them up?  
a) dried    b) dry    c) will dry    d) dries
16. If she ... work harder at school, she will never get a good job.  
a) do    b) isn't    c) don't    d) doesn't
17. If I ... a computer, I would use the Internet.  
a) had    b) have    c) has    d) has got
18. She will have to change if her jeans ....  
a) are dirty    b) has been dirty    c) was dirty    d) is dirty
19. I shall go to the baseball game if it ... tonight.  
a) doesn't rain    b) don't rain    c) rains not    d) isn't rain
20. I ... tell her anything if she calls.  
a) would not    b) shall not    c) will have    d) doesn't
21. If you ..., you will damage your lungs.  
a) will smoke    b) smoke    c) smoked    d) would smoke
22. If I have enough apples I ... an apple pie this afternoon.

- a) will bake    b) would bake    c) could bake    d) bake
23. We shall go to the Zoo if the weather ... nice tomorrow.  
a) would be    b) will be    c) isn't    d) is
24. If you eat too many sweets, ... gain weight.  
a) you will    b) you would    c) you are    d) you have
25. What will you do if your computer ... work?  
a) won't    b) don't    c) doesn't    d) couldn't
26. ...you go out with me on Saturday night if you finish the project?  
a) Will    b) Shall    c) Would    d) Do
27. ... some interesting information if you go to the library.  
a) You will founded    b) You would founded  
c) You would find    d) You will find
28. If they ..., tell them I shall be back at 11.00.  
a) phones    b) would phone    c) will phone    d) phone
29. Write your name and address on your bag in case you ... it.  
a) will lose    b) lose    c) lost    d) would
30. I'll draw a map for you in case you ... find our house.  
a) can't    b) could    c) can    d) couldn't
31. He is busy right now, but if he ..., he would help us.  
a) is    b) were    c) weren't    d) isn't
32. If she ... married, she will probably move to France.  
a) gets    b) get    c) got    d) gotten
33. If I ... they are honest, I would gladly lend them the money.  
a) known    b) knows    c) know    d) knew
34. ... spend next year studying in Japan if I could speak Japanese.  
a) I would    b) I will    c) I have    d) I am
35. Where would you go if someone ... you the chance to go on a virtual holiday?  
a) gives    b) give    c) gave    d) given
36. If... more male teachers, teaching could become a better-paid profession.  
a) there were    b) there was    c) there weren't    d) there wasn't
37. If I ... some wrapping paper at the shop, I shall buy some for you.  
a) will find    b) find    c) shall find    d) found
38. I ... come if I knew someone is here.  
a) has not    b) will not    c) have not    d) would not
39. They will tell you if they ... their mind.  
a) will change    b) change    c) changed    d) would change
40. If you have enough time, ... your parents a letter, please.  
a) you would write    b) you have write    c) you write    d) write
41. Water will freeze if the temperature ... 0°C.  
a) reaches    b) reach    c) would reach    d) will reach
42. If anyone calls, please ... a message.  
a) you take    b) would take    c) will take    d) take
43. Where shall I go if I ... to study German ?  
a) would want    b) wanted    c) want    d) should want
44. If she ... at home, she will answer the phone.  
a) was    b) is    c) were    d) will be
45. If Claire ... to work hard, she will pass the exam easily.  
a) will continue    b) continues    c) continued    d) would continue
46. What are you going to wear to class if it... cold tomorrow?  
a) is    b) will be    c) would be    d) shall be
47. ... you going to the mountains if it's cold tomorrow?  
a) Should    b) Would    c) Will    d) Are

48. People ... to swim in the lake, if they clean it up.  
 a) have been able b) will be able c) would be able d) were able
49. If she ... a year older, she could get a driver's license,  
 a) will be b) is c) were d) would be
50. Joanna may swim today if the sun ....  
 a) come out b) comes out c) came out d) will come out
51. What will you call the baby if it... a girl?  
 a) will be b) is c) would be d) was
52. If the dog keeps barking, ... let it out.  
 a) I shall b) I would c) I have d) I am
53. If you take my advice, your troubles ... over.  
 a) shall be b) would be c) will be d) shall have been
54. If Kitty ... taller, she would reach the cupboard.  
 a) would be b) should be c) is d) were
55. You will get into trouble if you ... pay your taxes.  
 a) wouldn't b) will not c) don't d) have not
56. ... I have a garage if I move to that apartment?  
 a) Will b) Would c) Should d) Do
57. Father will be furious if he ever... out about it.  
 a) find b) finds c) will find d) would find
58. If he mows our lawn, ... have to give him money.  
 a) we would b) we are c) we should d) we shall
59. He would stay longer if he ... time.  
 a) has b) had had c) has had d) had
60. ... he create jobs if he becomes the president of the company?  
 a) Would b) Will c) Should d) Does
61. If I ... the question, I would be able to answer it.  
 a) would understand b) will understand  
 c) understood d) had understood
62. If we ... our tickets, they wouldn't let us in.  
 a) have forgotten b) will forget c) would forget d) forgot
63. We shall go skiing in the mountains if it ... .  
 a) snowed b) will snow c) snows d) would snow
64. Perhaps I ... there too if you moved over a little.  
 a) could sit b) can sit c) can't sit d) am able
65. If he ... at night, his telephone bill won't be so high.  
 a) called b) will call c) call d) calls
66. If you eat so many sweets, you ... stomach-ache.  
 a) would get b) have get c) will get d) would gotten
67. ... phone you if she arrives earlier than planned.  
 a) She will b) She has c) She would d) She have
68. You can see the boss if he ... too busy.  
 a) is not b) was not c) were not d) will not
69. We would go by plane if it... cheaper.  
 a) would be b) will be c) is d) were
70. The table will fall if you ... on it.  
 a) stand b) stood c) standing d) were standing
71. Will you teach me to dance the tango if I ... you learn English?  
 a) helped b) help c) will help d) would help
72. ... I were you, I should never agree to do it.  
 a) In case b) Unless" c) When d) If
73. If he ... the exam he can do it again.

- a) failed      b) fail      c) fails      d) will fail
- 74.** If... fire, the alarm will ring.  
a) there is      b) there will be      c) there are      d) there was
- 75.** I shall be surprised if Martin and Julia... .  
a) married      b) will get married  
c) get married      d) got married
- 76.** If you are late this evening, I ... wait for you.  
a) have not      b) would not      c) should not      d) shall not
- 77.** What will happen if my parachute ... ?  
a) don't open      b) doesn't open      c) won't open      d) will not open
- 78.** This room would be nicer if ... some nice pictures on the wall.  
a) there are      b) there were      c) are there      d) were there
- 79.** Life ... boring if every day were the same.  
a) will be      b) should be      c) would be      d) will have been
- 80.** If you ... blue and yellow, you will get green.  
a) mix      b) mixes      c) mixed      d) would mix
- 81.** We ... all our friends to stay if we had a bigger house.  
a) had invite      b) need invite      c) must invited      d) could invite
- 82.** If you ... this job, are you going to take it?  
a) offered      b) are offered      c) offer      d) have offered
- 83.** If I ... anywhere in the world, I should go to Antarctica.  
a) would have gone      b) will go  
c) had gone      d) could go
- 84.** I would not be happy if I ... any friends.  
a) had      b) hadn't had      c) didn't have      d) wouldn't have
- 85.** If I ... an accident in the street, I would call the police.  
a) had seen      b) seen      c) see      d) saw
- 86.** The world would be a better place if there ... no guns.  
a) was      b) were      c) weren't      d) wasn't
- 87.** We shall have to go without John if he ... arrive soon,  
a) don't      b) didn't      c) doesn't      d) won't
- 88.** If it gets too hot inside, ... the conditioning.  
a) turned on      b) turn on      c) turned      d) had turned
- 89.** I am not tired enough to go to bed yet. I wouldn't sleep if I... to bed now.  
a) would go      b) had gone  
c) would have gone      d) went
- 90.** If you put water in the freezer, ... become ice.  
a) it is      b) it has      c) it was      d) it will
- 91.** I must hurry. My friend will be annoyed if... not on time.  
a) I shall      b) I have      c) I would      d) I am
- 92.** If the phone ..., can you answer it?  
a) rang      b) rings      c) ring      d) rung
- 93.** What... you do if you don't find where to live?  
a) could      b) should      c) would      d) will
- 94.** Who would you phone if you ... in trouble?  
a) will be      b) are      c) were      d) would be
- 95.** You ... come to the party if you don't want to.  
a) mustn't      b) wouldn't      c) needn't      d) hadn't
- 96.** I shall have a word with Jack if he ... at home.  
a) will be      b) would be      c) were      d) is
- 97.** If... the bus this afternoon, she will get a taxi instead.  
a) she miss      b) she misses      c) she will miss      d) she would miss

98. If it rains, the roads ... slippery.  
 a) would get    b) could get    c) must get    d) will get
99. When he ... this job, he will be able to buy his own flat.  
 a) get    b) gets    c) will get    d) would
100. How much will he earn if he ... a job?  
 a) get    b) gets    c) got    d) gotten

## Level 2

1. People would go out more if... no television.  
 a) there were    b) there wasn't    c) there is    d) there isn't
2. If I ... my job properly, I wouldn't be a manager.  
 a) hadn't done    b) didn't do    c) wouldn't do    d) shouldn't do
3. ... I were you, I would always wear a helmet on a bike.  
 a) When    b) Whether    c) Unless    d) If
4. If we ... faster, we would catch up with the first car.  
 a) drive    b) driven    c) drove    d) driving
5. If you could be someone else, who ... like to be ?  
 a) would you    b) you would    c) should you    d) you should
6. If I didn't read newspapers, I ... what is happening in the world.  
 a) wouldn't have known    b) didn't know  
 c) hadn't known    d) wouldn't know
7. They would stay at home if they ... the guests to come .  
 a) had expected    b) expected    c) would expect    d) expect
8. If you didn't go to bed so late every night, you ... all the time.  
 a) wouldn't tired    b) shouldn't tired  
 c) would be tired    d) wouldn't be tired
9. If we don't protect wildlife now, ... nothing left for further generations.  
 a) there will be    b) there won't be    c) there isn't    d) there wasn't
10. If I... another job, I would take it immediately.  
 a) am offered    b) are offered    c) will be offered    d) were offered
11. ... you sing before breakfast, you will cry before night.  
 a) Unless    b) If only    c) If    d) When
12. If you ... after two hares, you will catch neither.  
 a) run    b) ran    c) rung    d) rang
13. If the sky ..., we shall catch larks.  
 a) fell    b) falls    c) felt    d) fallen
14. If he wants, he ... your example.  
 a) follow    b) will follow    c) follows    d) followed
15. If he isn't careful, he ....  
 a) will fallen    b) will be fallen    c) will fall    d) would fall
16. If you cannot bite, never... your teeth.  
 a) show    b) showed    c) shown    d) you show
17. I must have the doctor handy, in case my baby ... worse.  
 a) feel    b) feels    c) felt    d) fell
18. If I asked Helen, she ... probably give you a lift.  
 a) would    b) will    c) should    d) must
19. Who would you ask, if you ... how to do it?  
 a) hadn't known    b) wouldn't know  
 c) didn't know    d) shouldn't know
20. What would you do, supposing your car ... now.  
 a) stolen    b) was stolen    c) had been stolen    d) had been stole

21. If you ... her now, you would hardly recognize her.  
 a) have seen    b) see    c) had seen    d) saw
22. If you took more exercise you might... a bit of weight.  
 a) lose    b) loose    c) lost    d) have lost
23. I ... be able to visit Jim first thing in the morning if I stay in Manchester over night.  
 a) shall    b) would    c) have    d) am
24. ... you get much fatter, your jeans will be too small for you.  
 a) whether    b) if    c) even if    d) unless
25. If she ... a healthy diet, she wouldn't be fit  
 a) hadn't follow    b) hadn't been followed  
 c) didn't follow    d) wouldn't follow
26. We would go to the safari park if Mary ... afraid of lions.  
 a) weren't    b) hadn't been    c) isn't    d) hasn't been
27. If she weren't fit, she ... to practise in the rink.  
 a) wouldn't able    b) shouldn't able  
 c) shouldn't be able    d) wouldn't be able
28. Helen wouldn't have to stay in bed today if she ... the flu.  
 a) didn't have    b) hadn't get    c) hasn't got    d) hasn't get
29. Those wires look a bit dangerous, I ... them if I were you.  
 a) didn't touch    b) wouldn't touch  
 c) wouldn't have touched    d) shouldn't have touched
30. If you wash cotton clothes in hot water, they ... lose colour.  
 a) will    b) would    c) have    d) are
31. If you leave metal out in the rain, it... rusty.  
 a) will get    b) get    c) would get    d) has got
32. If he ... more money, would you marry him?  
 a) had had    b) would have    c) had    d) will have
33. If I had nothing to do, I ....  
 a) would be boring    b) would be bored  
 c) will be boring    d) will be bored
34. If my grandfather were still alive, he ... a hundred today.  
 a) be    b) will be    c) has been    d) would be
35. If he got a new job, ... earn a bit more money.  
 a) he would    b) he had    c) he should    d) he would have
36. Providing that you ... careful, you can use Dad's car.  
 a) will be    b) are    c) were    d) would be
- 37.... have a lot more friends if you weren't so mean.  
 a) You will    b) You would    c) You have    d) You are
38. If I ... stuck on a deserted island, I should like to be with you.  
 a) will be    b) would be    c) am    d) were
39. ... be surprised if you heard the news.  
 a) You would    b) You will    c) You have    d) You are
40. If they knew French, ... understand what they were talking about.  
 a) they have    b) they will    c) they would    d) they are
41. If Mark ... younger, he could join the army.  
 a) would be    b) could be    c) were    d) is
42. If we were serious about pollution, ... spend more money on research.  
 a) we would    b) we have    c) we are    d) we shall
43. Where would you ... if you could live anywhere in the world?  
 a) chose    b) choose    c) chosen    d) have chosen
44. Even if you offer me a lot of money, I ... the painting.  
 a) would not have sold    b) would not sold

- c) would not sell                      d) shall not sell
45. If my paper... on time today, I'm going to cancel my subscription.  
a) won't arrive   b) isn't arrive   c) don't arrive   d) doesn't arrive
46. If I had a more reliable car, ... drive to London rather than fly.  
a) I would        b) I have        c) I shall        d) I am
47. If I were him ... a bodyguard.  
a) I shall hire    b) I would hire   c) I have hired   d) I am hired
48. He would be happier if he ... take things so seriously.  
a) didn't            b) don't            c) hadn't            d) doesn't
49. I ... if there were any truth in her story.  
a) will believe    b) must believe   c) would believe   d) had believed
50. If ... no oxygen on the Earth, life wouldn't exist.  
a) there were     b) there's         c) there is         d) wasn't
51. What would you do if you ... your passport ?  
a) lost     b) lose     c) has lost     d) have lost
52. It's always the same! ... I decide to leave the office early, my boss calls me after I have left.  
a) Whether    b) Unless    c) If    d) Even though
53. If they ... weight during the illness, they will soon regain it afterwards.  
a) lose    b) lost    c) will lose    d) has lost
54. I wouldn't accept the job, even if they ... it to me.  
a) offer    b) offered    c) had offered    d) have offered
55. If he ... the windows, he will want his money.  
a) has done    b) have done    c) did            d) had done
56. What would you do if.... an earthquake ?  
a) there has been   b) there's        c) there is        d) there were
57. If he ... that smoking is dangerous, he wouldn't smoke now.  
a) realized    b) had realized   c) would realize   d) has realized
58. He said that if he didn't start taking regular exercises, ... in danger of be coming ill.  
a) he would be    b) he will be     c) he had been    d) he will been
59. If I make some coffee, ... the cake ?  
a) cut    b) do you cut    c) have you cut    d) will you cut
60. If we ... even a small amount of money, they would appreciate it greatly.  
a) gave    b) give    c) will give    d) had given
61. If the light ... , the battery is OK.  
a) come on    b) comes on    c) came on    d) had come on
62. If you were on a desert island, what... like to have with you ?  
a) you would    b) would you    c) have you    d) you could
63. If you ... here, where would you like to be ?  
a) weren't    b) aren't    c) have been    d) had been
64. If you ... English, which language would you study?  
a) weren't studying                      b) weren't study  
c) were studying                          d) wasn't study
65. If you ... a new first name, what would you choose?  
a) must have    b) could have    c) have had    d) has had
66. If you could have any car, which kind ... have?  
a) would you    b) you would    c) have you    d) you could
67. If you ... eat anything you wanted tonight, what would you eat?  
a) can    b) will    c) must    d) could
68. If you want to make a good impression, ... to smile and make eye contact.  
a) you remember    b) remember you    c) remember    d) must remember
69. ... risk going there alone if they asked you?  
a) Would you    b) You would    c) Can you    d) Will you



70. If we had higher salaries, we ... better teachers.  
 a) could have    b) can have    c) must have    d) have
71. Her grandfather is no longer alive, but if he were I'm sure he ... of her.  
 a) would be proud    b) must be proud of  
 c) will be proud    d) shall be proud
72. Bill has such a bad memory that he would lose his head if it ... to his body.  
 a) had been attached    b) weren't attached  
 c) isn't attached    d) aren't attached
73. I wouldn't ride the bike even if you ... .  
 a) ask    b) asks    c) asked    d) had asked
74. What would you be doing right now if you ... in class?  
 a) are not    b) were not    c) have been    d) had been
75. ... appreciate it very much if they gave me chance to study.  
 a) I would    b) I will    c) I had    d) I have
76. If we ... the production of our goods, we could have more money.  
 a) increase    b) increased    c) would increase    d) should increase
77. If we had a better car, we ... more.  
 a) will have driven    b) will drive  
 c) would drive    d) would have driven
78. If people ... less we would have less pollution.  
 a) drove    b) drive    c) driven    d) had driven
79. If we attracted more businesses to the state we ... more jobs .  
 a) would have    b) will have    c) must have    d) can have
80. If we ... more businesses to the state, we would have less unemployment.  
 a) attract    b) attracted    c) had attracted    d) have attracted
81. If I were President, ... spend more money on teachers' salaries.  
 a) I would    b) I shall    c) I have    d) I'm
82. ... you had eaten breakfast, you wouldn't be hungry now.  
 a) In case    b) If    c) Even if    d) Unless
83. If you had looked at the map, you ... lost now.  
 a) wouldn't be    b) shouldn't be    c) can't be    d) mustn't be
84. If Roger... his bike out in the rain, it wouldn't be rusty now.  
 a) hadn't left    b) leave    c) leaves    d) have left
85. If she had paid her rent last month, she ... to move out of her flat now.  
 a) musn't have    b) wouldn't have    c) will not have    d) shall not have
86. If you ... an expensive car last week, you would have more money now.  
 a) haven't bought    b) buy    c) hadn't bought    d) bought
87. I wouldn't enjoy going to discos if I ... like dancing.  
 a) didn't    b) don't    c) couldn't    d) wasn't able
88. If the building were too big, nobody ... ever buy it.  
 a) wouldn't    b) would    c) should    d) shouldn't
89. If the minister ... reelected, he will still control foreign policy.  
 a) is    b) was    c) were    d) has
90. If the building weren't in a perfect condition, it ... impossible to use it for modern offices.  
 a) will be    b) must be    c) would be    d) should be
91. If she had set the alarm, she wouldn't ....  
 a) have overslept    b) have oversleep    c) has overslept    d) overslept
92. If the blouse ... this skirt, I should buy it.  
 a) match    b) matched    c) matches    d) would match
93. He ... unemployed now if he didn't want a higher salary.  
 a) wouldn't be    b) will not be    c) will be    d) couldn't be
94. If you could keep a secret I ... tell you everything in details.

- a) must b) will c) would d) shall
95. He wouldn't hire a taxi if the station ... very far from the hotel.  
a) had been b) have been c) isn't d) weren't
96. ... your bicycle if I had a screwdriver of the proper size.  
a) I shall fix b) I would fix c) I have fix d) I fix
97. Sally ... the phone if she were in her office right now.  
a) would answer b) will answer c) must answer d) should answer
98. I wouldn't be a student in this class if English ... my native language.  
a) were b) is c) has been d) had been
99. If I were a bird, I ... want to live my whole life in a cage.  
a) would not b) will not c) shall not d) have not
100. If I ... you, I should see this film.  
a) am b) would be c) will be d) were

### Level 3

1. My lawyer is suggesting that I ... the property.  
a) have sold b) sell
2. It is required that all employees ... to a medical examination.  
a) submit b) would submit
3. You ... better not borrow any more money; you won't be able to pay it back.  
a) would b) had
4. If my husband ... to the bank yesterday, we ... some money now.  
a) went, could have b) had gone, would have
5. His life can be saved if help ... soon.  
a) arrives b) will arrive
6. If Clara ... fewer sweets, she ... get slimmer.  
a) ate, might b) eats, would
7. I didn't enjoy the performance last night. I would rather we ... to the disco.  
a) would go b) had gone
8. If all stories ... true, Dr. Heidegger's study must have been a very curious place.  
a) were b) are
9. If we ... the tax on time, we ... liable for any further payment.  
a) pay, won't be b) will pay, wouldn't be
10. «I wish you ... less noise when you come in.» - «It's not my fault. In door squeaks when you open it.»  
a) had made b) would make
11. Write down all these words lest you ... them.  
a) forgot b) should forget
12. If we ... our workers better, we ... a popular employer.  
a) would pay, became b) pay, will become
13. If you ... working, there ... no protection for your family.  
a) stopped, would be b) have stopped, won't be
14. If we ... our workers better, they wouldn't have left the company.  
a) paid b) had paid
15. If I were you I... invest all your money in stocks.  
a) would not b) will not
16. The water is very cold today. If you bathed in it you ... ill for days.  
a) will have been b) would be
17. We ... trading so long as we ... goods to sell.  
a) will continue, have b) would continue, would have
18. When I ... a moment I open my memories of you as if I ...

- a) got reading b) get, were reading
19. If he ... do a job by the day required, he took it. If not, he told the truth and turned it down.  
a) could b) can
20. If you needed some money, I ... lend you a sum.  
a) will b) would
21. And after all the weather was ideal. They could not have had a more perfect day for a garden party if they ... it.  
a) order b) ordered c) had ordered
22. « ... correct if I ... that each time a representative voted, he'd get a stipend? » asked the girl.  
a) Would I be, presumed b) Will I be, have presumed c) Would I have been, had presumed
23. But I know Jimmy ... me here if he ... alive, for he always was the truest, staunchest old chap in the world.  
a) would meet, will be b) will meet, is c) shall, was
24. If there ... high demand overseas we ... the Export Sales team.  
a) will be, would increase b) would be, increased c) were, would increase
25. Provided that we ... substitute a holiday of similar quality, there ... no entitlement to compensation.  
a) could, will be b) can, will be c) can, would be
26. No holiday booking ... accepted unless it ... accompanied by the necessary deposit.  
a) will be, is b) would be, would be c) shall be, was
27. You ... to compensation on condition that you ... our office not later than seven days after notification of the proposed changes.  
a) are only entitled, will contact b) will only be entitled, contact c) would be only entitled, had contacted
28. We ... faulty goods, provided that the customer ... them in an unused condition together with proof of purchase.  
a) shall replace, will return b) replaced, would return c) will replace, returns
29. We ... our prices ... us.  
a) have reconsidered, you asked b) will reconsider, will you ask  
c) would have reconsidered, had you asked
30. If the policyholder ... to extend the policy, he ... the company before the policy expiry date.  
a) will wish, must have notified b) would wish, must have notified c) wishes, must notify
31. If ... to my colleague yesterday, I ... everything.  
a) spoke, would learn b) had spoken, would have learned c) speak, will learn
32. If the policyholder subsequently ... to renew the policy, the company ... to charge an introductory fee.  
a) decided, would be entitled b) had decided, would entitle c) would decide, could be entitled
33. You ... a mistake unless you ... the instructions carefully.  
a) might have made, would follow b) may make, follow c) might make, didn't follow
34. What... if the princess ... that necklace? Who knows?  
a) will happen, didn't lose b) would happen, has not lost c) would have happened, had not lost
35. I'd rather you ... your things everywhere round the flat. I can't hear it.  
a) didn't leave b) wouldn't leave c) hadn't have been leaving
36. There ... anything worth buying if we ... there soon. If only no MHE ... that chest of drawers they advertised.  
a) wouldn't be, hadn't got, will buy b) isn't, haven't got, bought c) won't be, don't get, buys
37. If I ... a nickel for all the times we've done things because of your male intuition, I ... a rich woman.  
a) had, would be b) had had, would have been c) have, will be
38. ... what would happen, I... this experiment.  
a) I knew, will never have authorized  
b) Had I known, would never have authorized  
c) Have I known, would never authorize
39. If she ... her seat belt, she could have been badly injured.

- a) hadn't been wearing b) hadn't wear c) doesn't wear
40. If my younger sister ... less shy, she ... progress more rapidly.  
a) had been, would have made b) has been, will make c) were, would make
41. The doctor suggests that my grandfather ... three times a week.  
a) will exercise b) exercise c) exercised d) would exercise
42. If you ... your own children, I'm sure you ... what I'm going to ask of you now.  
a) will have, would excuse b) would have, would excuse  
c) has, would have excused d) had, would excuse
43. If Olivia ... his letter, they probably ... all those years and neither of them would be lonely now.  
a) would answer, would have married  
b) had answered, would have been married c) answered, will marry  
d) had answered, would marry
44. It was as if a sudden glow of cheerful sunshine ... all their faces at once.  
a) would have brightened b) will have brightened c) has brightened d) had brightened
45. People are afraid that if we ... to the metric system, our whole life ...  
a) will convert, will change b) will convert, will have change  
c) convert, will change d) convert, change
46. If the dinner ... another minute, the steak ... as tough as leather.  
a) waits, will be b) wait, is c) wait, will be d) has waited, is
47. You ... pay interest if you ... the bill within sixty days.  
a) will have to, hadn't settled b) have to, won't have settled  
c) would have to, didn't settle d) shall have to, wouldn't have settled
48. If they ... reschedule the debt, they ... bankrupt.  
a) hadn't been able to, would have gone b) won't be able to, will have gone  
c) wouldn't be able to, would go d) couldn't, shall have gone
49. Andrew said that if I ... before the Titian it ... wonderful publicity for the exhibition.  
a) am posing, will have been b) posed, would be c) had posed, will be  
d) would have posed, would have been
50. «But I have reasons to suppose that this opinion ... very much more frank and valuable if he ... that we are alone,» he said.  
a) will be, will imagine b) would have been, has imagined  
c) would be, had imagined d) would be, imagines
51. The balance ... at any time provided it... not later than eight weeks before departure.  
a) may pay, is b) may be paid, is c) might be paid, will be  
d) might have been paid, would be
52. If the sales ... poor, we ... the distribution network.  
a) were, will change b) have been, will have changed  
c) had been, would have changed d) had been being, would change
53. «Shall I continue to ignore your acid little rejoinders, Suzie, or ... happier if I ... in and indulged your desire to have a blazing row over nothing?» he asked.  
a) would you have been, had given b) will you be, had been giving  
c) will you have been, give d) would you be, gave
54. ... you'd get so upset, she never ... leaving.  
a) Would have she known, had suggested  
b) Has she known, will have suggested  
c) Had she known, would have suggested  
d) Known she, would suggest
55. The Palestinian leader is demanding that the Israeli government ... its troops.  
a) withdraw b) would withdraw c) had withdrawn d) withdrew
56. The boy ... my age if such an unbelievable thing ... to him. He had been killed in a fight.  
a) would have been, wouldn't have happened  
b) will have been, had not happened

- c) will be, didn't have happened  
d) would have been, had not happened
57. If the policyholder ... the company before the expiry date, the company ... to terminate the agreement.  
a) does not contact, shall be entitled  
b) didn't contact, will be entitled  
c) wouldn't contact, would have entitled  
d) wouldn't contact, would have been entitled
58. They ... the train if they ... their house earlier.  
a) wouldn't have been missing, left b) won't have missed, leave  
c) wouldn't miss, would have left d) wouldn't have missed, had left
59. If Tom ... a taxi, he ... stuck in traffic.  
a) would take, might not get b) had taken, might not have got  
c) will take, may not get d) had been taken, might not get
60. Mary wishes that she ... off her relationship with her mother-in-law.  
a) hasn't broken b) hadn't broken c) wouldn't broken d) didn't break

## (Verbals: Infinitive, Gerund, Participles)

Виберіть правильну відповідь.

### Level 1

1. Are you sure you told me? I don't recall ... about it.  
a) having been told b) to have told
2. Jane seems ... some weight. How long has she been on a diet?  
a) to have lost b) having lost
3. Nobody can expect you ... overtime.  
a) work b) to work
4. ... all the way, he followed Mr. Giles upstairs.  
a) Talked b) Talking
5. What do you feel like ... for breakfast? Does coffee and sandwich sound good?  
a) to have b) having
6. ... nothing about the trouble, my grandfather felt comfortable and quiet.  
a) Having been told b) Having told
7. We are looking forward to ... on a tour of Paris by our French friends.  
a) being taken b) having been taken
8. They would like ... to Bill's party, but they were not.  
a) having invited b) to have been invited
9. I remember ... a woman outside where I went in.  
a) to see b) seeing
10. I advised them ... there for more than two days.  
a) don't stay b) not to stay
11. My neighbour was trying ... the door with the wrong key.  
a) to unlock b) unlocking
12. Mrs. Green hasn't seen her husband for several days. It's rather ...  
a) worrying b) worried
13. After hearing the weather report, I advise you ... skiing this afternoon.  
a) not to go b) not going
14. You should ... to other people instead of... about yourself all the time.  
a) to listen, to talk b) listen, talking
15. I highly appreciated ... your support in time.  
a) to receive b) receiving
16. I'm not going to a lecture tonight as I'm not... in the subject.  
a) interesting b) interested
17. ... before them, he looked into the room.  
a) Stepping b) Stepped
18. I have read only some of that new book because it's very ...  
a) boring b) bored
19. When they finally reached the top of the hill, they were ...  
a) tired and exhausted b) tiring and exhausting
20. Before my younger brother goes to bed, Father reminds him ... his teeth.  
a) brushing b) to brush
21. A new private ... station has begun to function.  
a) broadcasting b) broadcasted
22. It's a bad thing for a child to get used to ... in bed.  
a) read b) reading
23. The teacher was upset by ... him the truth.  
a) our not having told b) we didn't tell

24. Whenever they met, her cousin avoided ... at her.  
a) to look b) looking
25. He followed up this remarkable declaration by ... his head.  
a) having shaken b) shaking
26. ... the essay, he left it to be checked.  
a) Writing b) Having written
27. He had found a ... umbrella and didn't know what to do.  
a) broken b) breaking.
28. The President became used to ... by his opponents.  
a) criticize b) being criticized
29. Most people enjoy ... to different parts of the world.  
a) to travel b) traveling
30. The guide promised ... the tourists at the station.  
a) to meet b) meeting
31. Don't pretend ... what you aren't.  
a) to be b) being
32. You must ... English wherever you can.  
a) practice speaking b) to practice speaking
33. My lawyer advised me ... anything further about the accident.  
a) saying b) not to say
34. My grandparents made me ... them next week.  
a) to promise to call b) promise to call
35. I used to ... two or three times a day.  
a) bathe b) be bathing
36. You must keep on ... the computer until you understand how ... all of the programmes.  
a) practice, to use b) practicing, using c) practicing, to use
37. He was said ... a man who could always ... any opposition.  
a) to be, to defeat b) be, to defeat c) to be, defeat
38. Have you had this article ...?  
a) typed b) typing c) type
39. Dumb terror made him ... the hammer and ... out.  
a) to drop, rush b) to drop, to rush c) drop, rush
40. Will you excuse me for... an obvious precaution?  
a) taking b) take c) to take
41. The philosophers were, however, the first ... language as an evolving phenomenon, and ... philological studies.  
a) treat, undertake b) to be treated, undertake c) to treat, to undertake
42. He remembered ... madly through the house, ... everywhere for money.  
a) to walk, to look b) walking, looking c) walk, looking
43. We shall not be able to catch the train ... at five.  
a) left b) leaving c) having been left
44. The girl ... next to Emma is her niece.  
a) being sat b) having been sat c) sitting
45. I determined ... until I got back to town before ... my story to the police.  
a) be waiting, to tell b) wait, tell c) to wait, telling
46. Children sometimes forget... the stoves when they have finished cooking.  
a) to turn off b) turn off c) turning off
47. Instead of... the letter, she went away.  
a) finishing b) finish c) to be finishing
48. I'll never forget... my first entrance examination. It was a complete failure.  
a) to take b) have been taken c) taking
49. The letter ... yesterday was most welcome.

- a) receiving b) having received c) received
50. I think he wanted me ... or at least ... him for being so humorous.  
a) to congratulate, to admire b) congratulate, admire c) be congratulated, be admired
51. There seemed nothing in the man strong enough ... that mountain of flesh.  
a) sustaining b) sustain c) to sustain
52. All of them enjoyed ... tennis.  
a) to play b) playing c) play
53. She begged her father ... her ... to college but he did not want ... to her.  
a) let, go, to listen b) to let, to go, to listen c) to let, go, to listen
54. I persuaded my brother-in-law not... that expensive cottage.  
a) to buy b) buy c) buying
55. I can see that you are ... of the arrangement and of me, and I had better therefore, resign.  
a) tired b) being tired c) tiring
56. The city council agreed ... the architect's proposed design for a new market.  
a) to accept b) accepting c) to be accepted
57. Most passengers dislike ... in small, uncomfortable seats on transoceanic flights.  
a) sitting b) sit c) to sit
58. I look forward to ... you the next time I'm in town. I'll be sure to let you ... ahead of time so that we can plan to get together.  
a) see, to know b) see, knowing c) seeing, know
59. .... his leash, I watched as my dog ran down the street after the mail carrier.  
a) Escaping b) Having escaped c) Escaped
60. They should have had their windows ...  
a) clean b) cleaned c) cleaning
61. You seem most fortunate in ... an employee who comes under the full market price.  
a) to have b) having c) having had
62. My uncle believes animals should ... from hunters. He objects to ... wild animals for sport.  
a) protect, kill b) be protected, kill c) be protected, killing
63. The doctor seemed especially ... by the fact of the robbery ... in the night time.  
a) troubling, been unexpected and attempted  
b) having troubled, to be unexpected and attempted  
c) troubled, having been unexpected and attempted
64. While ... the street in the wrong place, the boy was stopped by the policeman.  
a) crossing b) being crossed c) having been crossed
65. Although my father slammed on his brakes, he couldn't ... the dog that suddenly darted out in front of the car.  
a) avoid to hit b) avoid hitting, c) be avoided hitting
66. Stop ... at me! I'll get everything finished before I go to bed.  
a) to grumble b) grumbling c) to be grumbling
67. With this words the Jew, ... down, placed the candle on an upper flight of stairs.  
a) stooped b) stooping c) having stooped
68. If people delay ... their bills, they only incur more and more interest charges.  
a) to pay b) paying c) to be paying
69. A procrastinator is one who habitually postpones ... things - especially tasks that are unpleasant.  
a) doing b) do c) to do
70. Nobody has offered ... the house next door, so I think they are going... the price.  
a) buying, to lower b) to buy, to lower c) to buy, lowering
71. We couldn't... him alone. His health was too poor.  
a) risk to leave b) to risk to leave c) risk leaving d) be risked to leave
72. My neighbour had his garage ... into by car thieves.  
a) breaking b) broken c) having broken d) broke



73. Every member of the respectable coterie appeared ... in his own reflections, ... the dog, who seemed ...
- a) plunged, not excepting, to be meditating
  - b) plunging, not excepted, be meditating
  - c) having plunged, not except, meditating
  - d) to plunge, not having excepted, being meditating
74. ... their supper, the family started watching television.
- a) Finished b) Being finished c) Having finished d) Having been finished
75. ..., the children fell asleep immediately.
- a) Being very tired b) Very tired c) Very tiring d) Having tired
76. I might ... a complete circle and return to the point where I started without ... of the fact.
- a) to make, being aware b) making, being aware c) making, to be aware d) make, being aware
77. I couldn't... outright.
- a) resisting to laugh b) resist to laugh c) resist laughing d) to resist laughing
78. We both sat in silence for some little time after ... to this extraordinary story
- a) listening b) listen c) to listen d) having been listened
79. I won't be able to go anywhere tomorrow as I'll have my new furniture...
- a) delivering b) having delivered c) delivered d) being delivered
80. The rise in our city's crime rate is truly ... In fact, these days most people ... of going out at night.
- a) alarmed, terrifying b) alarming, are terrified
  - c) having alarmed, is terrified d) alarming, having terrified
81. It is worth ... that all of these three old gentlemen were once in love with the widow Wycherly.
- a) to mention b) mentioning c) to be mentioned d) being mentioned
82. ... articles for her high school paper, she began ... money as a journalist while she was attending college.
- a) Writing, earning b) Having written, earn
  - c) Having written, to earn d) Writing, to have earning
83. Are you ... in listening to the opera tonight? - Not really. There's a political debate on TV, and I know it will be very ...
- a) interest, entertained b) interesting, having entertained
  - c) interested, entertained d) interested, entertaining
84. I let my hand ... for many minutes, while I tried ... where and what I could...
- a) stay, to imagine, be b) stay, imagine, be
  - c) to stay, to imagine, be d) to stay, to imagine, to be
85. My friend never fails ... in time to help me.
- a) arrive b) to arrive c) arriving d) be arriving
86. The clerk threatens ... if the manager doesn't agree to his proposal.
- a) resign b) to resign c) resigning d) to be resigned
87. The quarterback was distraught... that he had failed to break the state record for ... by a few feet.
- a) to discover, passing b) discovering, pass
  - c) discover, having passed d) to discover, to pass
88. Do you really mean ... you used to ... such hideous clothes when you were young?
- a) saying, wearing b) say, wear c) to say, wearing d) to say, wear
89. I don't recall ... your umbrella anywhere in the house. Maybe you left it in the office.
- a) see b) to see c) seeing d) to be seen
90. My girl-friend didn't even thank me for my gift. I'm really ... at her. - I'm sure she'll thank you soon. I know she was very ... with it.
- a) having annoyed, pleasing b) annoyed, pleased
  - c) annoying, having pleased d) annoyed, pleasing
91. A burning thirst made me ... the pitcher at once.
- a) empty b) to empty c) to be emptied d) emptying
92. My grandmother appreciated ... breakfast in bed when she wasn't feeling well.

- a) serving b) to serve c) to be served d) being served
93. The bridegroom anticipated ... the wedding ceremony.  
a) enjoying b) enjoy c) being enjoyed d) to enjoyed
94. Both plaintiffs and defendants must... the truth in a court of law.  
a) swear telling b) swear to tell c) swearing telling d) swear to be told
95. I am not a very heavy sleeper, and the anxiety in my mind tended, no doubt, ... me even less so than usual.  
a) to make b) making c) make d) to be making
96. The customs officer opened the suitcase ... if anything illegal was being brought into the country.  
a) to see b) seeing c) see d) to be seen
97. A friend of mine got into trouble when he refused ... his suitcase for the customs officer.  
a) being opened b) to be opened c) to open d) opening
98. The speaker gave such a good speech that I couldn't resist ... loudly when he finished.  
a) to applaud b) being applauded c) to be applauded d) applauding
99. The children were ... the first time they flew. - Well, they don't seem ... at all now.  
a) terrifying, frightened b) terrified, frightening  
c) having terrified, frightening d) terrified, frightened
100. The witness to the murder asked ... in the newspapers. She wanted her name to be kept in a secret.  
a) not to identify b) don't be identified  
c) not to be identified d) not having been identified
101. This morning he was removed to a cell, and I, after ... through all the police formalities, have hurried round to you ... you ... your skill in unravelling the matter.  
a) having gone, implore, using b) go, imploring, use  
c) going, imploring, using d) going, to implore, to use
102. I hope that by the time his baby learns ... he will be used to ... called 'father'.  
a) to speak, being b) speaking, be c) to speak, have been d) speak, being
103. So they begged the jeweller ... it for three days.  
a) don't sell b) didn't sell c) not to sell d) not sell
104. It was very cold, but they dared ... fires because someone would see the smoke and wonder about it.  
a) not to make b) not make  
c) not making d) do not making
105. You'd better save some money for a rainy day. You can't... on ... by your parents every time you get into financial difficulty.  
a) count, to be rescued b) count, being rescued  
c) counting, rescuing d) to count, to rescue

## Level 2

1. You can ... my dictionary whenever you like.  
a) to use b) use c) using d) used
2. "I'd better ... there early", said Roy.  
a) got b) to be getting c) to get d) get
3. Come and help me ... the shopping.  
a) to do b) did c) done d) doing
4. He begged her not ... away.  
a) to have gone b) gone c) to go d) go
5. She sat down and made me ... beside her.  
a) to sit b) sat c) to be sitting d) sit
6. Everyone came out of the house ... the new car.  
a) admire b) to admire c) to be admired d) admired
7. I'd rather ... to her alone.

- a) to be talked b) to talk c) talk d) talking
8. You shouldn't ... my pen, I need it myself.  
a) use b) to use c) using d) used
9. Annie got up ... the table.  
a) to be cleared b) clear c) to clear d) cleared
10. He felt the dog ... him on the shoulder.  
a) to touch b) touch c) to be touched d) touched
11. They wanted me ... with them.  
a) come b) came c) to come d) to be coming
12. Have you got anything ... ?  
a) add b) to add c) added d) adding
13. Let them ... for a walk.  
a) go b) going c) to go d) gone
14. The weather was too good ... indoors.  
a) stay b) to stay c) staying d) stayed
15. Everybody saw him ... the street.  
a) cross b) to cross c) crossed d) to be crossing
16. She plans ... school in September.  
a) attends b) attend c) to attend d) attended
17. He will try ... a part-time job at school.  
a) get b) got c) to get d) gets
18. They expect ... well at school.  
a) do b) to do c) did d) done
19. Her parents would like ... her to college.  
a) send b) sends c) sent d) to send
20. What can Teresa ... to do?  
a) afford b) affords c) to afford d) afforded
21. They advised their son ... to the state university.  
a) go b) to go c) gone d) going
22. She seemed ... to him attentively at that moment.  
a) listen b) listened c) to be listening d) to be listened
23. You must... very tired if you went to bed so early.  
a) be b) been c) have been d) being
24. He insists that the fact should ... at the meeting.  
a) to mention b) mention c) to be mentioned d) be mentioned
25. Ann wants you ... to her birthday party.  
a) to invite b) to be invited c) invite d) invite
26. The students ... here came from Lviv.  
a) work b) working c) worked d) having worked
27. John came in ... his suitcase.  
a) carry b) carried c) carrying d) being carried
28. ... the book, she gave it to Peter.  
a) To read b) Reading c) Being read d) Having read
29. She went out ... the door behind her.  
a) shutting b) shut c) to shut d) to be shut
30. They walked in silence between the tables, now ... with books.  
a) to load b) loading c) loaded d) load
31. He looked at a ... copy of the newspaper.  
a) fold b) folded c) to fold d) being folded
32. They came back to London, ... six weeks.  
a) be away b) were away  
c) been away d) having been away

33. And ... all this, my father left the room.  
a) say      b) said c) having said   d) be said
34. The boy ... by Betty is a friend of mine.  
a) invited   b) inviting      c) be invited   d) invited
35. The room was lit by a ... candle.  
a) bum      b) burning      c) burned      d) having burned
36. Kate liked to spend her free time ... the violin.  
a) play      b) to play      c) played      d) playing
37. Generally ..., he is a good student.  
a) speak    b) to speak    c) speaking    d) spoken
38. ... for another question, he was silent.  
a) to wait    b) waiting      c) waited    d) be waited
39. He lay in bed ....  
a) to read    b) read          c) reading    d) having read
40. We saw that the door was ....  
a) locked    b) locking      c) to lock     d) being locked
41. And ... their house, they were free to leave.  
a) to sell    b) sold          c) being sold   d) having sold
42. For a moment he stood as if... for another question.  
a) wait      b) waiting      c) waited    d) being waited
43. There was someone else ... with Teresa.  
a) sit        b) sat            c) sitting     d) having sat
44. ... windows were shining here and there.  
a) To light   b) Light      c) Lighting    d) Lighted
45. I like sports ... with the sea.  
a) connected   b) connecting   c) having connected   d) connect
46. He would sit and watch the ... leaves of last year.  
a) fall        b) falling      c) fallen      d) having fallen
47. It was the first time he looked ....  
a) excite    b) exciting    c) being excited   d) excited
48. I saw him ... this text.  
a) to translate b) translating c) translated d) having translated
49. The door was left ....  
a) unlock    b) unlocking   c) unlocked   d) being unlocked
50. She was found ... on the grass.  
a) play      b) played      c) having played   d) playing
51. Bob sat without ... a word.  
a) saying    b) said      c) say        d) having said
52. They like ... detective stories.  
a) read      b) having read   c) reading    d) be read
53. Her son can't read yet but he likes ... very much.  
a) read      b) reading      c) having read   d) being read
54. I can still remember ... down the hills in the morning.  
a) run        b) running      c) having been run   d) ran
55. After ... her umbrella i n the hall she entered the room.  
a) left        b) leaving      c) leave        d) being left
56. I am sure of ... this book before.  
a) reading    b) read        c) having read   d) being read
57. My friends like ... to our house.  
a) being invited   b) inviting      c) invited    d) invite
58. I insist on my ... with a certain consideration.  
a) treat      b) treating    c) having treated   d) being treated

59. I know everyone who is worth ....  
 a) know    b) knowing    c) being known    d) to know
60. The roof needs ....  
 a) to paint    b) paint    c) painting    d) painted
61. ... a good book is a pleasure.  
 a) read    b) being read    c) having read    d) reading
62. He started ... music lessons yesterday.  
 a) attending    b) attend    c) attended    d) being attended
63. Her hobby is ... stamps.  
 a) collect    b) collecting  
 c) collected    d) having collected
64. They don't like my habit of ... through newspapers at dinner.  
 a) look    b) to look    c) looking    d) looked
65. After ... school I'm going to enter Lviv University.  
 a) finish    b) being finished    c) finishing    d) having finished
66. She greatly dislikes ... by anybody.  
 a) contradicting    b) contradict  
 c) having contradicted    d) being contradicted
67. He was sorry for ... us waiting.  
 a) to keep    b) keeping    c) keep    d) kept
68. He was angry with me for ... the news.  
 a) bring    b) brought    c) bringing    d) be brought
69. Instead of ... the rain increased.  
 a) stopping    b) to stop    c) stopped    d) being stopped
70. She went on ... the letter.  
 a) write    b) written    c) writing    d) having written
71. She is fond of ... English songs.  
 a) to sing    b) sung    c) having sung    d) singing
72. He did not recollect such a thing ... to him before.  
 a) happen    b) happened  
 c) having happened    d) being happened
73. We insist on your ... this ancient Ukrainian city.  
 a) visiting    b) visit    c) being visited    d) having visited
74. I remember his ... in the history of Ukraine before he entered the college.  
 a) be interested    b) having been interested  
 c) being interested    d) to be interested
75. We shall be proud of your ... the competition.  
 a) win    b) won    c) being won    d) winning
76. We live in the town ... 700 years ago.  
 a) to found    b) founded    c) founding    d) having founded
77. ... the hall he saw them at once.  
 a) entered    b) to enter    c) entering    d) being entered
78. I am glad ... to the party.  
 a) invite    b) inviting    c) being invited    d) to be invited
79. You must... the first two chapters.  
 a) to read    b) reading    c) read    d) being read
80. We remember ... his lectures on History.  
 a) attend    b) attending    c) attended    d) being attended
81. The teacher wanted the students ... the rule.  
 a) to explain    b) explaining    c) explained    d) being explained
82. This book is worth ....  
 a) to buy    b) bought    c) having bought    d) buying

83. We saw him ... the house.  
a) to enter    b) entering    c) being entered    d) entered
84. They had their information ... by telex.  
a) send    b) sending    c) sent    d) to send
85. Her aim is ... English in the shortest time possible.  
a) master    b) mastered    c) being mastered    d) mastering
86. Do you want me ... the fire not far from the tent?  
a) to make    b) make    c) made    d) having made
87. My ... in the affirmative gave him great satisfaction.  
a) to answer    b) answering    c) answered    d) being answered
88. It is necessary for you ... an effort.  
a) make    b) made    c) to make    d) being made
89. Dick used to see her... to the Public Library.  
a) to go    b) gone    c) having gone    d) going
90. He insisted on our... round the room.  
a) to look    b) looking    c) looked    d) having looked
91. My eyes ... very heavy, I lay down again and slept.  
a) to be    b) been    c) being    d) be
92. He could see her face ... over the little kitten.  
a) to bend    b) being bent    c) having bent    d) bent
93. The house door ..., she went in.  
a) to open    b) being opened    c) open    d) to be opened
94. She returned with the letters for Mr. Brown ....  
a) to sign    b) signing    c) signed    d) having signed
95. The most pleasant surprise is their ... to see us today.  
a) to come    b) having come    c) coming    d) came
96. I could know that without your ... me.  
a) to tell    b) told    c) being told    d) telling
97. It is necessary for my son ... foreign languages.  
a) know    b) to know    c) knowing    d) known
98. I don't approve of your... too much.  
a) to smoke    b) smoked    c) smoking    d) being smoked
99. John suggested his sister's ... the piano.  
a) to play    b) being played    c) played    d) playing.
100. Would you be so kind as ... your voice?  
a) to lower    b) lowered    c) lowering    d) being lowered

### Level 3

1. He watched her ... the bell.  
a) to ring    b) ring    c) rang    d) rung
2. He made us ... for several hours.  
a) to wait    b) waited    c) wait    d) to be waiting
3. You will be able ... it yourself when you are older.  
a) to do    b) do    c) did    d) done
4. The teacher told the pupils ... the sentence.  
a) repeat    b) repeating    c) repeated    d) to repeat
5. They won't let us ... the Customs till our luggage has been examined.  
a) to leave    b) leaving    c) leave    d) left
6. He is expected ... in a few days.  
a) arrive    b) to arrive    c) arrived    d) arriving
7. He seems ... everyone.

- a) to suspect    b) suspect    c) suspected    d) to be suspected
- 8.** The ladder wasn't long enough ... the window.  
a) reach    b) reaching    c) to reach    d) reached
- 9.** I was astonished ... that he had left for England.  
a) learn    b) to learn    c) learning    d) learnt
- 10.** It was very brave of him ... into the burning house.  
a) rushed    b) rushing    c) rush    d) to rush
- 11.** I saw the boy ... the cup.  
a) drop    b) to drop    c) dropped    d) to be dropped
- 12.** They are known ... very generous.  
a) be    b) to be    c) been    d) were
- 13.** He happened ... at the window at that moment.  
a) stand    b) stood  
c) to be standing    d) to have been standing
- 14.** His mother doesn't let him ... what he wants.  
a) to do    b) do    c) done    d) to be doing
- 15.** He saw the old man ... the street in the wrong place.  
a) cross    b) to cross    c) crossed    d) to be crossing
- 16.** She is said ... very rich before leaving the country.  
a) be    b) been    c) being    d) to have been
- 17.** I felt my face ... red.  
a) to turn    b) turn    c) turned    d) to have turned
- 18.** We supposed her ... to the hospital the day before.  
a) take    b) taken  
c) be taken    d) to have been taken
- 19.** He was made ... that he was ready to sell the shop.  
a) say    b) said    c) to say    d) saying
- 20.** Friendship is not ... at a fair.  
a) to buy    b) to be bought    c) buying    d) buy
- 21.** Don't bother her. She seems ... now.  
a) to study    b) study    c) studied    d) to be studying
- 22.** Jane hoped ... the prize, but someone else won it.  
a) give    b) giving    c) to be given    d) given
- 23.** We are waiting for his first novel ... in English.  
a) publish    b) publishing    c) to be published    d) have published
- 24.** He found it difficult... the crossword.  
a) to do    b) do    c) done    d) to be done
- 25.** They are known ... a lot of money to charity in the past.  
a) donate    b) donating    c) donated    d) to have donated
- 26.** The gentleman ... to your father is the headmaster of your school.  
a) talk    b) to talk    c) talking    d) talked
- 27.** ... on the light, I was astonished at what I saw.  
a) to turn    b) turning    c) turned    d) be turned
- 28.** ... two languages, he applied for a job of a translator.  
a) to learn    b) learning    c) learnt    d) having learnt
- 29.** In Lviv we saw a building ... four centuries ago.  
a) to build    b) built    c) build    d) building
- 30.** They turned over the pages of the family album ... carefully at the pictures.  
a) looking    b) looked    c) to look    d) having looked
- 31.** ... by photographers and pressmen, she was wearing extremely fashionable clothes.  
a) to surround    b) surrounding  
c) being surrounded    d) surround

32. The theatre ... here now will be the largest one in the city.  
a) to build    b) building    c) build    d) being built
33. He continued staring at the screen as if... by his first sight of television.  
a) to fascinate    b) fascinated    c) fascinating    d) fascinate
34. Everybody looked at the ... child in the street.  
a) to cry    b) cried    c) crying    d) cry
35. She admired him ... with their child.  
a) playing    b) played    c) to be playing    d) having played
36. The picture was found ....  
a) to damage    b) damaged    c) damaging    d) being damaged
37. The holidays ... over, we must get down to some hard work.  
a) to be    b) been    c) being    d) be
38. The boy was heard ... in the next room.  
a) sing    b) sung    c) having sung    d) singing
39. He didn't want his words ... on the tape.  
a) record    b) recorded    c) recording    d) having recorded
40. Do you have your dress ...?  
a) to make    b) make    c) made    d) making
41. The car was considered ... again.  
a) steal    b) to steal    c) stealing    d) stolen
42. He was very ... by her sudden change of attitude.  
a) surprised    b) surprising    c) to surprise    d) surprise
43. The man smiled, ... his teeth.  
a) to show    b) showing    c) show    d) shown
44. All the country near him was ....  
a) to break    b) breaking    c) broken    d) break
45. The taxi could be seen ... outside.  
a) waiting    b) waited    c) having waited    d) be waited
46. She had her bed ... to the corner of the room.  
a) to move    b) move    c) moving    d) moved
47. ... hands with them, he left the room.  
a) to shake    b) shaken    c) having shaken    d) shake
48. There were four girls ... on the wooden bench in the yard.  
a) to sit    b) sitting    c) sit    d) sat
49. She sat on the steps with her arms ... upon her knees.  
a) to cross    b) crossing    c) cross    d) crossed
50. ... the exercise, the teacher asked the students to do it.  
a) to explain    b) explained  
c) having explained    d) explaining
51. They enjoy ... time in the garden.  
a) spend    b) spending    c) spent    d) be spent
52. ... is dangerous for your health.  
a) smoking    b) smoked    c) being smoked    d) having smoked
53. Jane has stopped ... coffee because she is on a diet.  
a) to drink    b) drunk    c) drinking    d) being drunk
54. Would you mind ... the window?  
a) to open    b) opening    c) opened    d) open
55. He left the shop without... for the ball.  
a) to pay    b) pay    c) paid    d) paying
56. She was well-known for ... Ukrainian folk songs.  
a) to sing    b) sung    c) singing    d) being sung
57. He apologized for... so late.



- a) being    b) been    c) to be    d) be
- 58.** He was tired of... to the child.  
a) to talk    b) talking    c) talked    d) being talked
- 59.** She kept on ... in silence.  
a) to write    b) written    c) writing    d) having written
- 60.** She cannot go to bed without.  
a) to speak    b) spoken    c) being spoken    d) speaking
- 61.** We shall look forward to ... you.  
a) to see    b) seeing    c) seen    d) being seen
- 62.** I was afraid of... the wrong thing.  
a) saying    b) said    c) to say    d) to have said
- 63.** They were in the habit of... to London for week-ends.  
a) to answer    b) to have answered  
c) answered    d) answering
- 64.** He looked at me for a long time without....  
a) to come    b) having come    c) coming    d) come
- 65.** I shall never forget... to America for the first time.  
a) go    b) going    c) gone    d) have gone
- 66.** They hate ... in this awful room day after day.  
a) sit    b) sat    c) sitting    d) having sat
- 67.** He had difficulty in ... the crossword.  
a) doing    b) done    c) to do    d) being done
- 68.** ... fast is dangerous for everyone.  
a) drive    b) driving    c) driven    d) being driven
- 69.** I don't feel like ... to the cinema tonight.  
a) to go    b) gone    c) going    d) having gone
- 70.** She had no intention of... there any longer.  
a) stay    b) to stay    c) stayed    d) staying
- 71.** ... vegetables is good for your health.  
a) eat    b) eating    c) eaten    d) having eaten
- 72.** He entered without... at the door.  
a) to knock    b) knock    c) knocking    d) knocked
- 73.** I am sorry for ... unfair to you.  
a) to be    b) been    c) be    d) having been
- 74.** I don't want to drive a car; I'm afraid of ... an accident  
a) having    b) have    c) had    d) having had
- 75.** The baby didn't stop... all night.  
a) cry    b) crying    c) cried    d) having cried
- 76.** Why are you so keen on ... ?  
a) to travel    b) travel    c) travelling    d) travelled
- 77.** I began ... as soon as I heard about the match.  
a) train    b) trained    c) be trained    d) to train
- 78.** He succeeded in ... the world record.  
a) to break    b) breaking    c) broken    d) being broken
- 79.** How much did you expect ... for your work?  
a) pay    b) paying    c) paid    d) to be paid
- 80.** I can't afford ... on holiday this year.  
a) to go    b) go    c) gone    d) having gone
- 81.** Let me ... you some advice.  
a) to give    b) give    c) given    d) giving
- 82.** I heard someone ... the house.  
a) to enter    b) entered    c) entering    d) have entered

83. I'd sooner... than tell the secret.  
a) to die    b) die    c) dying    d) died
84. My father stopped ... ties some years ago.  
a) wearing    b) to wear    c) wear    d) worn
85. I was made ... two hours for an appointment.  
a) wait    b) waiting    c) to wait    d) waited
86. They made us ... early in the morning.  
a) getting up    b) to get up    c) get up    d) got up
87. I look forward to ... you at the party.  
a) to see    b) see    c) seen    d) seeing
88. I saw someone ... through the window.  
a) to climb    b) climb    c) climbed    d) to have climbed
89. If you have something ..., say it now.  
a) to say    b) say    c) saying    d) said
90. ... the door behind her, she got into the car.  
a) To close    b) Closed    c) Closing    d) Being closed
91. She just sat there, ... nothing.  
a) do    b) to do    c) done    d) doing
92. The duty of all mankind is ... for peace.  
a) fight    b) fighting    c) fought    d) being fought
93. He did not remember... in that room before.  
a) be    b) been    c) having been    d) have been
94. He was unable ... silence.  
a) to keep    b) keeping    c) kept    d) being kept
95. She could feel her hands ....  
a) to tremble    b) trembling    c) trembled    d) to be trembling
96. The lamp ..., she took her son's letter.  
a) to light    b) lit    c) to be lit    d) having been lit
97. After ... about ten yards, he found the ball among the leaves.  
a) to walk    b) walk    c) walking    d) walked
98. I insist on both of them ... in time.  
a) to come    b) coming    c) have come    d) come
99. For about ten days we seemed ... on nothing but bread and water.  
a) live    b) lived    c) living    d) to have been living
100. ... his luggage, he went to look for a taxi.  
a) Having picked up    b) To pick up  
c) Picked up    d) Being picked up
101. The teacher reminded the students ... their assignments.  
a) to complete    b) complete    c) completing    d) completed
102. Mrs. Jackson told her young son not... the hot stove.  
a) touch    b) touching    c) to touch    d) touched
103. The pilot was forced ... the plane.  
a) landing    b) to land    c) landed    d) to be landed
104. It's a good idea for them ... gerunds and infinitives because they want to speak English fluently.  
a) to study    b) study    c) studied    d) having studied
105. The teacher opened the window in order... some fresh air in the room.  
a) let    b) letting    c) to let    d) to have let
106. Nuclear physics is too difficult....  
a) understand    b) understood    c) understanding    d) to understand
107. He expected ... to the party, but he wasn't.  
a) to invite    b) to be invited    c) invite    d) invited
108. John is fortunate now ... a scholarship last month.

- a) to give    b) given  
c) to have been given                                  d) giving
- 109.** Every hour he stops his work ... a cigarette.  
a) to smoke      b) smoking      c) to have smoked      d) smoke
- 110.** You are likely ... the book in our library.  
a) finding      b) to find      c) found      d) to be found
- 111.** Three men are reported ... in the accident.  
a) to injure    b) injuring  
c) injured    d) to have been injured
- 112.** Something made them ... the meeting early.  
a) to leave      b) left                                  c) leave                                  d) to be left
- 113.** Several minutes ago he saw them ... in the entrance hall.  
a) to talk      b) talking      c) talked      d) have talked
- 114.** Where can I have my umbrella ...?  
a) to mend      b) mending      c) mend      d) mended
- 115.** ... all her shopping she went home.  
a) To do      b) Done                                  c) Having done      d) To be done
- 116.** Her daughter sat quite silent, with her eyes ... on the ground.  
a) to fix      b) fixed      c) fixing      d) have fixed
- 117.** Why don't you have your piano ...?  
a) to tune                                  b) tuning      c) tune                                  d) tuned
- 118.** Then he looked out of the window and saw clouds ... in the sky.  
a) gathering      b) to gather      c) gathered      d) to be gathered
- 119.** ... by her father, she went to her new room.  
a) To accompany                                  b) Accompany  
c) Accompanied                                  d) To have accompanied
- 120.** Generally ..., I don't like coffee.  
a) to speak      b) speaking      c) spoken      d) speak
- 121.** Other footsteps were heard ... the room below.  
a) have crossed      b) crossed      c) being crossed      d) to cross
- 122.** The girl was silent, ... at her hands again.  
a) to look      b) looked      c) looking      d) to have looked
- 123.** ... the door behind her, Isabel waited a little.  
a) To close      b) Closed      c) To be closed      d) Having closed
- 124.** They admired the stars ... in the sky.  
a) twinkling      b) to twinkle      c) twinkled      d) to be twinkling
- 125.** ... alone, Paul and I kept silence for some time.  
a) To leave      b) Being left      c) Leaving      d) Have left
- 126.** Sometimes children complain about not... by their parents.  
a) to understand                                  b) to be understood  
c) being understood                                  d) understanding
- 127.** Mr. Jackson has a good chance of ... president.  
a) to elect      b) electing      c) elected      d) being elected
- 128.** The apples on the tree are ripe. They need ....  
a) picking      b) picked      c) to pick      d) to have picked
- 129.** We are excited about Mary's ... a scholarship.  
a) to win      b) winning      c) won      d) being won
- 130.** I couldn't understand his not.  
a) to want      b) wanted      c) wanting      d) have wanted
- 131.** Ann borrowed Sally's clothes without... her first.  
a) to ask      b) asked      c) have asked      d) asking
- 132.** I'll help you with your homework as soon as I finish ... the dishes.

- a) wash    b) washing    c) washed    d) being washed
- 133.** I can't help ... why Larry did such a foolish thing.  
a) wondering    b) to wonder    c) wondered    d) to be wondered
- 134.** I don't remember ever ... that story before.  
a) hear    b) to hear    c) having heard    d) heard
- 135.** You should stop ... if you get sleepy.  
a) to drive    b) driven    c) to have driven    d) driving
- 136.** Please, forgive me for not... here to help you yesterday.  
a) to be    b) been    c) having been    d) have been
- 137.** In spite of... busy, he did all he could to help her.  
a) to be    b) being    c) been    d) to have been
- 138.** The boys could not leave the house without... for permission.  
a) asking    b) to ask    c) asked    d) to have asked
- 139.** Sometimes the sad expression on his face makes me ... sorry for him.  
a) to feel    b) felt    c) feeling    d) feel
- 140.** Edward stood on the beach ... at the ship.  
a) to look    b) looking    c) looked    d) look
- 141.** I usually watched them instead of... ball with them.  
a) to play    b) played    c) playing    d) have played
- 142.** If you hear any news, I want... immediately.  
a) to be told    b) telling    c) to have told    d) told
- 143.** I was getting sleepy, so I let my friend ... the car.  
a) to drive    b) drive    c) driven    d) to be driven
- 144.** We sat in the kitchen ... very hot, strong tea.  
a) to sip    b) sip    c) sipping    d) sipped
- 145.** Emily stopped ... a black cat run across the street.  
a) to let    b) let    c) being let    d) to have let
- 146.** I'm tired. I wouldn't mind just ... at home tonight.  
a) to stay    b) staying    c) stayed    d) to have stayed
- 147.** ... about another country is very interesting.  
a) Learn    b) Learnt    c) Learning    d) Being learnt
- 148.** Lillian deserves ... the truth about what happened last night.  
a) to tell    b) to be told    c) told    d) to have told
- 149.** Don't keep ... me the same questions over and over.  
a) to ask    b) asked    c) being asked    d) asking
- 150.** Time ..., we shall start tomorrow.  
a) to permit    b) permitting  
c) permitted    d) to have permitted

## Adjectives

Виберіть правильну відповідь.

### Level 1

- 1.1. This is ... problem she has ever had.  
a) a great            b) a greater            c) the greatest            d) most great
- 1.2. China has got ... population in the world.  
a) a large            b) a larger            c) the largest            d) the most large
- 1.3. They leave ... way they can.  
a) a quick            b) a quicker            c) the quickest            d) the most quick
- 1.4. These trousers are too small. I need ... size.  
a) a large            b) a larger            c) largest            d) more large
- 1.5. She speaks in ... voice than the last time.  
a) a loud            b) a louder            c) the loudest            d) more louder
- 1.6. Of the three blouses, that one is the ... .  
a) nice            b) nicer            c) nicest            d) more nice
- 1.7. My bag isn't very ... .  
a) heavier            b) the most heavy            c) heavy            d) the heaviest
- 1.8. I'm not so ... as a horse.  
a) strong            b) stronger            c) the strongest            d) more strong
- 1.9. Of the three girls, this one is the ... .  
a) pretty            b) prettier            c) prettiest            d) more pretty
- 1.10. Which is ... : five, fifteen or fifty?  
a) little            b) less            c) the least            d) littlest
- 1.11. A hare is ... than a frog.  
a) quick            b) quicker            c) the quickest            d) most quick
- 1.12. The three musicians play on ... stage.  
a) a new            b) a newer            c) the newest            d) the most new
- 1.13. Is it ... to go there by car or by train?  
a) cheap            b) cheaper            c) the cheapest            d) more cheap
- 1.14. Do you know that the Dnipro is ... river in Ukraine?  
a) long            b) the longest            c) longer            d) most long
- 1.15. The weather is not very ... today.  
a) good            b) better            c) the best            d) the bestest
- 1.16. Tom is ... pupil in the whole class.  
a) intelligent            b) more intelligent  
c) the most intelligent            d) less intelligent
- 1.17. She has ... job of all.  
a) a difficult            b) a more difficult  
c) the most difficult            d) difficult
- 1.18. He is also ... person than Jack.  
a) a polite            b) a more polite            c) the most polite            d) the politest
- 1.19. I think dogs are ... than cats.  
a) intelligent            b) more intelligent  
c) the most intelligent            d) the intelligentest
- 1.20. Don't talk about them. Let's talk about something ... .  
a) an interesting            b) more interesting  
c) the most interesting            d) interestinger
- 1.21. Betty is ... than Jane.  
a) a hard-working            b) less hard-working

- c) the least hard-working                      d) little hard-working
- 1.22. Money is not the ... thing in life.  
 a) important                                      b) more important  
 c) most important                                d) less important
- 1.23. This dress is ... of all.  
 a) an expensive                                 b) a less expensive  
 c) the least expensive                         d) expensiver
- 1.24. This room is not so ... as that one on the first floor.  
 a) comfortable                                  b) more comfortable  
 c) the most comfortable                        d) the comfortablest
- 1.25. This painting is ... than the one in your living room.  
 a) impressive                                    b) less impressive  
 c) the least impressive                         d) impressiver

## Level 2

- 2.1. My ... sister got married last year.  
 a) older                      b) elder                      c) the oldest                      d) the eldest
- 2.2. This stadium is new. It's the ... stadium in Europe.  
 a) modern                      b) moderner                      c) most modern                      d) modernest
- 2.3. You're the ... person I know.  
 a) most lucky                      b) luckier                      c) luckiest                      d) luckyest
- 2.4. A motor bike isn't as ... as a car.  
 a) expensive                      b) expensiver                      c) more expensive                      d) the expensivest
- 2.5. This 'Beatles' album is ... they ever made.  
 a) good                      b) better                      c) the best                      d) well
- 2.6. This watch is one of ... you can buy.  
 a) cheap                      b) the cheapest                      c) cheaper                      d) cheapier
- 2.7. I'm getting ... .  
 a) fatter and fatter                                      b) more and more fat  
 c) the most fat    d) the fattest
- 2.8. The changes in temperature are ... .  
 a) insignificant    b) the insignificant  
 c) more insignificant                                      d) the most insignificant
- 2.9. That's ... thing I've ever heard.  
 a) funny                      b) the funny                      c) funnier                      d) the funniest
- 2.10. The house is on ... side of the lake.  
 a) far                      b) the farther                      c) farther                      d) the farthest
- 2.11. Try to be ... to the guests than you are.  
 a) pleasant    b) the pleasant  
 c) more pleasant    d) the most pleasant
- 2.12. He was sure that he fell in love with ... girl in the world.  
 a) pretty                      b) prettier                      c) the prettiest                      d) most pretty
- 2.13. It is one of ... conferences I've ever attended.  
 a) dull                      b) the dull                      c) duller                      d) the dullest
- 2.14. Today we have a ... day than yesterday.  
 a) beautiful                      b) most beautiful                      c) more beautiful                      d) beautifully
- 2.15. Events have proved that she was ... .  
 a) more wrong                      b) wrong                      c) most wrong                      d) the wrongest
- 2.16. This role is ... in his career among others.  
 a) successful    b) more successful  
 c) the most successful                                      d) much more successful

- 2.17. North America is ... South America.  
 a) bigger than    b) biggest than    c) bigger as    d) biggest as
- 2.18. The Amazon is ... than the Thames.  
 a) more longer    b) far longer    c) the longest    d) long
- 2.19. The church building is ... in the town.  
 a) the elder    b) the eldest    c) the oldest    d) the older
- 2.20. The music sounded ... to her ears.  
 a) beautiful    b) beautifully    c) most beautiful    d) more beautiful
- 2.21. The flowers are beautiful and smell ... .  
 a) nicely    b) nice    c) nicelier    d) the nicest
- 2.22. Do you feel ... before the examinations?  
 a) nervous    b) nervously    c) more nervously    d) most nervously
- 2.23. His illness was ... than we thought.  
 a) serious    b) seriously    c) more seriously    d) more serious
- 2.24. His head is full of ... ideas.  
 a) highly    b) high    c) highest    d) most high
- 2.25. After I have visited London I understand that its weather is ... in Europe.  
 a) the wettest    b) the most wet    c) more wet    d) far wetter

### Level 3

- 3.1. The government is doing nothing to help ... .  
 a) poor    b) the poor    c) the poors    d) the poor ones
- 3.2. The young man seems very ... .  
 a) sensible    b) sensibly    c) sensibly    d) sensibler
- 3.3. This detailed map is ... the atlas.  
 a) more useful as    b) more useful than  
 c) usefuller as    d) usefuller than
- 3.4. Although your sister is very popular, she is not ... as mine.  
 a) pretty as    b) so pretty  
 c) prettier than    d) more pretty than
- 3.5. I bought a ... bag this morning.  
 a) nice big pink    b) big nice pink  
 c) pink nice big    d) nice pink big
- 3.6. The house was a ... building.  
 a) nice old stone    b) nice stone old  
 c) stone old nice    d) old nice stone
- 3.7. This coffee tastes a little ... to me.  
 a) hottly    b) so hot    c) hot    d) too much hot
- 3.8. I don't understand how Irene could have made ... in her composition.  
 a) such bad mistake    b) such a bad mistake  
 c) so bad mistake    d) so a bad mistake
- 3.9. Your word is ... for me.  
 a) enough good    b) good as enough  
 c) good enough    d) good than enough
- 3.10. It was ... that we decided to walk though the time pressed.  
 a) such nice weather    b) so nice weather  
 c) too nice weather    d) such a nice weather
- 3.11. The day was ... that we skipped our lessons and went to the centre to do window-shopping.  
 a) so beautiful    b) so a beautiful  
 c) such beautiful    d) such a beautiful

## The Passive Voice

Виберіть правильну відповідь.

### Level 1

- 1.1. Pineapples ... in Hawaii.  
a) are growing                                      b) is grown                                      c) are grown                                      d) grew
- 1.2. The building ... recently and looks impressive.  
a) has been repaired                                      b) is repaired  
c) was repaired                                      d) repaired
- 1.3. She came back to town where she ... .  
a) has born                                      b) will be born                                      c) is born                                      d) was born
- 1.4. Stamps ... in 1840 in Great Britain.  
a) are introducing                                      b) were introduced  
c) have been introduced                                      d) introduced
- 1.5. They said that the new school ... in that area.  
a) is being built    b) will be built                                      c) builds                                      d) would be built
- 1.6. She ... a box of chocolates for her birthday last week.  
a) was given                                      b) will be given                                      c) gave                                      d) is given
- 1.7. Usually breakfast here ... at 8 o'clock.  
a) are served                                      b) is served  
c) has been served                                      d) serves
- 1.8. If I ... this job, I'll be very much satisfied.  
a) will be given    b) am given                                      c) will give    d) am being given
- 1.9. I can't say anything because my words ... against me.  
a) will use                                      b) are being used                                      c) will be used                                      d) are using
- 1.10. Many new houses ... in our city now.  
a) were built                                      b) are built                                      c) have been built                                      d) are being built
- 1.11. This camera ... in Japan.  
a) will be making                                      b) is made                                      c) made                                      d) are made
- 1.12. His letter ... as soon as the manager finds out the necessary information.  
a) will be answered                                      b) is answered  
c) has been answered                                      d) will answer
- 1.13. Our trip ... because of bad weather last week-end.  
a) had been finished                                      b) was finished  
c) will be finished                                      d) is finished
- 1.14. This portrait ... by a talented painter last year.  
a) is painted                                      b) was painted  
c) has been painted                                      d) has painted
- 1.15. The book ... by students now.  
a) is discussed                                      b) was discussed  
c) is being discussed                                      d) has been discussed
- 1.16. A new dress ... for my sister tomorrow.  
a) will be bought    b) is bought                                      c) will buy                                      d) was bought
- 1.17. The room ... by my brother now.  
a) is cleaned                                      b) was cleaned  
c) has been cleaned                                      d) is being cleaned
- 1.18. The bill ... to your room in an hour.  
a) is sent                                      b) will be sent                                      c) will send    d) has been sent
- 1.19. The telegram to his office ... now.  
a) is being sent    b) was being sent                                      c) has been sent                                      d) is sending
- 1.20. A little present ... to each of the guests yesterday.



- a) has been given                      b) gave              c) is being given    d) was given
- 1.21. We shall learn the results of the game when they ... on the radio.  
 a) are announced                      b) were announced  
 c) will be announced                  d) will announce
- 1.22. The game ... because of bad weather.  
 a) was put off                              b) was putting off  
 c) was being put off                      d) were put off
- 1.23. The book ... now.  
 a) was translated                      b) will be translated  
 c) will translate                         d) is being translated
- 1.24. The bridge ... long ago.  
 a) will be built    b) was built    c) built              d) was being built
- 1.25. I am sorry but this room ... now.  
 a) is being occupied                      b) were occupied  
 c) will occupy                              d) occupy
- 1.26. This department store ... this year, let's go shopping there.  
 a) built                      b) will be built    c) is built              d) has been built
- 1.27. This book ... in New-York last year.  
 a) was published                         b) will be published  
 c) published                                d) will publish
- 1.28. The answer ... to you next week.  
 a) was given                                b) will be given  
 c) will give                                 d) is being given
- 1.29. The police ... of an accident already. We expect them any minute.  
 a) have been informed                      b) was informed  
 c) will be informed                         d) has informed
- 1.30. The book ... from the library a month ago.  
 a) will be borrowed                        b) would be borrowed  
 c) was borrowed                            d) borrowed

## Level 2

- 2.1. The mother ... not to worry about her sick boy as he was out of danger.  
 a) was told              b) is told              c) told              d) has been told
- 2.2. Peter was late for the party, so when he went into the room all guests ... to each other.  
 a) were introduced                         b) had been introduced  
 c) would be introduced                      d) introduced
- 2.3. When I went into the cinema, the film ... .  
 a) was being shown                         b) was shown  
 c) showed                                      d) will be shown
- 2.4. A new stadium ... opposite our house lately.  
 a) will be built    b) is being built              c) has been built              d) has built
- 2.5. We will send you this report as soon as all the dates ... finally.  
 a) have been fixed                         b) is being fixed  
 c) will be fixed                                d) is fixed
- 2.6. It's not really our house yet. It ... .  
 a) hasn't paid for                              b) aren't paid for  
 c) hasn't been paid for                        d) hadn't been paid for
- 2.7. As the building was dangerous, it ... at last.  
 a) is knocked down                         b) being knocked down  
 c) had been knocked down                      d) will be knocked down
- 2.8. Fred is not in his room and his bed ... in.

- a) hasn't been slept                      b) wasn't slept  
 c) isn't being slept                      d) hasn't slept
- 2.9. A lot of stories ... before they went to bed.
- a) had been told    b) were told                      c) will be told                      d) had told
- 2.10. The house ... for a year before they moved in.
- a) was locked up                      b) had locked up  
 c) had been locked up                      d) is being locked up
- 2.11. The book ... by August.
- a) will be published                      b) will have been published  
 c) was published                      d) will have published
- 2.12. At present nothing ... to restore the building.
- a) is being done    b) was doing                      c) has been done                      d) will be done
- 2.13. After we ... over the house, all guests had a walk round the garden.
- a) have been shown                      b) had been shown  
 c) had shown                      d) were shown
- 2.14. Their engagement just ... by all local newspapers.
- a) is being announced                      b) was announced  
 c) had been announced                      d) has been announced
- 2.15. I hope that the room ... by the guests' arrival.
- a) will have been prepared                      b) has been prepared  
 c) was being prepared                      d) will have prepared
- 2.16. The wounded woman ... to hospital before the police arrived.
- a) has been taken                      b) had been taken  
 c) was being taken                      d) took
- 2.17. If the article ... earlier, it could have been published already.
- a) was being written                      b) had written  
 c) would be written                      d) had been written
- 2.18. He says by next spring these houses ... in our city.
- a) are being built                      b) will be built  
 c) will have built                      d) will have been built
- 2.19. After his ten novels ..., he became famous.
- a) had been published                      b) were published  
 c) were being published                      d) had published
- 2.20. She said that the clothes ... already.
- a) has been washed                      b) had been washed  
 c) was washed                      d) had washed
- 2.21. This suit looks shabby. Sure, it ... for three seasons already.
- a) has been worn    b) had been worn    c) is being worn    d) has worn
- 2.22. Don't worry! Your TV ... by the end of this week.
- a) will be repaired                      b) will repair  
 c) will have been repaired                      d) is being repaired
- 2.23. The book ... yet, let's do it now.
- a) hasn't discussed                      b) wasn't discussed  
 c) hadn't been discussed                      d) hasn't been discussed
- 2.24. By the time you arrive there, the invitation ... already.
- a) will have been sent                      b) will be sent  
 c) will have sent                      d) would be sent
- 2.25. He knew that this book ... by all his friends.
- a) has been read    b) had read                      c) had been read    d) is being read
- 2.26. We were so glad to find out that 50 our students ... to the international conference.
- a) will be taken                      b) were being taken  
 c) had been taken                      d) have been taken

- 2.27. The letter ... by the time they asked for it.  
a) had been translated                      b) have translated  
c) was translated                              d) will be translated
- 2.28. The doctor ... already. We expect him any time.  
a) has been sent for                            b) was sent for  
c) is being sent for                            d) has sent for
- 2.29. All his exams ... by the end of the next term.  
a) will be passed                              b) will have passed  
c) will have been passed                      d) are passed
- 2.30. The fire ... to be burning out of control.  
a) will be reported                              b) reported  
c) was reported                                  d) had been reported

### Level 3

- 3.1. I know why all his suggestions ... already.  
a) were turned down                            b) have been turned down  
c) will be turned down                            d) have turned down
- 3.2. He answered that one of his article ... at that moment.  
a) was being published                            b) had been published  
c) published                                      d) was published
- 3.3. The teacher told the student to look up the rule himself as it ... many times.  
a) will explain                                  b) was being explained  
c) had been explained                            d) would be explained
- 3.4. You should be attentive while the text ... .  
a) was read                      b) is being read                      c) are read                      d) has been read
- 3.5. The workers promised that the production ... by the end of the year.  
a) will be increased                              b) was increased  
c) would have been increased                      d) would increase
- 3.6. The secretary is working very badly. He'll have ... .  
a) to be looked after                              b) to look after  
c) be looking after                                  d) being looked after
- 3.7. Police are looking for a missing boy, he ... anywhere.  
a) can find                      b) can't be found                      c) can't be find                      d) can be found
- 3.8. While my car ... , I made a telephone call to my office.  
a) was being fixed                                  b) had been fixed  
c) is being fixed                                    d) was fixing
- 3.9. I didn't know whom I ... to at that moment.  
a) am introduced                                  b) was introduced  
c) was being introduced                            d) was introducing
- 3.10. She wished to know if all her orders ... already.  
a) were carried out                                  b) had been carried out  
c) are carried out                                  d) had carried out
- 3.11. At that moment the possibility of new negotiations ... and they asked press to wait.  
a) had been discussed                              b) has been discussed  
c) is discussed                                      d) was being discussed
- 3.12. When our ship entered the port, two cargo-ships ... there.  
a) were unloaded                                  b) had been unloaded  
c) had unloaded                                  d) were being unloaded
- 3.13. Our car ... , so we'll have to take a bus for now.  
a) has been repaired                              b) was being repaired  
c) is being repaired                              d) is repairing

- 3.14.** Mr. Warner is telling some funny story. No wonder he ... by the staff and the pupils.  
a) would be laughed at                      b) is laughing at  
c) is being laughed at                      d) has laughed at
- 3.15.** When the bell rang, the text still ... by the students. They wanted to finish it.  
a) was being translated                      b) was translating  
c) will be translated                      d) has been translated
- 3.16.** When we reached the bridge, the road still ... .  
a) was being repaired                      b) has been repaired  
c) had been repaired                      d) was repairing
- 3.17.** The living room ... when he entered the house.  
a) is being repaired                      b) was being repaired  
c) will be repaired                      d) was repairing
- 3.18.** He promises that the translation ... by 5 o'clock tomorrow.  
a) would be finished                      b) will have been finished  
c) is finished                      d) will have finished
- 3.19.** The waiter asked if she would have something while salmon ... .  
a) had been cooked                      b) was being cooked  
c) would be cooked                      d) had cooked
- 3.20.** Although nothing has come of any of his other inventions, work still ... on the telephone.  
a) is being carried out                      b) has been carried out  
c) is carrying out                      d) had been carried out
- 3.21.** He whispered pointing at me, and I realized that I ... .  
a) will be talked about                      b) am being talked about  
c) was being talked about                      d) are being talked about
- 3.22.** When I went to Leningrad in 1954, the first underground line still ... .  
a) had been built                      b) was being built  
c) has been built                      d) was building
- 3.23.** She thought that the servant had gone being afraid that he ... .  
a) would be punished                      b) would punish  
c) will be punished                      d) was being punished
- 3.24.** The man said that he wouldn't answer for the results unless his advice ... carefully.  
a) had been followed                      b) will be followed  
c) had followed                      d) would be followed
- 3.25.** He said that they would come to the station later as the train ... by heavy snowfall at the moment.  
a) had been held                      b) was holding  
c) was being held                      d) would be held
- 3.26.** She said that many new houses ... in that area at the moment.  
a) would be built                      b) were being built  
c) had been built                      d) have been built
- 3.27.** Although his new friend seemed to tell the truth, Bob had a feeling that he ... at that moment.  
a) had been deceived                      b) was deceived  
c) would be deceived                      d) was being deceived
- 3.28.** The play ... by some of my friends who were not professional actors.  
a) will be played                      b) was to be played  
c) was to play                      d) were to be played
- 3.29.** The matter is urgent, and the necessary arrangements ... immediately.  
a) must make                      b) must be made  
c) must be made                      d) must have been made
- 3.30.** If you had worked harder last year, such mistakes ... .  
a) wouldn't have been done                      b) wouldn't be done  
c) will not be done                      d) wouldn't have done

## The Conjunction

Виберіть правильну відповідь

### Level 1

- 1.1. I phoned ... I need to speak to you.  
a) but                      b) because
- 1.2. ... the rain has stopped, we can go back in the garden.  
a) Since                  b) Until
- 1.3. ... the bus was late, I missed the meeting.  
a) Because              b) Therefore
- 1.4. We took a taxi ... be late.  
a) as soon as            b) as well as
- 1.5. The traffic jam is ... major roadworks.  
a) in order to            b) due to
- 1.6. Emma came first ... all her hard work.  
a) as a result of        b) though
- 1.7. I'm going by bus ... save costs.  
a) in order to            b) so
- 1.8. I'll reply by e-mail ... he can buy the ticket today.  
a) nevertheless        b) so that
- 1.9. She didn't water the plants, ... they died.  
a) so                      b) if
- 1.10. We'll join the euro ... our economy will improve.  
a) because              b) however

### Level 2

- 1.1. Sandra's upset and it's all ... to your behaviour.  
a) due                    b) therefore              c) as soon as
- 1.2. Prices have risen ... of an increase in demand.  
a) though                b) because                c) because of
- 1.3. The 15.30 train to Sheffield has been cancelled ... to circumstances beyond our control.  
a) as well as            b) until                    c) due
- 1.4. ... understand how the human body works, you need some knowledge of chemistry.  
a) in order to            b) nevertheless            c) or
- 1.5. ... there was no food in the house we rang for a pizza.  
a) unless                b) because                c) if
- 1.6. The vase was out on top of the cupboard ... it would not get broken.  
a) so that                b) but                      c) however
- 1.7. I was scared when I walked home ... the street was so dark.  
a) as                      b) although                c) and
- 1.8. ... milk is so good for you, why don't you drink more of it?  
a) because              b) since                    c) as if
- 1.9. I didn't go ... I didn't want to live you alone.  
a) because              b) unless                  c) until
- 1.10. She started to use e-mail ... that she could send messages more quickly.  
a) if                      b) in order                c) as well as
- 1.11. I caught the plane ... I could get there on time ... in the end it took longer ... of delays.  
a) in order that, but, as a result    b) though, because, if        c) so, since, but
- 1.12. The bank refused to give the company another loan. ..., it went bankrupt.  
a) Nevertheless        b) Consequently        c) Therefore

### Level 3

- 3.1. ... she joined the company only a year ago, she has already been promoted twice.  
a) Because      b) Although      c) But      d) Whether
- 3.2. Fast food is cheap ... food in a proper restaurant is more expensive.  
a) whereas      b) however      c) as if      d) thus
- 3.3. We went out ... the rain.  
a) so      b) unless      c) despite      d) or
- 3.4. ... he was only twelve he could run faster than any other child in the class.  
a) Despite      b) Therefore      c) Although      d) That
- 3.5. Even ... they loved each other, they decided to part.  
a) until      b) though      c) however      d) in order to
- 3.6. The children are very clever. ..., they can be very noisy at times.  
a) And      b) As well as      c) Because      d) However

### Поєднайте початок і кінець речень

1. I like holidays in the mountains, ...
  2. Despite public protests, ...
  3. In spite of high prices, ...
  4. She works in a hospital, ...
  5. The economic situation has been quite difficult. ...
  6. Even though I don't really like going to football matches, ...
- 
- a) ... while her husband is a taxi driver.
  - b) ... consumer goods are selling well.
  - c) ... however, it is getting better now.
  - d) ... it'll be better than staying at home.
  - e) ... the Government decided to build a road through the wood.
  - f) ... whereas my wife loves the seaside.



- a) ought                                    b) must
- 1.25. ... you like to join us for the supper?  
a) Would                                    b) Do
- 1.26. You are so absent-minded that I even ... imagine you working for this organization.  
a) don't can                                b) can't
- 1.27. I hurt my leg and I ... participate in the competitions.  
a) wasn't able to                          b) couldn't
- 1.28. I'm not very sure, but he ... come every moment.  
a) may                                        b) must
- 1.29. Helen's eyesight is not very good, so she ... wear glasses.  
a) must                                        b) has to
- 1.30. He says Morris ... have helped his sister.  
a) should                                    b) has to

## Level 2

- 2.1. When I started working for a pharmaceutical firm, I ... wear a white uniform.  
a) should                                    b) ought to                                  c) had to
- 2.2. My husband is so inattentive. In my opinion he ... be more careful while driving his car.  
a) must                                        b) has to                                        c) should
- 2.3. Excuse me. ... I speak to Mr. Joss?  
a) May                                        b) Shall                                        c) Can
- 2.4. My wife thinks I ... pay more attention to our children.  
a) could                                        b) must                                        c) should
- 2.5. I'm awfully sorry, but I ... to give you this book.  
a) will not can                              b) won't be able                            c) will not able
- 2.6. These few changes in education ... perhaps be seen as a barometer of the political mood.  
a) could                                        b) should                                        c) must
- 2.7. This is quite a good answer in several ways, but it ... be better.  
a) can                                        b) needn't                                    c) could
- 2.8. There was no lamp near, and the window was thick with dust, so we ... only discern each other's figures within.  
a) would                                        b) could                                        c) might
- 2.9. I ... be very much obliged if you ... slip your revolver into your pocket.  
a) might, could                              b) should, would                            c) could, can
- 2.10. Yesterday my uncle had a heart attack. I ... visit him at the hospital.  
a) must                                        b) should                                        c) might
- 2.11. My boy-friend ... do anything for you, as he has just left abroad.  
a) will not can                              b) won't be able to                        c) couldn't
- 2.12. I'm afraid. It's very late, and I hear a strange noise in the kitchen. My husband considers it ... be a mouse.  
a) might                                        b) could                                        c) may
- 2.13. It's hot! ... you open the window?  
a) Could                                        b) Shall                                        c) Should
- 2.14. Why aren't you doing anything?! You ... study your English!  
a) might                                        b) had better                                c) have better
- 2.15. It's very important to be punctual. You ... be late for an appointment or a meeting.  
a) mustn't                                    b) couldn't                                    c) shouldn't
- 2.16. As far as I ... make out, the League was founded by an American millionaire.  
a) can                                        b) may                                        c) ought to
- 2.17. I ... not have thought there were so many goods in the whole country as were brought together by that single advertisement.



- a) ought                      b) could                      c) should
- 2.18. Well, you ... be in the office, or at least in the building, the whole time.  
a) have to                      b) might                      c) need
- 2.19. What time ... they to come to the conference?  
a) should                      b) are                      c) must
- 2.20. «I have translated this paragraph into Chinese!» - «But you ... have done it!»  
a) needn't                      b) hadn't                      c) mustn't
- 2.21. You look very tired. You ... have been working all day long.  
a) might                      b) could                      c) must
- 2.22. I know nothing about him. His name is Boris and he ... be about fifty.  
a) must                      b) should                      c) ought to
- 2.23. I believe you ... visit your grandparents more often.  
a) ought to                      b) must                      c) need to
- 2.24. This is non smoking compartment, sir. You ... not smoke here.  
a) should                      b) must                      c) ought to
- 2.25. Yesterday I was at the cinema, I saw a wonderful film. You ... go and see it yourself.  
a) must                      b) ought to                      c) might
- 2.26. The doctor says that your grandmother ... leave the hospital the next week.  
a) will be able to                      b) must                      c) could
- 2.27. I'm in a trouble! I ... have been at the airport to receive a foreign delegation half an hour before.  
a) had to                      b) was to                      c) should
- 2.28. I am sure that you inquired your way merely in order you ... see him.  
a) might                      b) can                      c) may
- 2.29. She is afraid that nobody ... give her a hand in such situation.  
a) should                      b) would                      c) ought to
- 2.30. You ... be more attentive while driving your car.  
a) would                      b) should                      c) ought to

### Level 3

- 3.1. «And you ... me somewhere and ... it. Were you in Boston last July?»  
a) must to see, to forget                      b) will be able to see, to forget  
c) had to see, forget                      d) must have seen, have forgotten
- 3.2. It ... half an hour before I again looked upward.  
a) should be                      b) ought be                      c) might have been                      d) might be
- 3.3. He ... see to pass the thread through the holes in the leather.  
a) mustn't                      b) ought to                      c) couldn't                      d) might
- 3.4. He was so hot he ... sleep.  
a) could not                      b) should not                      c) mustn't                      d) can not
- 3.5. Don't forget that the child is still very weak. You ... give her only light and nourishing food.  
a) ought to                      b) should                      c) must                      d) can
- 3.6. In Japan it's considered impolite to leave half-eaten food on a plate. If you take something you absolutely ... finish it.  
a) ought to                      b) must                      c) might                      d) could
- 3.7. If you express admiration for objects in the house, your hosts ... feel they ... give the objects to you.  
a) might, have to                      b) could, ought to                      c) may, should                      d) can, can
- 3.8. They ... not have been injured in the accident if they had been wearing their seatbelts.  
a) should                      b) could                      c) might                      d) must
- 3.9. You ... your alarm if you expect ... wake up on time.  
a) should set, to can                      b) had better set, to be able to  
c) must set, to may                      d) ought to set, to be able to

- 3.10.** People who are happy with their bodies ... actually be more assertive and likeable than those who have negative body images.  
 a) could                      b) must                                      c) might                                      d) may
- 3.11.** We ... take some extra cash along on the trip, but we absolutely forget our passports.  
 a) ought to, mustn't                                      b) should, needn't  
 c) can, didn't have to                                      d) may, haven't
- 3.12.** We are enjoying our holidays, though the weather ... be better.  
 a) might                      b) could                                      c) would be able to                      d) can
- 3.13.** You ... change all the locks in case the burglar comes back.  
 a) would rather                      b) had better to                      c) had better                      d) ought
- 3.14.** Don't worry that Mary is late; she ... have missed the train.  
 a) might                      b) could                                      c) should                                      d) has to
- 3.15.** It was supposed to be a secret! You ... have told her!  
 a) can't                      b) shouldn't                                      c) wouldn't                                      d) mightn't
- 3.16.** Your son ... have passed the examination, if he had tried.  
 a) should                      b) might                                      c) can                                      d) could
- 3.17.** She ... leave the dance and go downstairs to telephone to the country.  
 a) had to                      b) should                                      c) need to                                      d) was to
- 3.18.** He told how he ... force himself to jump off the roof the second time.  
 a) might not                      b) should not                                      c) could not                                      d) mustn't
- 3.19.** I don't know why they quarrel. Maybe it's because Dad ... have sold the farm and moved here.  
 a) didn't have to                      b) mustn't                                      c) can't                                      d) shouldn't
- 3.20.** «You're very patient, dear, but you ... be so suspicious of everyone and everybody, don't you see?»  
 a) needn't                      b) shouldn't                                      c) mustn't                                      d) couldn't
- 3.21.** Perhaps it ... be possible to delay the game for a quarter of an hour, allow Francis at least a few extra minutes to form a plan.  
 a) might                      b) is able to                                      c) should                                      d) ought to
- 3.22.** I ... do shopping on my day off. My husband did it.  
 a) needn't                      b) didn't need to                                      c) need                                      d) mustn't
- 3.23.** «I've written a composition for you!» - «Oh, you really ... have, Dad!»  
 a) mustn't                      b) couldn't                                      c) shouldn't                                      d) can't
- 3.24.** «Oh, my night... not be called monotonous,» said he, and laughed.  
 a) could                      b) must                                      c) may                                      d) need
- 3.25.** «You ... not be aware that I have royal blood in my veins,» he said.  
 a) should                      b) must                                      c) ought to                                      d) may
- 3.26.** «I ... really ask you to be a little more quiet!» said Holmes severely.  
 a) may                      b) must                                      c) should                                      d) might
- 3.27.** Morris said that there ... be some danger, and put the revolver in his pocket.  
 a) may                      b) can                                      c) might                                      d) were to
- 3.28.** «If you ... do nothing better than laugh at me, I ... go elsewhere,» said he nervously.  
 a) could, could                                      b) should, am able to  
 c) can, can                                      d) might, may
- 3.29.** «You ... mind sending up to me, if the child cries, nurse,» said the surgeon.  
 a) needn't                      b) shouldn't                                      c) mustn't                                      d) haven't
- 3.30.** «If you like,» he said with a crooked smile, as though he ... read her mind.  
 a) should                      b) may                                      c) could                                      d) can

## ТЕСТОВІ ЗАВДАННЯ

### Варіант 1

**Complete the following sentences: choose the correct form.**

1. I'd grateful if you \_\_\_\_\_ me the secret of making perfect pastry.  
A. say B. speak C. talk D. tell
2. If only I \_\_\_\_\_ a motorcycle instead of a car. I wouldn't have to spend so much on petrol.  
A. had bought B. buy C. have bought D. bought
3. Even though he objected to violence, he was made \_\_\_\_\_ in the army.  
A. serving B. serve C. to serve D. had served
4. I won't telephone you \_\_\_\_\_ I know for sure.  
A. by the time B. when C. until D. by
5. Even if I \_\_\_\_\_ all night, I still wouldn't be properly prepared for tomorrow.  
A. will study B. have studied C. would study D. studied
6. He didn't want to wash the family car but his father made him \_\_\_\_\_ it.  
A. doing B. have done C. did D. do
7. He arrives \_\_\_\_\_ punctually you can set your watch by him.  
A. such B. so C. very D. too
8. These letters haven't been typed. Have the typist \_\_\_\_\_ them right away!  
A. do B. to do C. doing D. to doing
9. She didn't forgive him \_\_\_\_\_ all this apologies.  
A. even though B. despite C. in spite D. although
10. Make sure you know the answer in case the \_\_\_\_\_ you.  
A. will ask B. asks C. would ask D. has asked
11. He collects not only stamps \_\_\_\_\_ old coins.  
A. while B. though C. whereas D. but also
12. Few people like him because he has \_\_\_\_\_ bad manners.  
A. so B. that C. such D. such a

### Варіант 2

**Complete the following sentences: choose the correct form**

1. Will you get my husband \_\_\_\_\_ me as soon as he arrives at work?  
A. ring B. ringing C. have rung D. to ring
2. \_\_\_\_\_ tasteful furniture you have bought!  
A. What a B. What C. So D. How
3. It's time you \_\_\_\_\_ up your mind about what you're going to do with your life.  
A. have made B. made C. make D. had made
4. Suppose I didn't have enough money, \_\_\_\_\_ me some?  
A. would you lend B. do you lend C. have you lent D. did you lend
5. She was heard \_\_\_\_\_ that she was planning to move to Swansea.  
A. to saying B. say C. to say D. said
6. I'd prefer to see him personally \_\_\_\_\_ write him a letter.  
A. from B. to C. rather than D. rather
7. I'd rather he \_\_\_\_\_ me to my face rather than behind my back.  
A. criticized B. criticizing C. has criticized D. to criticize
8. Sandra works \_\_\_\_\_ a computer programmer for IBM.  
A. like B. as C. as if D. for
9. He was stabbed \_\_\_\_\_ a knife.

A. *by* B. *from* C. *with* D. *of*

10. \_\_\_\_\_ she nor her husband will have an animal in the house.

A. *Neither* B. *Or* C. *Either* D. *Nor*

11. I'd better \_\_\_\_\_ slowly in this icy weather.

A. *drive* B. *have driven* C. *drove* D. *to drive*

12. I prefer watching TV \_\_\_\_\_ listening to music.

A. *than* B. *rather than* C. *to buy* D. *from*

### **Bapianm 3**

***Most of these sentences contain one mistake. Correct each one, or if there is no mistake, write right.***

1. The coffee is smelling wonderful.

2. Last year we visited the States.

3. The shop sank because the engineer wasn't calling for help until it was already thinking.

4. The reason I get fat is that I am always tasting things while I am cooking.

5. How is Jennifer? Does her health improve?

6. You're quite right, I'm completely agreeing with you.

7. What did you do after you left school?

8. Now I understand what you're trying to say!

9. I can't imagine why you were believing all those rumors.

10. Joseph looked forward to a peaceful weekend, when his brother arrived with all his friends from the football club.

11. Philippa heard the results of the election as she was driving to work, so she phoned me when she got there.

12. Oh, I'm sorry, I've spilt some tea. Where are you keeping the paper towels?

### **Bapianm 4**

***Underline the correct verb form A, B, C, or D to fill the spaces in the following sentences.***

1. About 200 people \_\_\_\_\_ outside the theatre for tickets when we got there.

A. *were queuing* B. *queued* C. *have queued* D. *queue*

2. This time last week I \_\_\_\_\_ to Berlin.

A. *have driven* B. *have drove* C. *was driving* D. *have been driving*

3. By the time the teacher arrived, the classroom was empty: the students \_\_\_\_\_ .

A. *left* B. *had left* C. *were leaving* D. *have left*

4. The witness claimed he \_\_\_\_\_ the accused before.

A. *did not see* B. *hasn't seen* C. *wasn't seeing* D. *hadn't seen*

5. I \_\_\_\_\_ a shower when the telephone rang.

A. *had* B. *was having* C. *have had* D. *have*

6. She's changed a lot \_\_\_\_\_ she left school.

A. *for* B. *since* C. *during* D. *after*

7. I've been waiting in the rain \_\_\_\_\_ hours!

A. *during* B. *since* C. *for* D. *from*

8. \_\_\_\_\_ I was coming home I met my old English teacher.

A. *During* B. *While* C. *Before* D. *Since*

9. She was born twenty five years \_\_\_\_\_ in a small town in Scotland.

A. *before* B. *since* C. *over* D. *ago*

10. I've \_\_\_\_\_ seen the film and I don't want to see it again.

A. *yet* B. *still* C. *already* D. *before*

## **Bapiam 5**

**Choose the correct answer.**

1. I haven't seen Jenny \_\_\_\_\_.  
a) *for a long time* b) *in the last time*  
c) *since long* d) *lastly*
2. If you hurry, you will be in Burton \_\_\_\_\_ midnight.  
a) *until* b) *while* c) *on* d) *by*
3. Don't drink so much tea, it's bad \_\_\_\_\_ your stomach.  
a) *by* b) *in* c) *on* d) *for*
4. It's nice to be \_\_\_\_\_ friends.  
a) *under* b) *between* c) *among* d) *by*
5. She spends all her money \_\_\_\_\_ clothes.  
a) *for* b) *on* c) *in* d) *to*
6. We went by car and the children went \_\_\_\_\_ foot.  
a) *on* b) *by* c) *to* d) *with*
7. \_\_\_\_\_ study hard when you were at school?  
a) *Must you* b) *Had you*  
c) *Did you have to* d) *Were you*
8. Two gangsters entered \_\_\_\_\_ the bank.  
a) — b) *in* c) *on* d) *to*
9. If you come, \_\_\_\_\_ a friend with you.  
a) *bring* b) *take* c) *fetch* d) *lift*
10. Can you \_\_\_\_\_ me five pounds?  
a) *lend* b) *borrow* c) *rent* d) *do*
11. Please, drive \_\_\_\_\_, you're making me nervous.  
a) *slow* b) *more slowly*  
c) *more slow* d) *slowlier*
12. Let's play cards \_\_\_\_\_ dinner.  
a) *since* b) *after* c) *on* d) *for*
13. Mike is afraid \_\_\_\_\_ spiders.  
a) *about* b) *from* c) *for* d) *of*
14. We met when we were \_\_\_\_\_.  
a) *in holiday* b) *during holiday*  
c) *on holiday* d) *by holiday*
15. It looks \_\_\_\_\_ rain.  
a) *like* b) *as* c) *so* d) *for*
16. Why \_\_\_\_\_ school yesterday?  
a) *hasn't she been at* b) *she wasn't at*  
c) *isn't she gone to* d) *wasn't she at*
17. \_\_\_\_\_ boots were where they left them.  
a) *The three players'* b) *The three player's*  
c) *The three players* d) *Three players' their*
18. This is \_\_\_\_\_ restaurant in Bangkok.  
a) *the worst* b) *worst*  
c) *the more worse* d) *the worse*
19. He \_\_\_\_\_.  
a) *will be here soon* b) *will here be soon*  
c) *will be soon here* d) *soon will be here*
20. I'll wait here \_\_\_\_\_ 8 o'clock.  
a) *since* b) *by* c) *for* d) *until*

## **Bagian 6**

### **Choose the correct answer**

1. It was a long film: \_\_\_\_\_.  
a) *it bored* b) *I was bored*  
c) *I was boring* d) *it was bored*
2. Please speak a little more \_\_\_\_\_.  
a) *slow* b) *slowly*  
c) *slower* d) *slowlier*
3. I decided to go \_\_\_\_\_.  
a) *to a walk* b) *for a walk*  
c) *for a walking* d) *walk*
4. Since 1964, there \_\_\_\_\_ no gas explosions here.  
a) *are* b) *have been*  
c) *is* d) *were being*
5. They \_\_\_\_\_ dictionaries.  
a) *have no any* b) *haven't some*  
c) *haven't any* d) *have no some*
6. I \_\_\_\_\_ the table for supper.  
a) *lied* b) *laid* c) *layd* d) *led*
7. I must go \_\_\_\_\_ before the shops are closed.  
a) *shopping* b) *to shopping*  
c) *for shop* d) *shop*
8. They were \_\_\_\_\_.  
a) *learnt very hard* b) *studying very hardly*  
c) *learning hardly* d) *studying very hard*
9. They told \_\_\_\_\_ what to do.  
a) *him* b) *to him*  
c) *that he* d) *he*
10. When the doorbell \_\_\_\_\_ I was having a bath.  
a) *rang* b) *rings*  
c) *rung* d) *ringed*
11. \_\_\_\_\_ to the next village?  
a) *How far is it* b) *How long it is*  
c) *How far is* d) *What far is it*
12. \_\_\_\_\_.  
a) *I already twice read have this book.*  
b) *I have already read this book twice.*  
c) *I have read already twice this book.*  
d) *I twice have already read this book.*
13. He \_\_\_\_\_ in love with her over a year ago.  
a) *fell* b) *has fallen* c) *falls* d) *felled*
14. If you can type \_\_\_\_\_ she can, you are very good.  
a) *as quick as* b) *quicker then*  
c) *as more quickly as* d) *as quickly as*
15. Betty spoke to me \_\_\_\_\_.  
a) *her name* b) *German*  
c) *the first* d) *at last*
16. When the man noticed me, he asked me \_\_\_\_\_.  
a) *some water* b) *my name*  
c) *a little food* d) *how am I*

17. "Who found that flower in the garden?" "I \_\_\_\_\_."
- a) *did* b) *found* c) *did so* d) *did find*
18. \_\_\_\_\_ we buy a new car?
- a) *Do you want that* b) *Shall*  
c) *Would you like that* d) *Going to*
19. You \_\_\_\_\_ come tomorrow if you have something else to do.
- a) *needn't to* b) *don't need*  
c) *mustn't* d) *needn't*
20. The plane arrived \_\_\_\_\_ the airport late on Monday.
- a) *at* b) *in* c) *to* d) *for*

### **Bapianm 7**

**MODALS. Choose the correct form of the verbs.**

1. You *must be / can be* very proud of your son winning so many prizes.
2. We thought our cousins would visit us when they were in town last week, but they didn't even phone. I suppose they *must be / must have been* too busy.
3. The film has been such a big success I guess it *must be / can't be* easy to get tickets to see it.
4. I'm sure you could mend this if you really tried. You *must be / can't be* using the right tools.
5. I've just rung the garage to check whether they've fixed my car, but I can't get an answer. I suppose they *might have / may be having* a tea break out in the yard.
6. I don't know why you wanted to stay at the party. You *might have enjoyed / can't have enjoyed* talking to all those boring people.
7. I can't go out this morning. We're getting a new sofa and the store *may be delivering / must be delivering* it today.
8. You'll have to check these figures again. There are not accurate. You *might have been concentrating / can't have been concentrating* when you added them up.
9. You *must be / must have been* thirsty after carrying those heavy boxes. Shall I make some tea?

### **Bapianm 8**

**Linking words. Look at the sentence and the three words below it. Decide which word completes each sentence.**

1. I spent several years in Spain, \_\_\_\_\_ I never learnt to speak Spanish.  
*and despite yet*
2. She found the job very tough. \_\_\_\_\_ she stayed at the company and was finally promoted.  
*And Nevertheless Though*
3. They went to the beach \_\_\_\_\_ the bad weather.  
*although and despite*
4. He spent several years in Finland \_\_\_\_\_ then moved to Poland.  
*and despite however*
5. He never went to university, \_\_\_\_\_ getting top marks at school.  
*although in spite of nevertheless*
6. She has recovered from the accident now \_\_\_\_\_ she still feels scared when she goes anywhere in a car.  
*but despite in spite of*
7. Even \_\_\_\_\_ Paul's brother lives in Brazil, he has never been there.  
*although despite though*
8. She apologized for taking the car without my permission. \_\_\_\_\_, I was still angry.  
*Also Despite However*

9. \_\_\_\_\_ the bad weather, they still went ahead with the game.  
*Although Despite However*
10. Not only did he lose the business \_\_\_\_\_ he lost his house as well.  
*also and but*

### ***Bapianm 9***

***Put the verbs into the correct tense. Use Past Simple or Past Perfect.***

1. When he (*see*) his wife off at the station, he (*return*) home.
2. When he (*open*) the window the cat (*jump*) into the room.
3. When the play (*end*) the audience (*go*) home.
4. When he (*die*) he (*to be given*) a state funeral.
5. When he (*shut*) the window we (*open*) the door of the cage.
6. When he (*see*) all the pictures he (*say*) he (*be*) ready to leave.
7. When he (*see*) all the pictures he (*express*) amazement that one man should have painted so many.
8. When she (*know*) for a year she (*invite*) me to tea.
9. When I (*get*) to the shop, it (*close*).
10. When he (*come*) out of the shop ten minutes later the car (*be*) no longer there.
11. When I (*read*) the letter, I (*start*) to cry.
12. I (*look*) out before I (*go*) to bed and (*see*) a man standing on the pavement. When I (*get up*) the following morning he (*be*) still there, and I (*wonder*) whether he (*stay*) there all night or if he (*go*) away and (*come*) back.
13. He (*keep*) looking at her, wondering where he (*see*) her before.
14. Before we (*finish*) our meal he (*order*) us back to work.
15. Before we (*walk*) ten miles he (*complain*) of sore feet.
16. It (*be*) a very expensive town. Before we (*be*) here a week we (*spend*) all our money.
17. I (*speak*) to Mr. Johnson before the meeting (*begin*).
18. Before the train (*arrive*), Susan (*manage*) to push away to the front of the crowd.
19. David (*eat*) Japanese food before, so he (*know*) what to order.
20. It (*be*) more than a month before I (*realise*) what (*happen*).

### ***Bapianm 10***

***Put the verbs into the correct tense. Use Past Simple or Past Perfect.***

1. The police (*pay*) no attention to Clare's complaint because she (*phone*) them so many times before.
2. The train (*leave*) five minutes before I (*get*) to the station.
3. I (*know*) I (*do*) well in my exams even before I (*receive*) the official results.
4. Inspector Gorse (*be*) in touch with Thames Valley Police six months before professor Dowson (*disappear*) because the Professor's wife Jean (*write*) to him, accusing her husband of plotting to murder her. And now it was the Professor who (*disappear*). Gorse was considering what his next step should be when the phone rang. It was Sergeant Adams from Thames Valley. A fisherman (*discover*) a body in the Thames near Reading, and it (*fit*) the description of the Professor.
5. Brenda (*leave*) before I (*have*) time to talk to her.
6. He (*refuse*) to go till he (*see*) all the pictures.
7. He (*not wait*) till we (*finish*) our meal.
8. I (*not realise*) that I (*leave*) my umbrella on the bus until it (*start*) to rain.
9. The train (*grind*) to a halt at a small station miles from London, and it (*become*) apparent that the engine (*break*) down. Everyone (*get*) their cases down from the luggage racks, and we (*wait*) on the platform in the freezing wind for hours until the next train (*turn*) up.
10. By 1984, we (*wait*) seven years for an answer.



11. By the time the train (*arrive*), Susan (*manage*) to push away to the front of the crowd.
12. By the time Sheila (*get*) back, Chris (*go*).
13. After the will (*be read*) there (*be*) angry exclamations.
14. After we (*pass*) our exams, we (*go*) to celebrate.
15. I (*arrive*) in England in July. I (*be told*) that England (*be*) shrouded in fog all year round, so I (*be*) quite surprised to find that it was raining. If I (*want*) fog, he said, I (*come*) at a quite the wrong time.
16. A woman (*come*) in with a baby, who she (*say*) just (*swallow*) a safety pin.
17. It (*be*) now 6 p.m.; his wife usually (*bring*) him sandwiches at lunch time, but today for some reason she (*not come*).
18. It was June 1991. Ann and Michael just (*get*) married.
19. Jeremy was 21 and he (*be*) in a wheelchair since he was ten.
20. We (*buy*) our tickets and five minutes later the train (*arrive*).

## ***Bapianm 11***

***Put the verbs into the correct tense. Use Past Simple or Past Perfect.***

1. Jane was then 28. She (*start*) working for the company when she (*be*) 18. She quickly (*climb*) the career ladder and (be) now the youngest managing director the company ever (appoint).
2. Jane started working when she (*be*) 18. She quickly (*climb*) the career ladder and (*become*) the youngest ever managing director at the age of 28.
3. I suddenly (*remember*) that I (*forget*) my keys.
4. Laura (*miss*) the party because no-one (*tell*) her about it.
5. Tony (*admit*) that he (*hit*) the other car but said that he (*not damage*).
6. The police (get) to Clara's house as fast as they could, but the burglars (*disappear*).
7. I (*not know*) you (buy) a new car.
8. 'What a terrible day!' thought Lucy. Everything (*go*) wrong! — Excuse me, but this seat is mine. — I'm sorry, I (*not realise*) that you were sitting here.
9. Jill (*not eat*) all day, so she (*be*) really hungry at this point.
10. Everyone was staring at me. What I (*do*) wrong?
11. Nobody bothered to tell me that the school (*decide*) to have a special holiday that Friday.
12. Peter (*offer*) me another drink but I (*decide*) I (*drink*) enough.
13. Whenever Marion (*find*) a job, there (*be*) someone who (*know*) that she (*be*) to prison.
14. I (*feel*) awful after lunch. I (*eat*) too much.
15. The explanation was simple. In 1781 HMS Sovereign on her way back from India (*sight*) an empty boat drifting off the African coast.
16. Once I (*read*) the manual, I (*find*) I could use the computer quite well.

## **Final Test**

### **120 questions**

#### **I. Read the passage and choose the one best answer to each question.**

Safe drinking water is often taken for granted in the modern world. But have you ever thought how important water is? All animals and plants are mostly water. A person's body is about 65 percent water. Each of us needs to drink at least five pints of water each day. Big animals need about 15 gallons of water a day. Water has other uses too. It is used for washing and air conditioning, household work and gardening. Steel, gasoline, paper and most other products are made with the help of water. Power plants use water for cooling. Farms, of course, need water to grow food. Worldwide, the major use of water (approximately 73 percent) is in agriculture. Water is also used for swimming, boating, and other kinds of recreation. We can easily see that life would be impossible without water. That is why it is so important to keep our water clean. Yet, polluted water is becoming very common. Water

that has become polluted is unsafe to use. Pollution can happen when untreated wastes have been dumped into it. Polluted water can smell, have garbage floating in it, and be unfit for boating or swimming. But even water that looks clean and smells good can be polluted. It may be loaded with germs and dangerous chemicals you cannot see.

One way of polluting water is to allow fertilizers and untreated wastes to wash from farms and building sites into waterways after rain. Human is making more waste than nature can handle. More and better waste water treatment is needed. People fundamentally depend on recycled waste water for domestic use and drinking supplies. Over 50 percent of the water drunk in Western Europe and North America is reprocessed. Finland and the Netherlands use more than 70 percent reprocessed water, and Denmark and Sweden exceed 90 percent. Clean water is so important to our lives. We should make an effort to make sure we have enough of it.

1. This passage is mainly concerned with
  - a. fresh water animals
  - b. the importance of water
  - c. popular waterways
  - d. kinds of recreation
2. This article suggests that polluted water
  - a. always looks dirty
  - b. carries many germs
  - c. is not very common
  - d. is safe to use
3. It can be inferred from the passage that polluted water
  - a. always has an odor
  - b. is usually found near the ocean
  - c. sometimes looks safe and clean
  - d. is used for swimming rather than boating
4. According to the passage, water often becomes polluted because we allow
  - a. oil barges to travel the waterways
  - b. people to swim and boat in clean water
  - c. bacteria to feed on some wastes
  - d. untreated wastes to enter our waterways
5. According to the passage, which of the following can keep our water clean?
  - a. stronger chemicals
  - b. treatment plants
  - c. intensive farming
  - d. wire fences

## II. Complete the following sentences

6. The answers ... are based on our experience.
  - a. provided
  - b. provide
  - c. providing
  - d. when provided
7. They can visit ... more places next year.
  - a. much
  - b. many
  - c. a little
  - d. fewer
8. Teachers should ... energetic, enthusiastic and reliable.
  - a. flexible

- b. to be flexible
  - c. be flexible
  - d. flexibility
9. They should know and understand the curriculum as well as effective techniques for ... the curriculum to the students.
- a. deliver
  - b. delivering
  - c. delivered
  - d. having delivered
10. Everybody is interested in the problem ... at our scientific conference.
- a. to discuss
  - b. when discussion
  - c. that discussed
  - d. to be discussed
11. When encouraged to do so, students actively participate in learning by ..., exploring, and discussing.
- a. investigating
  - b. to investigate
  - c. investigation
  - d. investigate
12. Weekly seminars ... to discuss the appropriate application of technology.
- a. to be designed
  - b. designing
  - c. designed
  - d. are designed
13. ... anything go wrong, the whole project would fail.
- a. When
  - b. Should
  - c. Unfortunately
  - d. As ill luck would have it
14. Oxygen ... to be the most abundant element.
- a. known
  - b. to know
  - c. is known
  - d. knowing
15. It was necessary that this work ... done in time.
- a. to be
  - b. had been
  - c. was
  - d. be
16. The experimental data are said ... with theoretical expectations.
- a. to coincide
  - b. coincide
  - c. coinciding
  - d. coincided
17. ... is human.
- a. mistaken
  - b. to err
  - c. err
  - d. mistakes
18. If they ... tomorrow, I'll meet them at the station.
- a. will come

- b. came
  - c. comes
  - d. come
19. If he ... the problem better, he wouldn't have made this mistake.
- a. knew
  - b. had known
  - c. knows
  - d. is to know
20. This law is ... to be used in science universally.
- a. may
  - b. probably
  - c. can
  - d. likely
21. If the metal ... heated, it would melt.
- a. was
  - b. were
  - c. had been
  - d. is being
22. — What is your cousin?
- a. That's she.
  - b. I haven't got any.
  - c. It was she.
  - d. She's a teacher.
23. — Have you ever been to Canada?
- a. Not until
  - b. None.
  - c. Not yet.
  - d. Still.
24. ... clever idea!
- a. So
  - b. What a
  - c. What
  - d. How
25. Last year ... many tourists here.
- a. it was
  - b. they were
  - c. there was
  - d. there were
26. By the time we arrive the movie ....
- a. will have started
  - b. has to start
  - c. had started
  - d. has started
27. Would you care for some more coffee? There's still ... left.
- a. a little
  - b. a few
  - c. little
  - d. few
28. She didn't mind ... late because she enjoyed it.
- a. to work
  - b. working
  - c. works

- d. worked
29. Professor was surprised her assistant was out. « He ... somewhere», she thought.
- a. ought to have gone
  - b. is going to
  - c. goes
  - d. must have gone
30. ... I need is a good dictionary.
- a. How that
  - b. Which
  - c. What
  - d. That
31. They ... don't believe it even though we've shown them the evidence.
- a. yet
  - b. still
  - c. already
  - d. no longer
32. He was very generous ... his efforts to save.
- a. however
  - b. although
  - c. nevertheless
  - d. in spite of
33. IEEE stands ... «Institute of Electrical and Electronics Engineers».
- a. as
  - b. for
  - c. like
  - d. by
34. — I missed my English classes last week. — So ... .
- a. I did
  - b. I have
  - c. have I
  - d. did I
35. They couldn't help ... that the professor was worried.
- a. notice
  - b. noticing
  - c. to notice
  - d. noticed
36. This flour can be used ... cakes.
- a. to do
  - b. when doing
  - c. to make
  - d. and making
37. Cassandra, ... , has been the subject of many poems.
- a. the Greek heroine
  - b. that Greek heroine was
  - c. was the Greek heroine
  - d. who the Greek heroine was
38. ... included Germany, Brazil, and Australia.
- a. When countries
  - b. To survey countries
  - c. Countries surveyed
  - d. It was survey
39. Multimedia applications ... voice, text and image.

- a. combines
  - b. combination
  - c. combining
  - d. combine
40. ... for a way to improve the performance of your system?
- a. You are looking
  - b. When you look
  - c. Are you looking
  - d. That you look
41. The smaller the phenomena a scientist is investigating, ... is the equipment needed to conduct research.
- a. the biggest
  - b. then big
  - c. the bigger
  - d. and the bigger
42. His short stay in Europe was very important to Jack, ... provided the background to several of his experiments.
- a. it was
  - b. much of
  - c. for it
  - d. by then
43. I ... him recently.
- a. didn't see
  - b. hasn't seen
  - c. will not see
  - d. haven't seen
44. To understand is ... .
- a. forgiving
  - b. to forgive
  - c. forgives
  - d. forgive
45. ... the process what matters is how energy is released.
- a. When
  - b. For
  - c. How
  - d. This
46. ... that they all are here.
- a. It is surprised
  - b. Is it surprising
  - c. It is surprising
  - d. What is surprising
47. .... heat is produced.
- a. That certain chemicals are mixed together
  - b. The mixing of certain chemicals
  - c. Whenever certain chemicals are mixed together
  - d. How certain chemicals are mixed together
48. ... a new point of view on the problem.
- a. Is there
  - b. There are
  - c. There is
  - d. There being
49. The former theory is ... more interesting than the latter.

- a. many
  - b. the least
  - c. fewer
  - d. much
50. A logarithm is ... as an exponent.
- a. known what
  - b. known what it is
  - c. what is known
  - d. what it is known
51. It is this approach ... makes everything clear.
- a. when
  - b. that
  - c. how
  - d. while
52. Only rarely ... naturally.
- a. they occur
  - b. do they occur
  - c. they would occur
  - d. they will occur
53. ... that they were the first to discover this phenomenon.
- a. Is it believed
  - b. It is believing
  - c. It is believed
  - d. How it is believed
54. These special cases are worth ... .
- a. to highlight
  - b. highlighting
  - c. highlighted
  - d. to be highlighted
55. The acceleration of all ... bodies is the same independent of their size, shape or mass.
- a. failed
  - b. falling
  - c. fall
  - d. falls
56. ... , this substance proved to have promising properties.
- a. When examining
  - b. To examine
  - c. When examined
  - d. They examined

**III. Choose the one word or phrase that best keeps the meaning of the original sentence if it is substituted for the underlined word or phrase.**

57. A Master's Degree candidate must prepare a research paper called thesis. But some master's programs involve a great deal of independent study and individual research.
- a. some
  - b. part of
  - c. a lot of
  - d. little
58. This package is apparently from overseas.
- a. perhaps
  - b. obviously

- c. strangely
  - d. really
59. Technology acts as a catalyst to bring about changes that energize learning environments.
- a. believe in
  - b. cause
  - c. carry out
  - d. foresee
60. Teachers need to feel comfortable with technology. Furthermore, guidance in when and how to appropriately use technology is often needed.
- a. nevertheless
  - b. in general
  - c. in a nutshell
  - d. moreover
61. My book is virtually finished.
- a. really
  - b. almost
  - c. appropriately
  - d. eventually
62. We have 100\$. That's plenty.
- a. too much
  - b. enough
  - c. not enough
  - d. big money
63. The international character of the Institute gives it some important advantages.
- a. limitations
  - b. activities
  - c. merits
  - d. linkages
64. The first of these new trends is to be seen in rapidly changing political environment.
- a. problems
  - b. tendencies
  - c. elements
  - d. issues
65. The number of working women increases every year.
- a. grows
  - b. decreases
  - c. meets
  - d. reorganizes
66. Some crops must be rotated periodically with other crops.
- a. constantly
  - b. simultaneously
  - c. regularly
  - d. rarely
67. Scientists once thought that human origins were in Asia.
- a. decidedly
  - b. always
  - c. vaguely
  - d. at one time
68. The Center was established *to*. stimulate and accelerate the use of computers and software tools in education.
- a. in order of
  - b. as



- c. for
  - d. in order to
69. He looked somewhat upset.
- a. not very
  - b. a little
  - c. as always
  - d. very
70. People often use their first names rather than their family names when talking.
- a. together with
  - b. sooner or later
  - c. and also
  - d. instead of
71. At present the world population is doubling every 37 years.
- a. usually
  - b. customarily
  - c. currently
  - d. universally
72. This popular conception is not supported by research.
- a. notion
  - b. imagery
  - c. misinterpretation
  - d. reaction
73. Gravity works equally on all objects.
- a. objectively
  - b. clearly
  - c. energetically
  - d. identically
74. Some differences between these two cultures are obvious.
- a. non-verbal
  - b. verbal
  - c. evident
  - d. normal
75. Revolutions have always dramatically altered the course of historic events.
- a. changed
  - b. reduced
  - c. joined
  - d. expanded
76. Although we know what these changes are due to, some gaps still exist in our knowledge of their nature.
- a. However
  - b. Thus
  - c. Even though
  - d. Also
77. Another indicator is even more important.
- a. the other
  - b. the only
  - c. other
  - d. one more
78. They've decided to treat the problem in full detail.
- a. discard
  - b. predict
  - c. deal with

- d. realize
79. He exerts all his power to get things done.
- a. gives away
  - b. ignores
  - c. avoids
  - d. makes active use of
80. Their office is adjacent to the library.
- a. remote
  - b. very close
  - c. very far
  - d. a long way
81. There is promise of yet greater advances, thanks to biotechnology.
- a. trying
  - b. owing to
  - c. grateful
  - d. coming
82. I can't understand it because it's too complicated.
- a. because of
  - b. rather
  - c. since
  - d. owing to
83. Biomedical research continues to provide scientists with new insights into the workings of human body.
- a. prevents
  - b. liberates
  - c. proclaims
  - d. goes on
84. The flights were canceled because of bad weather conditions.
- a. due to
  - b. because
  - c. instead of
  - d. despite
85. Shorthand methods enable people to write more rapidly.
- a. more legibly
  - b. more decoratively
  - c. at greater speed
  - d. more precisely
86. The brief reports did not leave time for any details.
- a. short
  - b. extended
  - c. long
  - d. weak
87. Your version of the report doesn't seem to agree with the facts.
- a. project
  - b. aspect
  - c. interpretation
  - d. correlation
88. Notebook computers are swiftly replacing traditional ones.
- a. rapidly
  - b. gradually
  - c. finally
  - d. previously

89. George is a brilliant scientist.
- mediocre
  - shining
  - talented
  - hard-working
90. You will learn English through intensive program.
- updated
  - crash
  - modern
  - progressive
91. A barometer is a device for measuring changes in atmospheric pressure.
- method
  - invention
  - figure
  - instrument
92. Nearly all weather occurs in the troposphere.
- almost
  - entirely
  - barely
  - closely
93. Tides are a latent source of electric power.
- expensive
  - important
  - valuable
  - potential
94. This method involved studying genuine material.
- genetic
  - realistic
  - authentic
  - different
95. Tides are caused by the gravitational influence of the moon on ocean level.
- impact
  - affluence
  - superfluity
  - reality
96. English physicist Henry Cavendish first confirmed that water is a combination of hydrogen and oxygen.
- explained
  - verified
  - thought
  - proposed
97. In spite of these promising results, we need more training in this area.
- although
  - so that
  - despite
  - in order to
98. In this respect we seem to be undergoing the combined effects of the process.
- appear
  - prove
  - happen
  - have
99. This museum houses one of the finest collections in the world.

- a. promotes
  - b. creates
  - c. contains
  - d. advertises
100. We were discussing the actual collection and processing of pertinent data.
- a. the latest
  - b. relevant
  - c. promising
  - d. important
101. One of the ways of presenting findings is through publications.
- a. prognoses
  - b. hypotheses
  - c. analyses
  - d. results
102. In the past decade, a number of trends have influenced educational policies.
- a. 10 days
  - b. 10 months
  - c. 10 weeks
  - d. 10 years
103. Other trends, too, have emerged in the course of the last three or four years.
- a. disappeared
  - b. appeared
  - c. expressed
  - d. turned out
104. He devoted himself completely to science.
- a. suddenly
  - b. immediately
  - c. entirely
  - d. effectively
105. It is hard to cope with social problems in big cities.
- a. handle
  - b. know
  - c. witness
  - d. find
106. Stars move in identifiable patterns in the heavens with regularity and precision.
- a. stability
  - b. exactness
  - c. provision
  - d. accessibility
107. Mahatma Gandhi was an outstanding humanitarian.
- a. exhaustive
  - b. remarkable
  - c. charitable
  - d. stable
108. She completely disregarded all our objections.
- a. disliked
  - b. ignored
  - c. overestimated
  - d. agreed with
109. This is undoubtedly true.
- a. vaguely
  - b. certainly

- c. maybe  
d. alternatively
110. Many people are unaware of this fact.  
a. are capable of  
b. doubt  
c. realize  
d. don't know
111. The problems we witness are the consequences of former years.  
a. know  
b. observe  
c. disregard  
d. solve
112. Washington was the first city in history to be created solely for the purpose of governance .  
a. partly  
b. arbitrarily  
c. reasonably  
d. exclusively
113. In a way I can see what you mean, even though I don't share your point of view.  
a. I'm sure  
b. As a rule  
c. In a sense  
d. Rather
114. The first factor is speed of response.  
a. activity  
b. reaction  
c. appearance  
d. disappearance
115. These data are useful for forecasts.  
a. prognosis  
b. analyses  
c. prognoses  
d. discussion
116. They gave us quite a bit of help.  
a. a lot of  
b. very little  
c. very quiet  
d. not much
117. They've answered all the questions save two.  
a. and saved  
b. namely  
c. together with  
d. except
118. In other words, the simulator would serve as a training and research tool in place of the real one.  
a. rather  
b. instead of  
c. located on  
d. close to
119. We didn't realize that fact.  
a. understand  
b. follow  
c. foresee  
d. demonstrate
120. He attempted to figure out the problem.  
a. express  
b. solve  
c. discuss  
d. pose

## Граматичний довідник

### ARTICLES AND THEIR USAGE

There exist definite (the), indefinite (a, an) and zero (Ø) articles in English.

The definite articles «the» are used with specific nouns (when the listener or reader knows what specific thing or person the speaker is talking about: Where is the dictionary? (that I gave you). Де словник? (той, що я вам дав). The method was used before. Цей метод, використовувався раніше. «The» is used when the noun is unique — «only one»: The sun is shining» (There is only one sun).

The indefinite articles «a», «an» are used with singular countable nouns that are non-specific: I need a pencil — Мені потрібен олівець.

For plural count and non-count nouns that are indefinite, we use «some» instead of «a»: I need some pencils. — Мені потрібні олівці. Would you care for some coffee? Чи хочете кави?

Ø is used for plural count and non-count nouns that are indefinite and when the speaker talks about the things in general: When Ø people can communicate with each other they get along better. Коли люди спілкуються, їм легше порозумітися.

It is useful to remember three so-called «golden rules» (with some exceptions to them):

<p>1. Do not use the definite article «the» with non-count nouns denoting substances, abstract nouns, or when you talk about things in general: Ø Life is hard. Життя важке. Ø Tea is popular beverage. Чай популярний напій. Ø Literature and Ø music are called «the fine arts». Література та музика називаються витонченим мистецтвом.</p>	<p><b>But:</b>  <u>The</u> life of the scientist was hard. Життя вченого було важким. They lived a happy life. Вони жили щасливо. <u>The</u> tea I drank today was Chinese. Сьогодні вранці я пив китайський чай. Please, pass <u>the salt</u>. Будь ласка, передайте сіль.</p>
<p>2. Use either definite or indefinite articles with singular countable nouns: He is going to buy <u>a dictionary</u>. Він збирається придбати словник. Where is <u>the dictionary</u> you spoke about? Де той словник, про який ви згадували?</p>	
<p>3. Use indefinite article with the names of professions: He is <u>a mathematician</u>. Він математик. She is <u>an engineer</u>. Вона інженер.</p>	<p><b>But:</b>  They are Ø doctors. Вони лікарі. They are Ø engineers. Вони інженери.</p>

### GENERAL USAGE OF ARTICLES:

Nouns	Articles		
	a	the	Ø
single countable	a book	the book	—
plural countable	—	the books	books
uncountable	—	the water	water

## ARTICLES USED WITH CERTAIN EXPRESSIONS

a	the	Ø
<p>a couple of a dozen a pair of a lot of a great deal a great many a host of</p> <p>a hundred a thousand</p> <p>two times   a day                     an hour</p> <p>what   a + countable noun such  </p> <p>such   a promising approach! what  </p>	<p>at/to the office to the movies to the theater the first the second(...) the last the ...est (the best, the biggest; the</p>	<p>at work at home at/to school part of</p> <p>in stable condition according to contract in rush hour</p> <p>by bus/car/train on foot</p> <p>face to face arm in arm</p>
	(the) so-called from beginning to end	

## ARTICLES WITH PROPER NAMES

	Ø	the	a
Cities, states	Paris, London, New Jersey, Ohio	<u>Exception:</u> the Hague	
Streets, squares, avenues, roads, boulevards	Green Street, First Avenue, Peach Boulevard	<u>Exception:</u> the Strand	
Countries (use «the» when they have a plural name and are viewed as unions)	Canada, France, Ukraine	the Philippines, (the) USA	
Geographic areas (regions)		the Orient, the Middle East, the Crimea	
Continents	Europe, Asia, South America, Africa		
Mountains, mountain peaks	Mount Everest	<u>Exception:</u> the Rocky Mountains,	
Mountain ranges			
Lakes	Lake Michigan		
Lakes when they form a set		the Great Lakes	
Rivers		the Danube	
Oceans and seas		the Atlantic Ocean, the Black Sea	
Gulfs		the Gulf of Mexico	
Bays	San Francisco Bay		
Canals		the Erie canal	
Planets	Mars, Venus	<u>Exceptions:</u> the Sun, the Moon, (the) Earth	

Separate islands	Jamaica		
Chains of islands		the Canary Islands	
Deserts		the Gobi desert	
Parks	Central Park		
Tourist attractions, famous buildings, monuments,	<u>Exception:</u> Disneyland	the White House, the National Gallery, the Library of Congress	
Museums, libraries with universities, colleges, schools beginning with a proper noun	Harvard University, Lambton college		
with universities, colleges, schools beginning with «university», «school», «college»		the University of Virginia, the college of arts and sciences	
Names of magazines	Time magazine		
Names of historic documents		the Treaty of Geneva	
Names of wars (except World Wars)	World War I	the War of Independence	
names of ships, Trains, airplanes		the Orient express	
names of scientific methods: a) well-known and established (the)	Green method	the Montessori method	
b) those still not recognized by everyone (Ø)			
proper names a) denoting family as a whole (the) as opposed To separate name (Ø) b) specifying maiden name (a)	Ann Johnson	the Johnsons	She was a Brown before marriage.



## EXPRESSION OF QUANTITY

### I. LARGE QUANTITY

With count nouns	With both	With non-count nouns
<p><b>MANY</b> (<i>more, the most</i>)</p> <p>There are many books in our library. У нашій бібліотеці багато книг</p>	<p><b>A LOT OF</b></p> <p>a lot of</p> <p>багато</p> <div style="display: flex; align-items: center; justify-content: center;"> <div style="border-left: 1px solid black; padding-left: 5px; margin-right: 5px;">Books</div> <div style="border-left: 1px solid black; padding-left: 5px; margin-right: 5px;">Time</div> </div> <div style="display: flex; align-items: center; justify-content: center;"> <div style="border-left: 1px solid black; padding-left: 5px; margin-right: 5px;">Книг</div> <div style="border-left: 1px solid black; padding-left: 5px; margin-right: 5px;">Часу</div> </div>	<p><b>MUCH</b> (<i>more, the most</i>)</p> <p>Much time is needed to solve this problem. Для розв'язання цієї задачі треба багато часу</p>
<p><b>A GREAT NUMBER (OF) LARGE</b></p> <p>a great number of students багато (велика кількість) студентів</p> <p>*not a few *quite a few *(a) host (of)</p> <p>There are not a few quite a few universities in the U.S. У США багато університетів They have a host of friends. У них багато друзів.</p>		

### OTHER EXPRESSIONS DENOTING LARGE QUANTITY:

<b>a great deal of</b>	a great deal of money — багато грошей
<b>a great variety of</b>	a great variety of reasons (багато причин)
<b>a wide range of</b>	a wide range of different opinions (багато різних думок)
<b>abundant = plentiful</b>	The country has abundant supplies of oil and gas, У цій країні великий запас нафти та газу.
<b>myriad(s)</b>	a myriad stars — велика кількість зірок, міриади зірок
<b>plethora</b>	a plethora of suggestions — достаток, надмір пропозицій

### II. SMALL QUANTITY

With count nouns	With non-count nouns
<p><b>FEW</b> (<i>fewer, the fewest</i>)</p> <p>They asked few questions. Вони поставили мало запитань</p> <p>*a few — трохи, невелика кількість I may be a few minutes late. Я можу трохи запізнитися.</p>	<p><b>LITTLE</b> (<i>less, the least</i>)</p> <p>We paid little attention to the proposal. Ми майже не звернули уваги на пропозицію</p> <p>*a little — трохи, невелика кільюсть I have a little money У мене є трохи грошей.</p>

**minute, tiny, infinitesimal** — крихітний  
**a bit** — трохи. I'm a bit tired. Я трохи втомився  
**scarce** — мало, обмаль. This winter snow was scarce. Цього року взимку було обмаль снігу.

se some in affirmative sentences — I have some time. У мене є трохи часу.  
 Use any in negative and interrogative sentences — I don't have any information.  
 У мене немає ніякої (бодай найменшої) інформації.  
 Are there any letters for me? Чи є для мене (якись) листи?

sufficient enough ample (a) plenty of	достатня кількість
--	--------------------

We have plenty of time — У нас досить часу.  
 We have enough seats for everyone — У нас досить місць для усіх.  
sufficient information — достатня інформація.  
ample money — досить грошей.

a bunch of several a number (of) a couple (of)	декілька	a bunch of	students flowers	група студентів букет квітів
	He wrote	several a number of	articles	
	Він написав декілька (низку) статей			

**BUT:**

The number (of) - The number of students in our group is 12. В нашій групі 12 осіб.

**Approximators:**

Approximately Nearly About / around / some Almost Roughly	2 hours — приблизно (майже) 2 години.
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Relatively Rather	I good — відносно добрий.
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**Succession:**

The first, the second ... the last — перший, другий ... останній  
 \***the former** — перший за переліком  
 \***the latter** — останній за переліком | серед двох згаданих.  
 Of the two possibilities the former seems more interesting (than the latter).  
 З двох можливостей перша здається більш цікавою (ніж друга).  
 (Also: former — колишній, the former president — колишній президент)

\*every other — через одного  
 every other year — кожні два роки (раз на два роки).  
 \*in succession — поспіль, підряд  
 \*the last but one  
 \*next to the last | Передостанній  
 \*the last but not least — останній за переліком, але не за значенням (важливістю)

**NOTE**

the last останній	the latest найновіший, найсвіжіший (про новини, інформацію, тощо)
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Have you read the last book by academician Vernadsky? Ви читали останню книгу академіка Вернадського? The last chapter presents conclusions. В останній главі наводяться висновки.	Have you read the latest article by our professor? Ви читали нову статтю нашого професора? The author provides the reader with the latest information. Автор надає найновішу інформацію.
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Also: the late — покійний; the late president — покійний президент

the most найбільш	Most більшість
This is the most interesting article I have ever read. Це найбільш цікава стаття серед тих, що я читав.	Most scientists usually work on one or two projects at one time. Більшість вчених звичайно працює над одним або двома проектами одночасно.

Also:      \*for the most part = mainly — головним чином  
                  \*to make the most of — використовувати найкращим чином Make the most of your studies!  
                  \*another, a second, one more — ще один \*other — ще один, інший (з декількох)  
                  \* the other — останній, що залишився

leftover, remainder vestige(s)		залишки
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### OTHER EXPRESSIONS:

<b>a dozen = 12</b>
<b>a score = 20</b>
<b>a quarter = 1/4</b>
<b>a half = 1/2</b>

1,2,3... 80... 100... 300..,	percent Ø hundred Ø million Ø	BUT:	hundreds of millions
	billion Ø dollars		10 dollar 0 bill(s)

\* billion — мільярд — 10<sup>9</sup>  
 two times — двічі  
 three times — тричі

\* **-fold**                    There has been a **twofold** increase in company's business.  
                                      Прибуток компанії збільшився вдвічі.

twice		as little		вдвічі		менший
		as much				більший

### NOTE

Mind such phrases as:                    «as much as», «as small as», «as early as»  
 as early as 1970 — (ще) у 1970 році

## IS or ARE?

time (5 minutes, 3 years)  
 money (40 dollars)  
 distance (50 miles)  
 the number  
 a word of;  
 a pair of  
 1+2, 12+80 (...)  
 «Great Expectations»  
 (and similar titles of books) news  
 data  
 evidence  
 everything / each / everyone / anything  
 somebody / anybody / everybody  
 physics (and all other subjects)  
statistics (as a science of dealing with and  
 explaining a collection of numbers which  
 represent facts or measurements)

**IS**

police  
 goods  
  
 a number  
 several  
  
 thanks data  
 ethics  
statistics  
 (as a collection  
 of numbers  
 which represent  
 facts or  
 measurements)

**ARE**

Chinese (as a language) Chinese <b>is</b> a difficult language.	Also	the Chinese (as people) The Chinese <b>are</b> famous for their cuisine.
There is (was) 1 professor and 2 (...) students.	there + to be	There are (were) 2 students and 1 (...) professor(s).

## **WITH COLLECTIVE NOUNS:**

committee  
 faculty  
 class  
 team  
 audience  
 public

**IS** having their meeting (as a group)

**ARE** going back to their homes (separately)

## **MIND OTHER EXPRESSIONS:**

a flock of birds — пташина зграя  
 a swarm of bees  
 a school of fish  
 a pack of wolves  
 a colony of ants  
 a herd of cows  
 a pride of lions

### BORROWED PLURAL FORMS:

on  a  um	phenomenon — phenomena феномен (явище) феномени (явища)	Also possible:	
	medium — media засіб — засоби	symposium criterion	symposia symposiums criteria criteria
is → es  a → ae	analysis — analyses аналіз — аналізи  formula — formulae формула — формули	formula	formulae formulas

us → i	nucleus — nuclei ядро — ядра	indices
ix → ices	index — indices	index  indexes
ex	індекс — індекси (показчик — показчики)	

singular	Plural
man	Men
woman	Women
child	Children
tooth	Teeth
goose	Geese
mouse	Mice
ox	Oxen
person, human being	people, human beings, humans
	Aircraft Encyclopedia Equipment
a piece of information	Information
a piece of news	News
a piece of advice	Advice
a piece of furniture	Furniture

## SYSTEM OF TENSES

Simple Present (Present Indefinite) (Present Indefinite) «now»	Present Progressive (Present Continuous) «already in progress now»		
Express:			
<p><u>1. General relationships and timeless truths</u> Time changes everything. Час змінює усе.</p>	<p><u>1. Actions in progress:</u></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%; vertical-align: middle;">                     He is studying for an exam                 </td> <td style="width: 30%; vertical-align: middle; text-align: center;">                     now   at the moment                 </td> </tr> </table> <p>Зараз він готується до іспиту. This device is becoming more and more popular. Цей прилад набуває (зараз) все більшої популярності.</p>	He is studying for an exam	now   at the moment
He is studying for an exam	now   at the moment		
<p><u>2. Permanent states:</u> Ann likes mathematics. Енн любить математику.</p>	<p><u>2. Uncompleted actions:</u> She is still looking for a job. Вона все ще шукає роботу. John is making dinner. Джон готує вечерю.</p>		
<p><u>3. Habitual and recurring actions:</u> John jogs every morning. Джон бігає щоранку.</p>	<p><u>3. Repetition and duration, temporary states and activities:</u> He is taking English classes this year. Цього року він відвідує заняття з англійської мови. She is living with her parents this month. Цього місяця вона мешкає разом з батьками.</p>		
<p><u>4. Mental perception and emotions:</u> He never worries. Він ніколи не хвилюється.</p>	<p><u>4. Emotional comment on present habit:</u> She is always cracking jokes! Завжди вона шуткує!</p>		
<p><u>5. Definite future plans or schedules</u> She completes her studies in a month. Через місяць вона закінчить навчання.</p>	<p><u>5. Future events:</u> I'm leaving at 7 a.m. tomorrow. Я їду завтра о 7 годині ранку. The delegation is coming tomorrow. Завтра прибуває делегація.</p>		
<p><u>6. Events with future time adverbials:</u> After she completes her studies, she plans to stay here for good. Після закінчення навчання вона планує залишитись тут назавжди.</p>			
<p><u>7. Future events with verbs <i>open/close, beam/end, come/leave</i>:</u> The class begins at 8 a.m. Заняття починаються о 8 годині ранку. The store closes at 10 p.m. Крамниця зачиняється о 10 годині вечора. He comes tomorrow. Він прибуває завтра.</p>			

Tense markers	
usually/generally/as a rule sometimes/from time to time rarely/seldom/hardly ever never/almost never often/ frequently always every   day   morning   other day	now/right now/at the moment still today this year/week these days always
NOTE	
Use ONLY Simple Present with stative verbs:	
Understand Know Believe Like Remember Need want/wish mean prefer appear seem sound smell	look taste have I <u>know</u> it. Я знаю це. I <u>understand</u> what you mean. Я розумію, що ви маєте на увазі. This idea <u>sounds</u> nice. Ця ідея звучить непогано.
Projects <u>look</u> OK on paper. Food <u>tastes</u> delicious. I have <u>two</u> dictionaries.	BUT: I'm <u>looking</u> at you. He's <u>tasting</u> food. We're <u>having</u> a party next Sunday.

### SIMPLE FUTURE (Future Indefinite)

«at a certain time in the future»

#### 1. probable future events:

I will call you\*  
 Я подзвоню тобі

I will help you  
 Я допоможу тобі  
 I'll get the phone  
 Я підійду до телефона

later tomorrow in 2 hours next month tonight soon <b>one of these days</b> (цими)днями (по відношенню до майбутнього) 5 years from now the day after tomorrow
---

←Tense markers

## NOTE

I/we  
s/he  
they

**will** (*American English*)

I/we  
s/he  
they

**shall  
will** (*British  
English*)

## 2. mental perception and emotions:

You'll

like it! Тобі це обов'язково сподобається!  
love

## NOTE

DO NOT use Future Tense in a sentence where there are two clauses, one of which is time clause beginning with **when; before; until; after/as soon as; unless; should** (as equivalent of *if*).

I will do it

if  
when  
before  
after  
as soon as

you come.

**Unless it rains**, the competition will be held outside.

Якщо не буде дощу, змагання будуть проведені надворі.

**Should you come**, I will meet you.

Якщо ти прийдеш, я тебе зустріню.

## NOTE

Talking about the future you may well use the following expressions:

\* **in the long run** — in the distant future, укр. у далекому майбутньому, на перспективу.

\* **in the short run**—in the near future, soon, укр. незабаром

—Why are you learning Spanish?

— I think it will be useful in the long run.

<b>Past Progressive (Past Continuous)</b>	<b>Future Progressive (Future Continuous)</b>
Express:	
«in progress at a time in the past»	«in progress at a certain time in the future»
1. events in progress at a specific time: He was studying at 10 p.m. Вчора о 10 годині вечора він вчився.	1. events that will be in progress at a time in the future; will last for a period of time in the future: I will be delivering a lecture on philosophy from 9 a.m. till 11 a.m. tomorrow. She will be working on her paper for the next two weeks. Вона працюватиме над статтею два наступні тижні.
2. interrupted actions: I was reading when she came. Я читав у той момент, коли вона прийшла.	Tense markers



<p>3. two actions in the past continued at the same time:          He was reading while I was writing my esseay.          Він читав у той час, коли я писав твір.</p>								
<p>4. repetition and iteration:          I was reading all day long.          Я читав цілий день.</p> <p style="text-align: center;">Tense markers</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>yesterday</td> <td>at 5 p.m. from 3 p.m. to 10 p.m.</td> </tr> <tr> <td>all day</td> <td></td> </tr> <tr> <td>long</td> <td></td> </tr> <tr> <td>while</td> <td></td> </tr> </table> <p><b>NOTE</b> Use while with Past Progressive, and when with Simple Past</p>	yesterday	at 5 p.m. from 3 p.m. to 10 p.m.	all day		long		while	
yesterday	at 5 p.m. from 3 p.m. to 10 p.m.							
all day								
long								
while								

from 5 a.m. till 7 a.m.				
<table border="0"> <tr> <td>this time</td> <td>tomorrow</td> </tr> <tr> <td></td> <td>next year</td> </tr> </table>	this time	tomorrow		next year
this time	tomorrow			
	next year			
10 years from now				
still				
for 2	hours			
	days			
at 8 a.m. tomorrow				
when X come(s)				

Simple Past «at a certain time in the past»	Present Perfect «in the past but related in some way to the present»		
<u>Express:</u>			
<p>1. <u>events that took place at a definite time in the past:</u>          We <u>discussed</u> it yesterday.          Ми обговорили це учора.</p> <p style="text-align: center;">tense markers</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>           in 1990            when X was 20            as a child            yesterday            last year / month            the day before yesterday            long ago            once upon a time  <b>the other day</b> (цими) днями            (по відношенню до минулого)            this morning (the morning is over)            eventually / finally            at that time            2 hours ago / later            (for the) first / last time         </td> </tr> </table>	in 1990 when X was 20 as a child yesterday last year / month the day before yesterday long ago once upon a time <b>the other day</b> (цими) днями (по відношенню до минулого) this morning (the morning is over) eventually / finally at that time 2 hours ago / later (for the) first / last time	<p>1. <u>actions happened at an indefinite time in the past:</u>          We <u>have already</u> discussed it.          Ми вже обговорили це (колись раніше).</p> <p style="text-align: center;">tense markers</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td> <b>lately / recently / of late / in recent years</b> (останнім часом)            up to now            so far            already            never            ever .            since            in the past            yet            during the past 2 days         </td> </tr> </table>	<b>lately / recently / of late / in recent years</b> (останнім часом) up to now so far already never ever . since in the past yet during the past 2 days
in 1990 when X was 20 as a child yesterday last year / month the day before yesterday long ago once upon a time <b>the other day</b> (цими) днями (по відношенню до минулого) this morning (the morning is over) eventually / finally at that time 2 hours ago / later (for the) first / last time			
<b>lately / recently / of late / in recent years</b> (останнім часом) up to now so far already never ever . since in the past yet during the past 2 days			

<p>2. <u>events that lasted for a time in continue to the present:</u>  He <u>taught</u> at Harvard for 10 years before he came here.  Він викладав у Гарварді протягом 10 років перед тим, як переїхав сюди (він більше там не викладає).</p>	<p>2. <u>situations that began in the past, the past:</u>  He <u>has attended</u> the university for 3 years.  Він навчався в університеті протягом 3 років (і зараз продовжує навчатися там).  He <u>has lived</u> in Germany since 1992 (he still lives there).  Він проживає у Германії з 1992 року (і зараз також).  <b>MIND:</b> <i>since is</i> used to indicate the beginning of the time period; <i>for</i> is used to indicate duration of time.</p>
<p>3. <u>habitual or repeated events:</u>  She <u>studied</u> English every day until she passed the test.  Вона вчила англійську щодня, доки не склала іспит.</p>	<p>3. <u>actions completed in the past but related to the present:</u>  John <u>has applied</u> for several job openings and now he's waiting for the results. Джон подав заявку на кілька вакансій і зараз очікує на результати.</p>
<p>4. <u>past mental perceptions or emotions:</u>  She <u>always knew</u> what she wanted.  Вона завжди знала, чого прагне.</p>	
<p><b>NOTE</b>  <b>used to and be used to ...ing/noun</b></p>	
<p><b>*used to</b> describes habits, regular activities, states in the past that no longer exist now;  <b>*be used to ...ing/noun</b> means «be accustomed to», «have a habit»  He <u>used to work</u> at the university.  Раніше він працював в університеті.  He <u>is used to working</u> at the university.  Він звик працювати в університеті.  <b>Or:</b> He <u>is used to his present job</u>.  Він звик до своєї теперішньої роботи.</p>	

<b>Past Perfect</b>	<b>Future Perfect</b>
2 actions (or more) occurred	
Before a certain time in the past	before a certain time in the future
<u>Express</u>	
<p><u>Action(s) or state (s) that took place Before other event(s) in the past:</u>  He <u>had studied</u> very hard  Action 1  <u>Before he passed</u> the exam.  Action 2  Він наполегливо вчився перед тим, як склав іспит.</p>	<p>future event(s) happening before other future event(s):  By the time you come,  Action 2  we will have finished the experiment.  Action 1  Коли ви прийдете, ми вже закінчимо експеримент.  <u>I will have finished</u> translation by 9 p.m.  Я закінчу переклад до дев'ятої години вечора.</p>

Tense markers Before After When hardly ... when never ... before	Tense markers before tomorrow by 5 p.m. by the year...
---	---

**NOTE**

The **Present Perfect Progressive**(Continuous), the **Past Perfect Progressive** (Continuous), the **Future Perfect Progressive** (Continuous) are used mainly to emphasize the duration of activity expressed by Present Perfect, Past Perfect, and Future Perfect, respectively:

He	has taught has been teaching	mathematics for 2 years.
He	had studied had been studying	very hard before he passed the test.
By the end of the year	we will have worked/hved/taught we will have been working/living/teaching	here for 5 years.

**SEQUENCE OF TENSES  
(REPORTED SPEECH)**

He <b>says</b> that he Він каже, що  could might would	is studying studies вчиться studied вчився will study буде вчитися  could study	today	here
		now	this/those
		yesterday	
		last year	
		tomorrow	
		two days from today	
		three days ago	
		next month/year	
He <b>said</b> that he Він казав, що  could might	was studying studied вчиться had studied вчився would study буде вчитися  could study	that day	there
		then	that/those
		the day before (on the previous day)	
		the year before the previous year	
		the next day the following day	
		two days from then	

would		three days earlier	
		the following month / year	

**NO tense changes are required when you mention**

1. things that are always true:

Cavendish discovered that water consists of hydrogen and oxygen.

2. statements that occurred only a very short time ago:

He told me, «I can't understand your idea».

He said that he can't understand my idea.

**NOTE**

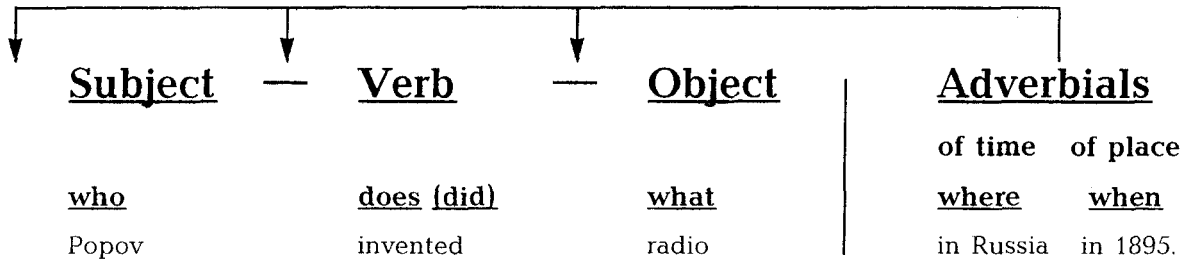
Questions in reported speech:

«Am I right?» asked X.

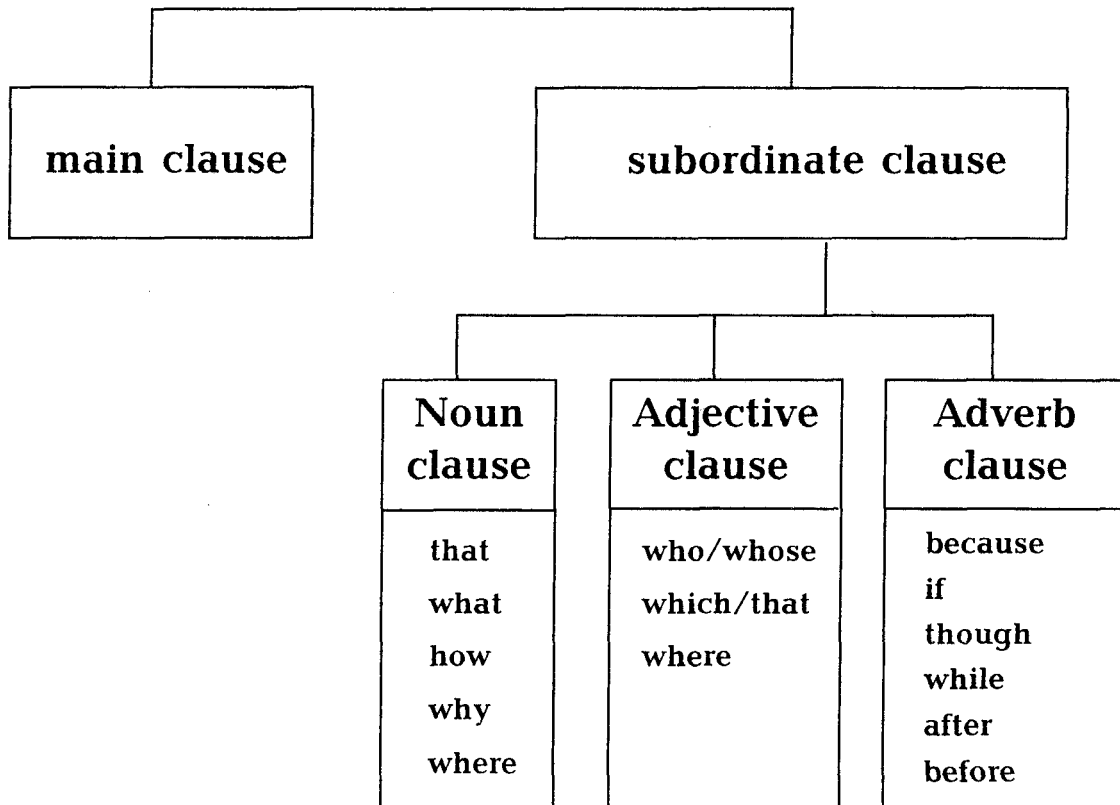
X	Asked Wondered	if whether (or not)	she/he was right
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## STRUCTURE OF ENGLISH SENTENCE

The basic structure of an English simple sentence is **S — V — O**:



The basic structure of an English **COMPLEX** sentence is:



A **main clause** has a subject and a verb that stand independently:

He is reading the book.

A **subordinate clause** also has a subject and a predicate but is dependent on the main clause and cannot stand independently:

He is reading the book	that I gave him.
main clause	subordinate clause

Mind that a **complex sentence** may consist of **two independent clauses**:

She likes physics, and he likes mathematics.

## LOGICAL CONNECTORS

Logical connectors are essential for connecting clauses, and are essential for good writing. We will classify logical connectors (or transitions) according to the function they fulfill. Mind that some logical connectors belong to more than one category (depending on the context and the speaker's intention).

### Additional Information

and

also

too, as well

as well as

and so ... X

також

John likes physics and **also** chemistry.

Джон любить фізику, а також хімію.

Alan likes physics, **too**.

Алану також подобається фізика.

Alan likes physics **as well as** John.

Alan likes physics **and so does** John.

Алану, як і Джону, подобається фізика.

Helen doesn't like astronomy. Mary doesn't like it, **either**.

Хелен не подобається астрономія. Мері також.

either

(expresses negation)

також (ні)

in addition,

additionally,

moreover

what is more

further, furthermore

до того ж,

більше того

besides

окрім (того)

The procedures in question can be used in physics.

**Moreover**

**In**

**addition**

**Besides**

Some of them can be used in astronomy.

Методи, що розглядаються, можуть бути використані у фізиці. До того ж (окрім того), деякі з них можуть використовуватись в астрономії.

both ... and

як ..., так і

The course gives **both** general introduction to computers

**and** provides practical experience.

Курс надає як загальну інформацію про комп'ютери, так і можливість набуття практичного досвіду.

not only ... but also

не тільки, але й

together with,

along with

alongside

The method is **not only** easy, **but also** accurate. Метод не лише легкий, але й надійний.

**This problem**

**together with**

**along with**

**alongside**

разом з, поруч

mentioned above is of prime importance.

Ця проблема разом з зазначеними вище є надзвичайно важливою.

another,  
one more,  
a second  
ще один

**Another** question is to be answered promptly. Треба швидко дати відповідь ще на одне питання.

the next  
наступний

**The next** step is to make an experiment.  
Наступний крок — зробити експеримент.

not to mention  
не кажучи вже про

Word processors are very useful — they can help writers rearrange word order, **not to mention** checking spelling.

\*the listing goes on —  
перелік можна продовжити  
\*in order to supplement, ... —  
для того, щоб додати/доповнити

Текстові редактори дуже корисні — вони можуть допомогти змінити порядок слів, не кажучи вже про виправлення помилок.

### IS or ARE?

I. Subjects joined by «and», «both ... and» take a plural verb:

Professor and his students **are** coming. Both professor and his students **are**, coming.

II. The following phrases take a **singular** verb:

<b><u>Professor</u></b>	together with along with accompanied by as well as in addition to	his students <b>is</b> coming.
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III. Expression «not only ... but also» takes **either singular or plural verb** depending on the **subject nearest** to it:

Not only the professor, but also his students **are** coming.

Not only the students, but also their professor **is** coming.

### EXEMPLIFICATION

The steps for saving your computer file are quite simple.

for example  
for instance  
to illustrate  
an example of this  
a case in point

**To  
illustrate  
For  
example  
For  
instance**

I will show you how to save the file you have just created.

e.g.  
наприклад

specifically  
especially  
particularly  
in particular  
зокрема

i.e. = that is  
тобто

in other words  
to put it another way  
інакше кажучи

namely  
а саме

Зберегти файл у комп'ютері дуже просто.  
Наприклад, зараз я покажу вам, як зберегти щойно створений файл.

He is very difficult to get along with.  
**A case in point** occurred today.  
З ним дуже важко порозумітися.  
Наприклад, сьогодні трапився такий випадок.

We still need to arrange several details.  
**Specifically**  
**In particular** | we have to get all the necessary information.  
Нам все ще треба з'ясувати декілька деталей.  
Зокрема, нам треба отримати всю необхідну інформацію.

The book dealt with traveling.  
**That is**  
**Namely** | it discussed climate, language, food in Japan.  
**In other words**  
Книга була присвячена подорожам.  
Інакше кажучи (а саме) у ній розглядалися питання клімату, мови, їжі в Японії.

## SUMMARY

to sum up  
in summary  
summing it (all) up  
in sum  
to summarize  
to conclude  
in conclusion  
підсумовуючи

on the whole all in all in  
general  
generally speaking  
загалом

in brief  
briefly  
in short  
in a word  
\*in a nutshell  
коротше кажучи

**In summary**  
**Summing it up** | the findings of the research to date suggest that not all answers have been found.  
**In conclusion**  
**To summarize**  
Підсумовуючи результати дослідження, можна сказати, що знайдені ще не всі відповіді на запитання.

**On the whole**  
**In general** | the new approach can be beneficial in several ways.  
**All in all**  
Загалом, новий підхід може бути корисним з декількох точок зору.  
**In brief**  
**In a word** | we had to start it all over again.  
**In a nutshell**  
Коротше кажучи, треба було починати все знову.



## CONTRAST

but yet however nevertheless nonetheless still але, зате, проте	Human soon will be able to travel through space. <b>However</b> <b>But</b> <b>Still</b> <b>Nevertheless</b>   he will never be able to conquer it. Людина скоро зможе подорожувати у космічному просторі. Однак (але) вона ніколи не зможе його підкорити.
on the one hand ... з одного боку on the other hand з іншого боку ...	Although urban development destroys the ecological balance, it <b>on the other hand</b>   provides needed employment for many <b>on the contrary</b>   people. Хоча урбанізація руйнує екологічний баланс, однак (з іншого боку) вона створює необхідні для багатьох людей робочі місця.
on the contrary alternatively (yet) conversely однак, з іншого боку, навпаки	<b>Unlike</b> Paul, Tom always comes on time. На відміну від Пола, Том завжди приходиться вчасно.
unlike на відміну	The decision was taken for ecological <b>rather than</b> economic reasons. Рішення було прийняте виходячи з екологічних, а не економічних міркувань.
rather than а не	He says he is right but I think <b>otherwise</b> . Він каже, що правий, але я так не думаю (маю протилежну думку).
otherwise протилежний	Professor didn't imply that science is in perfect state. <b>Rather</b> , he said, the task is to think how to maintain commitment to it. Професор не мав на увазі, що наука у бездоганному стані. Скоріше, він казав про те, що треба добре подумати про те, як зберегти відданість цій справі.
rather скоріш(е), раніш(е)	The former method <b>is opposed to</b> the latter one. Перший метод протиставляється другому.
to be opposed to as opposed to протиставляти	It's a tough job. I like it, <b>though</b> . Це складна робота, однак вона мені подобається.
though (at the end of a clause) = nevertheless однак, проте	The debate was on environment <b>vs.</b> industrial development. Дискусія була присвячена питанням охорони довкілля у протиставленні розвитку промисловості.
vs. = versus проти/протиставлення	It is necessary that we consider all <b>pros and cons</b> . Необхідно взяти до уваги усі за та проти.
pros and cons за та проти	

## PURPOSE

to  
in order to  
in order that  
для того щоб, аби, задля

We've done it | **to** | save time.  
| **in order to** |  
Ми зробили це для того, щоб зекономити час.

They used this technique **for** convenience.  
Вони використали цей метод для зручності.

for для  
for ... to щоб, аби

It will be useful **for** you **to** know how to operate the device.  
Вам буде корисно знати, як користуватися приладом.

for the purpose of  
with the aim of  
for the sake of  
for the reason of  
in behalf of  
with the view of  
з метою, заради  
lest  
щоб не, аби не

You should not miss this | **for the reason of**  
| **in behalf of**  
| **for the sake of**  
opportunity  
your future.  
Ви не повинні втрачати таку можливість заради вашого майбутнього.

Write down the number **lest** you forget it.  
Запишіть номер, щоб не забути його.

## CONCESSION

though  
although  
even though  
albeit  
хоча

Attitudes to this problem are changing  
| **although** |  
| **though** | slowly.  
| **albeit** |

Відношення до цієї проблеми змінюється, хоча й поступово.

yet  
while  
whereas  
хоч, хоча

It is difficult, **yet** rewarding.  
Це складна, але вдячна справа.

**While** |  
**Whereas** | I understand what you say, I can't agree with you.  
Хоч я розумію, що ви кажете, але не можу з вами погодитися.

in spite of  
despite  
regardless of

**In spite** | I the delay, we arrived on time.  
**of** |  
**Despite** |

notwithstanding  
(the fact that)  
незважаючи на  
whether  
незалежно від  
незалежно чи

Незважаючи на затримку, ми прибули вчасно.

The results are to be recorded, **whether** successful or not.  
Результати треба записати незалежно від того, чи будуть вони успішними, чи ні.

with (all)  
незважаючи на

**With all** its limitations, the procedure is still applicable.  
Незважаючи на усі недоліки, методика все ж можна використовувати.

no matter  
незважаючи на

I'll finish the experiment, **no matter** how long it takes.  
Я закінчу експеримент незважаючи на те, скільки часу для цього буде потрібно.

for all (that)

**For all** his efforts, he failed.  
Незважаючи на усі зусилля, йому це не вдалося.  
It's a victory, **for all that**.  
І все ж це перемога.

as ... may seem

Strange **as it may seem**, I like it.  
(Хоча) це може видатися дивним, проте мені це подобається.

whatever що б не  
whoever хто б не  
whenever коли б не  
wherever де б не

It is a good project, **whatever** you may say.  
Що б ви не казали, це добрий проект.

## REASON, CAUSE AND EFFECT (RESULT)

because  
since  
for  
for the reason that  
in that  
тому що, бо

He was admitted to the University  
he successfully passed all exams.  
Його зарахували до університету, бо він успішно склав усі іспити.

**because since for  
in that for the reason that**

thanks to  
due to  
owing to  
because of  
on account of  
завдяки, дякуючи

They obtained accurate results

**because of  
thanks to  
owing to  
due to**

up-to-date sophisticated equipment.

Вони отримали точні результати завдяки сучасному складному обладнанню.

so

відтак

He encountered many problems, **so** he went to see his advisor.

Він натрапив на багато проблем і відтак пішов до свого керівника.

to result in

to have as a result

to cause

to end in

to lead to

призводити до,

закінчуватися

The experiment **resulted in** no success.

Експеримент не призвів до успіху.

thus

hence

therefore

тому, відтак

He forgot the meaning of this English word.

**Thus**

**Therefore**

**For this reason**

he decided to consult the dictionary.

Він забув значення цього англійського слова і вирішив звернутись до словника.

as a consequence

consequently

as a result

for this reason

внаслідок

Science has **brought about** many changes in our lives.

Наука спричинила багато змін (або: призвела до багатьох змін).

"to bring about =

to bring into being

спричиняти, викликати

\* (From this) it follows —

звідси випливає

**effect(s)**      **result(s)**

**consequence(s)**   **implication(s)**

**результат (и)**

**aftermath**

**наслідки**

## EXPRESSION OF COMPARISON

... as  
similar to  
alike  
такий же, як і  
подібний, аналогічний

Nobody does it **as** well **as** you do.  
Ніхто не зробить цього краще ніж ви (так добре, як ви).

This method is **similar to** the previous one.  
Цей метод подібний (аналогічний) до попереднього.

equally  
in the same way  
similarly  
likewise  
in an identical manner  
аналогічно, подібно

We must pay a lot of attention to general secondary education, but **equally** we shouldn't forget higher education.  
Ми повинні приділяти багато уваги загальній середній освіті, аналогічно, ми не повинні забувати і про вищу.

the same  
такий самий

American English and Canadian English are  
**almost** | the same.  
**very much** |

quite the same  
almost the same  
very much the same  
майже такий самий

exactly / precisely / just the same  
такий самий, однаковий

to have much in common  
мати багато спільного

Both theories **have much in common**.  
Обидві теорії мають багато спільного.

to resemble — to look like  
бути подібним

### NOTE

#### LIKE or AS?

Use like before nouns or pronouns, but if nouns or pronouns are followed by verbs, use as:  
He behaves like you. He behaves as you often do.

## II.

to be different from  
відрізнятися від

Our department is **different from** theirs.  
Наш відділ відрізняється від їхнього.

not as ... as  
not so ... as  
не такий, як

John is **not as** careful **as** Ann.  
Джон не такий уважний, як Енн.

less (than)  
менше ніж

My experiment is **less important than** yours.  
Мій експеримент менш важливий, ніж ваш.

more (than)  
більше ніж

This article is **far more** informative.  
Ця стаття значно більш інформативна.

much many		more (less)	This method is <b>markedly less</b> efficient. Цей метод значно менш ефективний.
far markedly			

значно більше (менше)		The new device is <b>a bit</b> smaller. Новий прилад дещо менший за розмірами.
somewhat a bit slightly дещо		

### III.

the ...-est (of all) the most (the least) найбільш (найменш)	She translates <b>the best</b> (of all). Вона перекладає найкраще (від усіх).
--	--

by far the ...-est мабуть, най-...	He is <b>by far the brightest</b> student. Мабуть, Він найбільш талановитий студент.
---------------------------------------	---

### DOUBLE COMPARATIVE

the ... the чим ... тим	<b>The more</b> we learn, <b>the more</b> we know. Чим більше ми вчимося, тим більше ми знаємо.
----------------------------	--

less and less усе менше і менше	He became <b>less and less</b> interested in the subject. Він виявляв усе менше і менше зацікавленості.
------------------------------------	--

more and more усе більше та більше	
---------------------------------------	--

*well		The level is <b>well above</b> average. Рівень значно перевищує середній.
значно більше		

### NOTE

Comparatives and superlatives of adjectives:

1. Adjectives of one syllable:

add ...-er and ...-est big - **bigger, -the biggest**

2. Adjectives of three or more syllables:

use **more** and **the most** interesting - **more** interesting, - **the most** interesting

3. Adjectives of two syllables ending in:

...-y, ...-ly, ...-ow, ...-le, ...-er, ...-ure, take ...-er and ...-est – easy - **easier, - the easiest**

4. Adjectives of two syllables that end in

**...-ful, ...-less, ...-re, ...-ic, ...-ate, ...-ish, ...-ent, ...-ous, ...-ing, ...-gn, ...-mn, and** also adjectives «guilty» and «eager» take **more** and **the most**.

## IRREGULAR FORMATION

<b>Positive</b>	<b>Comparative</b>	<b>Superlative</b>
good	Better	the best
bad	Worse	the worst
little	Less	the least
many   much	More	the most
far	Farther Further	the farthest (about distance) the furthest
old	Older Elder	the oldest the eldest (especially about siblings)

## MOOD. EXPRESSION OF CONDITIONS

Mood is any of three special forms of verbs that express:

**a fact or action** — Indicative Mood — дійсний спосіб

He	is studying studies	studied	will study.
Він	вчиться	вчився	буде вчитися

**a command** — Imperative Mood — наказовий спосіб

Do as most men do, then most men will think well of you.

Робіть, як більшість людей, і тоді про вас будуть думати добре.

**a wish, a doubt** — Subjunctive Mood — умовний спосіб

What would you do in my place?

(May) success attend you!

Хай щастить!

If only I knew!

Якби ж я знав!

## SEMANTIC TYPES OF CONDITIONAL SENTENCES

<p><b><u>FACTUAL</u></b> express relationships that are true and unchanging</p>	<table border="0" style="width: 100%;"> <tr> <td style="width: 15%; vertical-align: top;">If when(ev er)</td> <td style="width: 15%; border-left: 1px solid black; border-right: 1px solid black; vertical-align: top;">the temperature gets to 0° C, water freezes.</td> <td style="width: 70%;"></td> </tr> <tr> <td></td> <td></td> <td style="vertical-align: top;">Коли температура сягає 0° C, вода замерзає. If it is 11 p. t., the library is closed. Якщо зараз 11 година вечора, бібліотека зачинена. If it is September, 13, it's my father's birthday. Якщо сьогодні 13 вересня, це день народження мого батька.</td> </tr> </table>	If when(ev er)	the temperature gets to 0° C, water freezes.				Коли температура сягає 0° C, вода замерзає. If it is 11 p. t., the library is closed. Якщо зараз 11 година вечора, бібліотека зачинена. If it is September, 13, it's my father's birthday. Якщо сьогодні 13 вересня, це день народження мого батька.
If when(ev er)	the temperature gets to 0° C, water freezes.						
		Коли температура сягає 0° C, вода замерзає. If it is 11 p. t., the library is closed. Якщо зараз 11 година вечора, бібліотека зачинена. If it is September, 13, it's my father's birthday. Якщо сьогодні 13 вересня, це день народження мого батька.					
<p><b><u>FUTURE (PREDICATIVE)</u></b> express future plans</p>	<table border="0" style="width: 100%;"> <tr> <td style="width: 15%; vertical-align: top;">If I</td> <td style="width: 15%; border-left: 1px solid black; border-right: 1px solid black; vertical-align: top;">may might ... ... should happen to should happen to</td> <td style="width: 70%; vertical-align: top;">have the time, I'll call you.</td> </tr> <tr> <td></td> <td></td> <td style="vertical-align: top;">Якщо у мене буде час, я вам зателефоную.</td> </tr> </table>	If I	may might ... ... should happen to should happen to	have the time, I'll call you.			Якщо у мене буде час, я вам зателефоную.
If I	may might ... ... should happen to should happen to	have the time, I'll call you.					
		Якщо у мене буде час, я вам зателефоную.					
<p><b><u>HYPOTHETICAL</u></b> express unlikely yet possible events <b><u>IMAGINATIVE</u></b>  <b><u>COUNTERFACTUAL</u></b> express impossible events or states</p>	<table border="0" style="width: 100%;"> <tr> <td style="width: 15%; vertical-align: top;">If she had the possibility she would visit Toronto. Якби у неї була можливість, вона б відвідала Торонто (може у неї ще буде нагода).</td> </tr> <tr> <td style="vertical-align: top;">If Newton were alive, he would live in England. Якби Ньютон був живий, він жив би в Англії.</td> </tr> </table>	If she had the possibility she would visit Toronto. Якби у неї була можливість, вона б відвідала Торонто (може у неї ще буде нагода).	If Newton were alive, he would live in England. Якби Ньютон був живий, він жив би в Англії.				
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## TYPES OF CONDITIONS

### REAL

### UNREAL

#### PRESENT

#### PAST

### REAL CONDITIONS

if якщо  
 even if навіть якщо  
 only if тільки якщо  
 on condition (that) за умови  
 in case, in the event  
 якщо, в разі, за умови  
 provided (that), providing (that) за умови

**If** you study hard, you will pass the exam.  
 Якщо ви будете наполегливо вчитися, то зможете скласти іспит (зміст: ви можете вчитися зараз, тобто ця умова є реальною).

I will go **provided that** you go too.  
 Я піду за умови, що й ви також підете.

suppose / imagine  
 assuming (that) ...  
 припустімо  
 What if ... ?  
 а якщо  
 Should (as equalent of «if»)  
 якщо, якщо трапиться

**Suppose** it rains, what shall we do?  
 Припустімо, піде дощ — що ми будемо робити?  
**What if** we change the approach?  
 А якщо змінити підхід? (що відбудеться, якщо ... )

**Should** you be interested, I have a book on the subject.

Якщо (трапиться, що) ви зацікавитесь, у мене є книга з цього питання.

unless якщо не

**Unless** you study hard, you won't pass the exam. Якщо ви не будете наполегливо вчитися, ви не зможете скласти іспит.

lest щоб не, аби не

Write down the rule **lest** you forget it.  
 Запишіть це правило, аби не забути його.

if ... would якщо (захочете)

**If** you **would** let me come ...  
 Якщо ви дозволите (захочете дозволити) мені прийти ...

### UNREAL CONDITIONS

Present	Past
If you <b>studied</b> hard, you <b>would pass</b> the exam. Якби ви наполегливо вчилися, то склали б іспит. (зміст: зараз ви не вчитеся наполегливо, тобто зараз умова є нереальною).	If you <b>had studied</b> hard, you <b>would have passed</b> the exam. Якби ви наполегливо вчилися, то склали б іспит. (зміст: ви не вчилися наполегливо раніше, тобто умова є нереальною у минулому).
<b>If only I knew it!</b> Якби я тільки знав про це! (зараз) (зміст: я не знаю про це)	<b>If only I had known it!</b> Якби я тільки знав про це! (раніше, колись, у минулому) (зміст: я не знав про це)

**I wish I were** there.  
 Як би я хотів бути там (зміст: я жалкую, що мене там немає).

**I wish I had been** there.  
 Як би я хотів бути там (зміст: я шкодую, що мене там не було).

**Also:** \* It's a pity / I regret

Even if he **were** here, **he wouldn't help** us.  
 Навіть якщо б він був тут (зараз), він би нам не допоміг.

Even if he **had been** here, **he wouldn't have helped** us.  
 Навіть якщо б він був тут (тоді), він би нам не допоміг.

Even if I had a dictionary, I **wouldn't use** it.  
 Навіть якщо б у мене був зараз словник, я б не скористався ним.

Even if I **had had** a dictionary, I **wouldn't have used** it.  
 Навіть якщо б у мене був словник (тоді), я б не скористався ним.

**Also:**

\*If I were in your place /shoes =

\*Were I in your place / shoes

(Якщо б я був на вашому місці ... )

If I had this book ... = Had I this book ...

(Якби в мене була ця книжка ... )

\*but for якби не

transforms into «if it were not for» (Present Unreal)

and «if it had not been for» (Past Unreal)

**But for** your help, I'd fail.

Якби не ваша допомога, я б не досяг успіху.

### OTHER EXPRESSIONS DENOTING CONDITIONS:

Conditions permitting, ... Якщо дозволять умови ...

It being the case, ... Якщо це саме той випадок

if so, ...якщо так

if not, ...якщо ні

if any, if anything, ... якщо хоч щось ...

if anybody якщо хтось

if at all якщо взагалі

<b>NOTE.</b>	
Forms of Subjunctive	
Present	Past
<i>be</i>	<i>were</i>
infinitives WITHOUT to	

**The rules of the sequences of tenses are NOT observed after:**

It	is was has been	necessary необхідно important / vital важливо desirable бажано essential суттєво, важливо	that you	know it
				be here
				<i>American English</i>
				should know it should be here <i>British English</i>

It is important that they **be** present at the meeting.

Важливо, **щоб** вони **були присутні** на зборах.

Compare: It is important that they **are** present at the meeting.

Важливо, **що** вони **присутні** на зборах.

I	suggest(ed) (make/made a suggestion) propose(d) пропонувати insist(ed) наполягати order(ed) наказувати recommend(ed) рекомендувати demand(ed) require (d) (it is/was a requirement) вимагати	that you	do	it
			know	
			be here	
			<i>American English</i>	
			should do should know	it
			should be here	
			<i>British English</i>	

We **insist (insisted)** that the meeting **be** held tomorrow.

Ми наполягаємо (наполягали), щоб засідання відбулося завтра.

**BUT: Indicative Mood (and therefore regular rules of sequence of tenses) are used with the following expressions:**

It is	strange/curious/surprising/astonishing (дивно)
	possible/probable/likely (ймовірно, схоже)
	unlikely (несхоже)
	wonderful (чудово)
	natural (природно)

It **is** strange that they **know** about it.

Дивно, що вони про це знають.

It **is** strange that they **knew** about it.

Дивно, що вони про це знали.

It **was** strange that they **had known** about it.

Видавалося дивним, що вони про це знали.

**Memorize the following useful expressions with conditionals:**

So be it.

Нехай буде так.

Let it be so.

Be that as it may, ... Як би то (там) не було, ...

As	luck	would have it,	За	щасливим	збігом обставин ...
	ill luck	...		нещасливим	

Come	what	may	Що б там не було; що трапиться, то трапиться
Happen		will	

Suffice it to say (that) ... досить сказати, (що)...

Far be it from me to ... Я далекий від того, щоб/аби ...

\* If things were to be done twice, all would be wise. Мудрий по шкоді.

## MODAL VERBS AND THEIR EQUIVALENTS (PHRASAL MODALS)

Modal verbs are used when we say that we expect things to happen, or that events are possible (necessary, improbable, impossible), or when we say that things did not happen, or when we are not sure whether they happened.

Modal verbs have no -s ending for the third person singular, they are followed by the infinitive **WITHOUT** to (except for *ought to*).

Modal verbs can be used with perfect infinitives to talk about things that did not happen, or which we are not sure about in the past.

Modal verbs make *questions* and *negative forms* **WITHOUT** using *do/did*.

Modal verbs are: **can, could, may, might, shall, should, will, would, must, ought to, dare**. In *British English* **need** can be both a modal verb and an ordinary verb. In *American English* it is NOT used as a modal.

### MODAL VERBS

1. <b>can, could, can't, couldn't, could have</b>	meaning	equivalents (phrasal modals)
<b>can</b>	present ability теперішня можливість	<u>to be able to</u>
I can drive. Я можу (вмію) водити машину.		Ann is able to type. Енн може (вміє) друкувати.
I could speak German when I was a child. У дитинстві я вмів розмовляти німецькою.	past ability можливість у минулому	I was able to speak German when I was a child. У дитинстві я вмів розмовляти німецькою.
—	future ability можливість у майбутньому	He <u>will be able to</u> pass the exam. Він зможе скласти іспит.
You can/could use my phone. Можете скористатися моїм телефоном.	permission дозвіл	
The dictionary can be on this shelf. Словник може знаходитись на цій полиці. Could he be there? Може, він там? (напевне це невідомо)	possibility можливість	
They could have written the letter if they wanted to. Якби вони схотіли, то написали б листа (могли б написати). He could have done it. Можливо, він це і зробив (але напевне невідомо).	past possibility (uncertain if the action occurred) можливість у минулому (невідомо, чи дія відбулась)	

I can't understand. Я не можу зрозуміти. He couldn't speak. Він не міг говорити.	impossibility неможливість	
Could you wait? Чи не могли б ви зачекати?	polite request ввічливе прохання	
<b>2 may, might, might have</b>	meaning	equivalents (phrasal modals)
He may/might be in the library. He might have read this book. Можливо, він прочитав цю книгу.	probability ймовірність, можливість	
You may ask any questions. Можете ставити будь-які запитання. May I speak to professor Johnson? Чи можу я поговорити з професором Джонсоном?	permission дозвіл	<u>to be allowed to</u> <u>to be permitted to</u> You're allowed to bring dictionaries. Можете принести словники.
He may go to the library. Може, він піде до бібліотеки (але це не дуже ймовірно). He might go to the library. Можливо, він піде до бібліотеки (але я особисто вважаю, що це не так).	uncertain possibility малоймовірна можливість	
They may/might have arrived in the morning. I'm not quite sure. Можливо, вони приїхали вранці. Я не дуже впевнений у цьому.	past possibility можливість у минулому про яку невідомо, чи вона відбулася	
<b>3 must, must, have must not</b>	meaning	equivalents (phrasal modals)
All students must attend these classes. Усі студенти повинні відвідувати ці заняття	necessity and obligation необхідність та обов'язковість	<u>to be to</u> <u>to have to</u> You <u>have to</u> (are to) come on time. Вам доведеться прийти вчасно. <u>to have got to</u> I've <u>got to</u> go to the university. Мені треба (я повинен) йти до університету.
You must read it. It's marvellous. Ви повинні прочитати — це чудова річ!	advisability порада	<u>to advise</u> <u>«it's a good idea»</u>
John must be ill. Мабуть. Джон захворів. I must have lost my book somewhere. Мабуть, я десь загубив свою книгу.	probability ймовірність, можливість	

<p>You <u>mustn't</u> drive fast.  There is a speed limit here.  Ви не повинні їхати швидко.  На цій дорозі обмеження швидкості.</p> <p><u>You must not = it is forbidden</u></p> <p><b>Compare:</b></p> <p>You <u>needn't</u> drive fast.  We've plenty of time.  Не треба їхати швидко — у нас досить часу.</p> <p><b>Also:</b></p> <p>— Must I read?  Я повинен читати?</p> <p>—No, you <u>needn't</u>.  Ні, не треба.</p> <p>—No, you <u>mustn't</u>.  Ні, не повинні.</p>	<p><u>absense of obligation</u>  відсутність необхідності</p>	<p><u>You don't have to = it is not required</u></p>
<p><b>4. shall, should, should have; will, would, would have; ought to</b></p>	<p>meaning</p>	<p>equivalents (phrasal modals)</p>
<p>Candidates should be prepared to answer questions.  Кандидати повинні бути готові дати відповіді на запитання.  You ought to study every day.  Ви повинні вчитися щодня.</p> <p><b>MIND negative form for ought to:</b>  You ought to translate this article, but she shouldn't.</p>	<p>necessity and obligation  необхідність та обов'язковість</p>	<p>to be supposed to</p> <p>You are supposed to study every day.  Ви повинні вчитися щодня.</p>
<p>This theory shall be referred to. На цю теорію треба (обов'язково) послатися.</p>		

<p>ou should study harder.          Було б непогано, якби ви вчилися більш наполегливо.          Perhaps, you should have called him earlier.          Можливо, треба було зателефонувати йому раніше.          You ought to have given your phone number.          Треба було дати свій номер телефону.</p>	<p>advice          (порада)           advisable action          (unfulfilled)          порада, що не була здійснена</p>	to advise
<p>It should rain.          Здається, зараз піде дощ (логічно припустити, що піде дощ).</p>	<p>logical conclusion          логічний висновок</p>	
<p>Shall I help you?          Вам допомогти?</p>	offer пропозиція	
<p>Ice will/would melt at 0° C.          Льод тане при нульовій температурі.          This procedure would not be used in this case.          У цьому випадку така методика звичайно не використовується.</p>	<p>habitual action          звичайна дія</p>	
<p>I would like to comment it.          Мені хотілося б це прокоментувати.</p>	wish бажання	
<p>Would you wait?          Would you mind waiting?          Ви б не зачекали, будь ласка?          He would not agree.          Він не погодиться (не схоче погодитися).</p>	<p>polite request          or refusal          ввічливе прохання або відмова</p>	
<p>5. <b>had better;</b>  <b>would rather;</b>  <b>dare</b></p>	meaning	equivalents (phrasal modals)
<p>You're pressed for time, you had better go.          У вас обмаль часу, краще вам зараз піти.</p>	<p>advisability          порада</p>	
<p>I would rather not say what I think.          Краще я не буду казати про те, що думаю.</p>	<p>preference          надання переваги</p>	to prefer
<p>Did he dare (to) criticize the boss?          І він насмілювався критикувати начальника?</p>	<p>challenge          виклик</p>	

## THE PASSIVE VOICE

The English passive is by far the most frequent in scientific writings, and least frequent in conversation.

Passive formation:

Samuel Morse **invented** the electric telegraph in 1835.  
**subject** **object**  
AGENT  
*to be* + Participle II  
The electric telegraph **was invented** by Samuel Morse.

Note that the majority of passive sentences that occur in speech and writing (about 85 percent) are agentless (do not have an explicit agent): Many people are employed in manufacturing.

We denote an agent or instrument the following way:

The poem was written **by** John. (agent, doer)

Вірш написаний Джоном.

The poem was written **with** pencil, (instrument)

Вірш написаний олівцем.

The results were obtained **by** professor Smith **with** the help of new equipment.

Результати були отримані професором Смітом на новому обладнанні (за допомоги нового обладнання).

### 1.

Sometimes there is significant difference between the active and passive voice. Compare:

Few people read many books. (Meaning: there are few people in the world who read lots of books.)

Many books are read by few people. (Meaning: there are many books that are read by very few people.)

### 2.

Some passive sentences in English have no active voice variant:

John **was born** in England.

### 3.

Do NOT use passive with the following words: *lack, resemble, fit, have.*

## THE PASSIVE IS USUALLY USED:

### 1. When the agent is unknown:

The book was stolen.

### 2. When the agent is redundant:

French is spoken in France.

### 3. When the writer wants the statement to sound objective (the agent or the source of information are not mentioned):

**It is thought/believed/assumed**

(Вважають, що ...)

**It is rumored ...**

(Ходять чутки, що ...)

**It used to be thought...**

(Раніше вважали, що...)

that this is a promising method.



They discuss the issue	The issue is discussed
They are discussing the issue	The issue is being discussed
They discussed the issue	The issue was discussed
They had discussed the issue	The issue had been discussed
They have discussed the issue	The issue has been discussed
They were discussing the issue	The issue was being discussed
They will discuss the issue	The issue will be discussed
They must discuss the issue	The issue must be discussed

Mind specific passive constructions and the ways of translating them into Ukrainian:

### 1. Indirect Passive:

a. She gave her sister a book.

object 1 object 2  
(indirect) (direct)

**A book was given** to her sister, (direct passive) **Her sister was given** a book. (indirect passive)

**Scientists were invited** to the conference.

Вчених запросили на конференцію.

**They were shown** brand-new equipment.

Їм показали найновіше обладнання.

### 2. Prepositional Passive

a.

The terms were **insisted on**.

**На** строках наполягали.

The lecture was **followed by** a discussion.

За лекцією йшла дискусія.

The lecture was **Sue-ceeded** by another one.

**За** однією лекцією йшла інша.

The conference was **preceded by** preliminary arrangements.

Конференції передувала попередня підготовка (або: перед конференцією було проведено підготовку).

All manufacturing processes are **subject/subjected to** change.

Усі технологічні процеси зазнають змін.

The resolution was **objected to** by almost everyone.

Проти резолюції були майже усі.

b.

They	make <u>use</u> object	of a <u>device</u> object
------	---------------------------	------------------------------

Use is made of a device.

A device is made use of.

Прилад

використовують.

They	take <u>steps</u> object	to improve the situation.
------	--------------------------------	------------------------------

Steps are taken to improve the situation.

Вживають заходів для поліпшення ситуації.

## Other ways of expressing passive:

### Suffixes **-able. -ible:**

Much of our work is predicted in theory, which is **demonstrable** but not **provable**.

Значну частину нашої роботи було передбачено у теорії, яку можна продемонструвати, але не довести.

### Suffix **-ee:**

nominee — той, кого призначають

attende — той, хто має бути присутнім

### Phrases:

to be exposed to —  
знаходити

under consideration  
in question

— (те), що розглядається

The issue **under consideration** -  
питання, що розглядається

The problems **in question** — проблеми,  
що розглядаються

### The passive is usually found with the following verbs and set phrases:

to answer	відповідати
to promise	обіцяти
to offer	пропонувати
to invite	запрошувати
to affect	впливати (на)

to follow	іти слідом (за)
to succeed	

to allow	дозволяти
to permit	

to join	з'єднувати, поєднувати
to connect	
to link	

to influence	впливати
to tell	казати
to speak	говорити
to report	повідомляти
to watch	спостерігати
to precede	передувати

to ask	питати, ставити питання
to ask a question	
to pose a question	
question	

to depend on	покладатися на
to rely on	

to object to	заперечувати
to think of/about	думати (про)
to call for	вимагати
to agree upon	погоджуватися
to comment on	коментувати
to insist on/upon	наполягати (на)

to do away with	покінчити (з)
to get rid of	
to send for	посилати (за)
to account for	пояснювати, ураховувати (зважати)
to use — to make use of	використовувати
to refer — to make reference to	посилатися (на)
to mention — to make mention of	згадувати (про)
to contribute — to make contribution	робити внесок
to consider — to give consideration to	розглядати
to pay/give/draw/call attention to	приділяти увагу
to take notice/note of	звертати увагу
to make attempt	робити спробу
to make effort	робити зусилля
to lay/place emphasis (on)	наголошувати (на)
to take advantage of	скористатися (перевагою)
to take opportunity of	скористатися (можливістю)
to take steps	вживати заходів
to take care of	турбуватися (про), вживати застережних (запобіжних) заходів

**The Get-Passive** is used in spoken and informal English. The **get-passive** is used with verbs denoting ONLY actions and processes, NOT states. The **get-passive** is more common with animate subjects (usually actively involved in a process):

The President **was** elected last year. The  
President **got** elected last year.

### Compare:

They will get married next week.  
(action, process)

They have been married for 7 years.  
(state)

## VERBALS (Non-Finite Forms of the Verbs) PARTICIPLE

There exist the following types of **verbs** in English:

<p>— <b>notional</b> verbs сміслові</p>	<p>They <b>study</b> English.</p>
<p>— <b>auxiliary</b> verbs допоміжні</p>	<p><b>Do</b> you like the book? I <b>haven't</b> decided yet. We <b>will</b> see you later.</p>
<p>— <b>modal</b> verbs модальні</p>	<p><b>I can</b> do it.</p>
<p>— <b>link-verbs</b> дієслова-зв'язки</p>	<p>He <u><b>is</b></u> a scientist.</p>
<p>— <b>substitutes</b> дієслова-замісники</p>	<p>He likes physics, and so <b>do</b> I.</p>
<p>— <b>emphatic do</b> дієслово-підсилювач</p>	<p><b>I do</b> need this information.</p>

English notional verbs are characterized by a great variety of **forms** that can be divided into two main groups: **finite** and **non-finite** (verbals).

Особові (finite) форми виражають особу, число, час, стан, спосіб дії, і виступають у реченні присудком.

Безособові (non-finite) форми не мають звичайних форм особи, числа, способу, та не виступають у ролі присудка, хоча и можуть входити до його складу.

**VERBALS are:**

- **Participle**
- **Infinitive**
- **Gerund**

### PARTICIPLE

Tenses	Active	Passive
Simple (indefinite)	doing	(being) done
Perfect	having done	having been done

**Participle I**  
moving object  
предмет, що рухається

**Participle II**  
the **installed** machines  
or  
the machines **installed**  
встановлені машини (машини, що встановлені)

#### Perfect Participle

**Having made** the experiment he **left** the laboratory.

Зробивши експеримент, він залишив лабораторію.

#### Participles in a Sentence (A,B,C)

<p><b>A.</b> Attributes</p>	<p>The project <b>proposed</b> by professor is very promising. Проект, <b>запропонований</b> професором, має великі перспективи.</p>
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Означення

The paper **presented** attracted a great deal of attention.

**Прочитана** доповідь привернула багато уваги.

This is the article **so much spoken about**.

Ось стаття, **про яку так багато говорять**.

The scientist **investigating** this problem works at our Institute.

Вчений, **що (який, котрий) досліджує** цю проблему, працює у нашому інституті.

This is the best method **known**.

Це найкращий серед **відомих** методів.

### NOTE

A few **Participles II** change their meaning according to their position

the people **involved** = the people **concerned**

the people who were affected by what was happening люди,

про яких йде мова

(можливі варіанти перекладу:

те/ті, що розглядаються/аналізуються,

дані, пов'язані з)

### BUT:

an **involved** explanation =

a **complicated** explanation

складне пояснення

### BUT:

a **concerned** expression =

a **worried** expression

стурбований вираз

### **Mind the meaning of the verbs:**

**to involve** включати, залучати

The experiment involves three stages.

involved

Експеримент включає три стадії.

включав

This is the paper involving the latest data.

Ось доповідь, яка залучає останні дані.

**to concern** стосуватися

The problems concern all of us.

concerned

Ці проблеми стосуються усіх нас.

стосувалися

This is the article concerning the new method.

Ось стаття, що стосується нового метода.

### **\*ALSO:**

I didn't realize that this experiment would involve so much concern.

Я не усвідомлював, що цей експеримент

здатний викликати таку тривогу.

### **\*ALSO:**

I concern myself with history = I am interested in history

Я цікавлюся історією.

**\*all concerned** усі зацікавлені особи

## PARTICIPAL CONSTRUCTIONS

### **Subjective**

The students were seen  
making the experiment.

Бачили, як студенти робили експеримент.

to see

to watch

to hear

### **Objective**

We saw the students making the experiment.

Ми бачили, як студенти роблять експеримент.

### NOTE

**to have** (get) *something done*

someone **do** something

**I had the letter translated** (somebody did it for me).

Мені переклали листа.

**I had John translate** the letter (John did it for me).

Джон переклав мені листа.

**Compare:**

**I have translated** the letter (I have done it myself). Я (сам) переклав листа.

## OTHER CONSTRUCTIONS

It being late, we postponed the meeting.

The session was over, with many problems left unsolved.

The first experiment was hard to perform, the other ones causing no trouble.

The results as presented at the conference are very promising.

The phenomenon thus discovered puzzled almost everyone.

Ми відклали збори, бо (тому що) було пізно.

Засідання закінчилось, але (причому, а) багато питань залишилось невирішеними.

Лише перший експеримент було складно провести, усі інші минули без проблем.

Результата у тому вигляді, як їх подано на конференції, є дуже перспективними.

Явище, яке було відкрито таким чином, здивувало майже усіх.

### NOTE

Set-phrases with participles

**standing** committee — постійно діючий комітет

**abstracting** journal — реферативний журнал

**steering** | committee — оргкомітет

**organizing**

**learned** society — наукове товариство /nid/

**naked** eye — неозброєне око, /kid/

Also: **unaided** eye

### NOTE

**Presenting** the report is my colleague.

Доповідь читає моя колега.

Більш детально про такі звороти див. Chapter 11, Emphasis.

## INFINITIVE

Tenses	Active	Passive
Simple (Indefinite)	to do	to be done
Progressive (Continuous)	to be doing	—
Perfect	to have done	to have been done
Perfect Progressive (Continuous)	to have been doing	—

## Infinitive in a Sentence

### Subject

Частина присудка

To explain this phenomenon is not easy.  
Пояснити це явище — нелегка справа.  
To err is human.  
Людині властиво помилятися.

### Object

Додаток

Our aim is to master English.  
Наша мета — вивчити англійську мову.  
We are to study English. | Ми повинні вчити  
We have to study English. | англійську мову.  
They had to work hard.  
Їм довелося напружено працювати.  
You must have read this article.  
Мабуть, ви прочитали цю статтю.  
You could have done it better.  
Ви могли б зробити це краще.

### Attribute

Означення

Science teaches us to create.  
Наука вчить нас творити.

The article to be translated is here.  
Стаття, яку треба перекласти, знаходиться тут.  
The problem to be solved is extremely difficult.  
Проблема, яку треба вирішити, дуже складна.  
The conference to be followed by an exhibition is to take  
place tomorrow.  
Конференція, яка буде супроводжуватися роботою  
виставки, має відбутися завтра.

He was the first (scientist) to study this phenomenon. the last  
the next the only  
Він був першим (вченим), хто вивчав це явище. останнім  
наступним єдиним.

### Adverbial Modifiers

Обставини

You must study hard (in order) to excel.  
Ви повинні наполегливо вчитися,  
аби досягти успіху (бути кращим).  
This method is (not) accurate enough to give reliable results.  
Цей метод (не)достатньо точний,  
щоб за його допомоги отримати надійні результати.  
These details are **too** important **to be** neglected.  
Ці деталі надто важливі, щоб ними нехтувати.

Hydrogen and oxygen unite	to make to form to yield to bring about to produce to give (rise to)	water.
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Кисень та водень поєднуються, утворюючи (з  
утворенням) води.

**Parentheses**  
Вставні слова

to sum up	підсумовуючи
to summarize	
to begin with —	почнемо з того, що
to be on the safe side* —	про всяк випадок
to put it another way —	інакше кажучи
to say nothing of	не кажучи вже про
not to mention	
so to say/speak —	так би мовити
that is to say —	тобто
to put it briefly —	коротше кажучи

**CONSTRUCTIONS WITH THE INFINITIVE**

**Subjective**

Підмет з інфінітивом

He is known to be a reliable person.

Відомо, що він надійна людина. / Він, як відомо, надійна людина.

The article is said to be very interesting.

Кажуть, що це дуже цікава стаття. / Ця стаття, кажуть, дуже цікава.

She is expected to come.

Очікують, що вона прийде.

to know	
to think	
to consider	вважати
to believe	
to suppose	
to find	виявляти
to say	
to report	повідомляти
to expect	очікувати
to state	констатувати
to see	спостерігат
to watch	и
to observe	

**Objective**

Додаток з інфінітивом

I know him to be a reliable person.

Я знаю, що він надійна людина.

We consider this problem to be of great importance.

Ми вважаємо, що це надзвичайно важлива проблема.

They reported him to win the prize.

Повідомили, що він здобув премію.

to be likely ймовірно  
to be unlikely малоімовірно  
to be sure напевне  
та після Participle II

He is (un)likely to come  
sure

(Мало)ймовірно, що він прийде.

Він обов'язково прийде.

Only the methods known from practical experience to be reliable have been used.

Було використано лише ті методи, котрі, як відомо з практичного досвіду, є надійними.

to happen ставатися  
to chance

to seem здаватися  
to appear

to prove виявлятися  
to turn out

He seems to know the rule.

Здається, він знає це правило.

It turned out to be success.  
a failure.

Це успіхом  
виявилось невдачею.

to allow  
to permit  
to enable дозволяти

This device enables accurate measurements to be carried out.

Цей прилад дозволяє зробити точні виміри.

to want  
to wish бажати  
to desire

to like  
to love

Do you want me to help?

Ви хочете, щоб я допоміг?



They should be made to  
**comply** with safety  
regulations.  
Їх треба примусити  
підкоритися правилам  
безпеки.

**to make** — примушувати;  
зробити так,  
щоб...

Teachers should make their  
students study.  
Вчителі повинні зробити  
так, щоб їхні учні вчилися.

### For+to+Infinitive Construction

I explain it for you to understand.

Я поясню це, щоб/аби ви зрозуміли.

There is not enough time for this article to be published this year.

Недостатньо часу для того, аби ця стаття вийшла друком цього року.

That was for him to decide.

Це повинен був вирішити він. (Порівняйте: \*It was up to him).

#### **NOTE**

**Bare Infinitive** (інфінітив без to)

Do NOT use **to**:

1. after modal and auxiliary verbs:

I don't  $\emptyset$  understand you.

Я не розумію вас.

If one can't  $\emptyset$  have what one loves, one must  $\emptyset$  love what one has.

Якщо не маєш того, що любиш, люби те, що маєш.

2. after let, would rather, had better, make (active), and in the sentences beginning with Why:

Let us  $\emptyset$  be friends.

Давайте будемо друзями.

I would rather not  $\emptyset$  do it.

Я ліпше цього не робитиму.

What makes you  $\emptyset$  think so?

Що примушує вас думати саме так?

Why not  $\emptyset$  come?

Чому б не прийти?

#### **NOTE**

**Split Infinitive** (розщеплений інфінітив)

Really, I want to understand you. Справді, я хочу зрозуміти вас. I want **to really understand** you. Я справді хочу зрозуміти вас.

#### **NOTE**

Sometimes **to** can be used INSTEAD of the infinitive:

I would not do it even if I wanted **to**.

I would not do it even if I wanted **to do it**.

Я б не зробив цього, навіть якщо б і хотів (це зробити).

— Would you like some tea?

— I'd | love to. I like to.

- Ви хотіли б випити чаю?
- З задоволенням.

**BUT:**

Mind the verb **try**:

- Can you do this?
- I'll **try**.
- Ви можете це зробити?
- Спробую.

**GERUND**

	active	passive
Simple (Indefinite) Perfect	using having used	being used having been used

**GERUNDS and NOUNS ending ...ing**

NO plural ending Writing poetry is difficult. | Take plural ending I have read some of his writings recently.

**PREPOSITIONS are often used**

**BEFORE Gerunds**  
I am fond **of** cooking.

**AFTER Nouns**  
The cooking **of** your sister is better than mine.

**GERUNDS and INFINITIVES**

express something real, fulfilled  
I tried closing the door. (MEANING: I closed the door). I forgot mailing the letter. (MEANING: I mailed the letter, but I can't remember when).

express something hypothetical, unfulfilled  
I tried to close the door. (MEANING: I didn't close the door). I forgot to mail the letter. (MEANING: I didn't mail the letter).

**ARE USED WITH THE FOLLOWING VERBS:**

enjoy  
avoid  
consider  
appreciate  
forgive  
postpone put-off :  
quit  
suggest  
admit  
deny  
go on keep on

hope want  
expect  
afford

BOTH Infinitive and Gerund are used with (dis)like

begin start  
 continue  
 stop  
 remember  
 forget  
 try  
 They like | *working hard*  
 continued | *to work hard*

**USE GERUND WITH THE FOLLOWING EXPRESSIONS**

I am	capable of (здатний) fond of (подобатися) accustomed to (призвичаїтися) interested in (цікавитися) successful in (досягати успіху) afraid of (боятися) tired of (втомитися)	doing a lot of work
I have no	excuse (вибачення) reason for (причина) possibility of (можливість)	coming so late
They	succeed in (мати успіх) insist on (наполягати на) think of (думати про) thank for (дякувати) object to заперечувати, виступати проти  * rely on * count on розраховувати  * feel like * don't mind не бути проти	getting a job

It's	* worth * worthwhile варто	postponing the meeting
They	* not worth(while) * no use не варто * can't help * can't resist не могли не  * can't stand * can't bear ненавидіти	doing nothing
We	* look forward to з нетерпінням чекати  Would you mind* Чи не могли б ви ...  */найбільш ввічлива форма прохання/	hearing from you  coming later?

### GERUND in a Sentence

**Subject**  
Підмет

Reading books is useful.  
Читати книги — корисно.  
Carrying out this task is of great importance.  
Дуже важливо виконати це завдання.  
Виконання цього завдання має велике значення.

**Part of Predicate**

His favorite pastime is listening to music.  
How about postponing the test?  
What about

**Object**  
Додаток

He insisted on translating the text.  
Він наполягав на перекладі тексту.  
Ann likes studying foreign languages.  
Енн подобається вивчати іноземні мови.

**Attribute**  
Означення

There are two reasons for discussing the problem.  
Існують дві причини для обговорення проблеми.  
The boiling temperature of water is 100 C.  
Температура кипіння води — 100 C.  
(ПОРІВНЯЙТЕ: boiling water (Participle I) — вода, що кипить)

**Adverbial modifiers**  
Обставини

On entering the room, he greeted everyone.  
Зайшовши до кімнати, він привітав усіх присутніх.  
After discussing the problem they arrived at important conclusions.  
Після обговорення проблеми вони дійшли важливих висновків.

## CONSTRUCTIONS WITH GERUND

### Noun with 's / Possessive Adjective + Gerund

I object to your participating.

I know of John's coming late.

The scientist's having discovered this phenomenon made him famous.

Я виступаю проти вашої участі.

Я знаю, що Джон прийде пізно.

Відкриття вченим цього явища зробило його відомим.

MIND the difference between

#### Possessive Adjectives

My  
Your  
His/Her/Its

#### AND

Our  
Your  
Their

#### Possessive Pronouns

Mine  
Yours  
His/Hers/Its

Ours  
Yours  
Theirs

## EMPHASIS

Emphasis (intensification) may be signaled in various ways including special stress, intonation, grammar patterns, choice of words etc.

### Emphatic DO

дієслово — підсилювач

This theory **does hold**.

Ця теорія є **дійсно** справедливою.

It **did seem** strange.

Це **справді** видавалося дивним.

### Reflexive pronoun after noun

зворотний займенник після іменника

**Science itself** proceeds from the known (dull) to the unknown (interesting).

Власне наука йде від відомого (нецікавого) до невідомого (цікавого).

### Double negation

подвійне заперечення

The case is **not** improbable.

Випадок є ймовірним (**не** є неймовірним).

It is **not** that we are doing **nothing** about this problem.

Ми вживаємо певні заходи стосовно цієї проблеми (**невірно**, що ми **нічого не** робимо).

### It is/was ... that/who It was not until ... that

#### NOTE

Важливо **відрізнити** цю конструкцію від безособових зворотів типу

It is believed

It is known

It is interesting

It is (not) surprising

**It was** professor Johnson **who** delivered a lecture last week.

Саме професор Джонсон прочитав лекцію минулого тижня.

**It is** this theory **that** is of interest to us.

Саме ця теорія цікавить нас.

**It was not until** 1895 **that** Popov invented radio.

І лише у 1895 р. Попов винайшов радіо

#### IS or ARE?

It **was** the student

It **was** the students

who helped us

### not only ... but also ... both ... and...

He visited **not only** Washington, **but also** New York.

Він відвідав не тільки Вашингтон, але також і Нью-Йорк.

Або: He visited **both** Washington **and** New York.

### either ... or ... neither ... nor ...

**Neither** my father **nor** I were there.

Ані мій батько, ані я не були там.

It's **either** black **or** white.

Колір або чорний, або білий.

### hardly ... scarcely ...

**Hardly/Scarcely** had they arrived when they had to leave again.

Ледве (тільки-но) вони приїхали, і повинні знову їхати.

## **Inversion**

Інверсія — непрямий порядок слів

### **Double inversion**

Подвійна інверсія (на початку речення — складний присудок, виражений дієприкметником I або II, іменником з прийменником або прикметником)

### **Emphatic words**

емфатичні слова (слова-підсилювачі)

really,  
indeed

certainly, only, even,  
so, such, too, very,  
extremely, intensely,  
just;

\*as much as, \*as late (early) as та подібні

\*well + verb

I will never go there (прямий порядок слів)  
**Never will I go** there (непрямий порядок слів).  
Я ніколи не піду туди.

**Not once did they try.**  
Вони не спробували жодного разу.

**Little do we know!**  
Як же мало ми знаємо!

I can't do it. **Neither can I.**  
Він не може цього зробити. Я також.  
They didn't inform us about the conference.

**Nor did they sent** the invitations.  
Вони не повідомили нас про конференцію.  
Вони також: не надіслали запрошень.

**Isn't it interesting!**  
Як цікаво!

**Presented** in a picture is a scheme.  
На малюнку показана схема.

**Confirming** this theory is another fact.  
Цю теорію стверджує ще один факт.

**Of importance** is his point of view.  
Його точка зору має важливе значення.

He **alone** can help us. **Only** he can help us.  
Тільки (лише) він може допомогти нам.

**Even** under such conditions will the reaction proceed.  
Навіть за таких умов відбувається ця реакція.

**So** much work, and **so** little time!  
Так багато роботи, і так мало часу!

**Such** an interesting idea!  
Яка цікава ідея!

The task is **too** difficult.  
Завдання надто складне.

Imagine **the very** idea!  
Тільки уявіть собі власне ідею!

It's **just** a matter of time.  
Це справа лише часу.

**I really** want to help you.  
Я справді хочу допомогти вам.

You may **well agree** with them.  
Ви можете цілком погодитися з ними.

The discovery was made **as early as** XVIII century.  
Це відкриття зробили ще у XVIII столітті.

**Зразок  
повідомлення про наукову роботу аспіранта (докторанта)**

I have passed an exam in philosophy and I am taking English now. I started working on my thesis about a year ago. But in fact I continue studying the subject of my mater's research work. I study the acceleration of the charged particles by counter waves. I have four articles on the topic of the thesis published in research journals. They are joint papers, my coauthors are the members of our research team. I submitted my article to scientific journal. If you like, you can read it in one of the latest issues.

Besides I presented some papers at scientific conferences held in our Academy. I'm supposed to submit my thesis in two years. I have completed the introductory and the first part of the work, which considers the history of the problem. The initial chapter will outline the experimental techniques used and the subsequent sections will deal with the methods of investigation and present a detailed account of the experimental data.

The last section will be devoted to the conclusions drawn and will also include a list of references.



**Зразок**  
**анотації англійською мовою до автореферату дисертації**

**ANNOTATION**

**Mizyak G.S. Organizational and legal foundations of realization of the Government regulatory policy in the sphere of small entrepreneurship in Ukraine. — Manuscript.**

Dissertation is presented for the competition for academic degree of the Doctor of Philosophy in Law. International Personnel Academy, Interregional Academy of Personnel Management, International Open University. Kiev, 2007.

Dissertation is devoted to research of organizational and legal foundations of realization of the Government regulatory policy in the sphere of small entrepreneurship in Ukraine.

In the paper on the basis of analysis of development of small entrepreneurship and its legal regulation in Ukraine is disclosed the essence and meaning of government policy in sphere of small entrepreneurship; outlined are the main guidelines of government assistance; stated are factors which restrain development of small entrepreneurship; considered is the process of formation of legal foundation of government assistance of small entrepreneurship; researched are legal foundations of government regulatory policy and formulated are particular proposals and recommendations on improving its organizational and legal foundations.

The author offers a new structure of the Institution of Authorized in issues of entrepreneurship rights defense in the direction of providing realization of legislation about government assistance of small entrepreneurship, provide its independence in exercising authorities from the influence of executive government.

It is outlined the perspective of development of the legislation about government assistance of small entrepreneurship. Justified is the necessity of mastering special legislation about government assistance of small entrepreneurship through systematization of legislation about government assistance of small entrepreneurship in boundaries of Economic code, which will enable to increase the quality of legislative provision of the realization of government policy in the sphere of small entrepreneurship.

**Key words:** economic and legal provision, small entrepreneurship, small business, government assistance of small entrepreneurship, subjects of economic activity, government registration, regulatory act, economic activity.

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*Остапенко Світлана Анатоліївна*

Кафедра іноземної філології, українознавства та соціально-правових дисциплін

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