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ДЕРЖАВНИЙ ВИЩИЙ НАВЧАЛЬНИЙ ЗАКЛАД  
«ДОНБАСЬКИЙ ДЕРЖАВНИЙ ПЕДАГОГІЧНИЙ УНІВЕРСИТЕТ»  
КАФЕДРА ІНОЗЕМНИХ МОВ**

**НАВЧАЛЬНИЙ ПОСІБНИК  
з дисципліни «Іноземна мова за професійним спрямуванням»**

***English for students majoring in psychology  
(part 1)***

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Представлений посібник призначений для використання на практичних заняттях з дисципліни «Іноземна мова за професійним спрямуванням» студентами 1 курсу психологічних факультетів вищих навчальних закладів. Метою посібника є розвиток у студентів навичок пошукового й переглядового читання й перекладу текстів за спеціальністю, а також навичок усного мовлення в рамках професійної тематики та повсякденного спілкування.

У першій частині посібника запропоновано тексти професійної тематики, яка тісно пов'язана з матеріалом, який вивчається в курсі загальної психології. Ця частина містить декілька текстів з різних розділів психології, таких як історія психології, методологічні основи науки, психологія особистості і т. ін. Лексичні та граматичні післятекстові вправи націлені на розвиток навичок усного та письмового мовлення, утворення особистого професійного вокабуляра та вміння висловлювати власну думку під час професійного спілкування.

У другій частині запропоновано матеріал, необхідний для формування навичок повсякденного спілкування і націлений на розвиток вмінь послідовно й аргументовано створювати монологічні висловлювання та підтримувати бесіду в рамках загальної розмовної тематики, передбаченої навчальною програмою з дисципліни. У цій частині запропонований матеріал для самостійного вивчення студентами і націлена на вдосконалення вмінь та навичок володіння англійською мовою та підвищення інтересу у студентів з метою покращення їхньої мотивації до вивчення англійської мови.

Третя частина пропонує граматичні вправи з тем за навчальною програмою з дисципліни. У цілому, посібник містить матеріал, який чітко відповідає тематиці Робочої програми навчальної дисципліни «Іноземна мова (за професійним спрямуванням)» підготовки здобувачів першого (бакалаврського) рівня вищої освіти спеціальності С4 Психологія.

# PART 1

## PSYCHOLOGY AS A SCIENCE

### Text 1.1.

#### Pre-reading assignments:

##### I. Work in groups of three or four:

- give the definition of psychology as a science;
- name famous psychologists you know.

##### II. Before reading the text practice the following proper names for pronunciation.

Socrates ['sɒkrətiːz]

Plato ['plɛitəʊ]

Aristotle ['æristətɪ]

Wilhelm Wundt ['wɪlhɛlm 'wʊntɪt]

William James ['wɪljəm 'dʒeɪmz]

Max Wertheimer ['mæks wə 'ðaimə(r)]

Kurt Koffka ['kə:t 'kɒfkə]

Wolfgang Kohler ['wʊlfɡæŋ 'kɒlə(r)]

John B. Watson ['dʒɒn 'wɒtsən]

Sigmund Freud ['sɪgmʊnt 'frɔɪd]

Josef Breuer ['dʒɔzef 'brɔiə(r)]

Psychology is the scientific study of behaviour and mental processes in humans and animals. The goals of psychology are to describe, predict, explain and control behaviour.

**Behaviour** includes those activities of an organism which can be directly observed or recorded. **Mental processes** are cognitive operations which can be directly known only by the experiencing person, for example thinking, perceiving, dreaming. Some mental processes operate outside of conscious awareness and are called non-conscious or unconscious. They may include problem solving or emotions.

Psychology appeared as a science in the late 19<sup>th</sup> century. Historically it was influenced by Chinese philosophers such as Confucius and Greek philosophers such as Socrates and Aristotle.

In 1879, **Wilhelm Wundt** developed the first scientific psychology laboratory. Wundt used the approach that became known as **structuralism**. It emphasized the importance of conscious thought and classification of the mind's structures and elements of consciousness (sensations, images, feelings).

In the United States, **William James** used **functionalism**, the approach that emphasized the study of the functions of the mind and behaviour in adapting to environment. Mental phenomena were called processes or functions (thinking, feeling, perceiving). This school gave ideas of modern applied psychology.

In 1900 **Freud** created **psychoanalysis**. This approach emphasized the importance of thoughts and motives which are unconscious but strongly influence behaviour. Freud's theory of **personality dynamics** has been applied to development, abnormal behaviour, and psychotherapy.

A group of psychologists, including **John Watson**, used the approach that emphasized scientific study of stimuli and responses. This approach is called **behaviorism**. It dominated American psychology from the 1920s to the 1950s.

The experimental psychology, research technology helped to show the importance of neurobiological factors in behaviour. The use of computers as models for human intelligence helped popularize the field known as **cognitive psychology**.

The following 6 perspectives have dominated the development of psychology research:

1. <b>behavioral</b>	scientific study of observable responses
2. <b>psychoanalytic</b>	the unconscious aspects of the mind, early experiences, and conflict between instincts and society demands
3. <b>humanistic</b>	capacity for personal growth and freedom
4. <b>neurobiological</b>	the importance of the brain and nervous system in understanding behaviour, thought, and emotion
5. <b>cognitive</b>	the importance of mental processes
6. <b>socio-cultural</b>	the importance of culture, ethnicity and gender

psychologist – психолог  
 psychiatrist – психіатр  
 applied psychology – практична психологія  
 experimental psychology – експериментальна психологія  
 cognitive psychology – когнітивна психологія  
 educational psychology – педагогічна психологія  
 developmental psychology – вікова психологія  
 abnormal psychology – патопсихологія  
 behaviour – поведінка  
 behaviorism – біхевіоризм  
 activity – діяльність

conscious – свідомий  
 unconscious – несвідомий  
 approach – підхід  
 research – дослідження  
 sensation – відчуття  
 image – образ  
 motive – мотив  
 to describe – описувати  
 to emphasize – наголошувати  
 to adapt – пристосовувати  
 to influence – впливати  
 to investigate – досліджувати  
 to solve problems – вирішувати проблеми

**After-reading assignments:**

**1. Pay attention to the pronunciation of the following words.**

Psychology, behaviour, emphasize, perceive, conscious, environment, function, structure, approach, thought, scientist, scientific, apply, include, phenomenon, nervous, research, Freud.

**2. Give the Ukrainian equivalents to the following phrases.**

Scientific study, cognitive operations, to observe behaviour, to emphasize importance, to use the approach, to influence behaviour, to adapt to environment, abnormal behaviour, stimuli and responses, neurobiological factors, conscious, to observe directly, mental processes.

**3. Give the English equivalents to the words and word combinations.**

Вивчати поведінку, підкреслити важливість, пізнавальні операції, пояснювати поведінку, прикладна психологія, адаптуватися до навколишнього середовища, використовувати підхід, впливати на поведінку, свідоме й несвідоме, сприйняття, домінувати в психології, особистий розвиток, стимули й реакція, нервова система, включати в себе, випробувати

**4. Finish the phrase.**

mental.....	Chinese .....
to use .....	cognitive.....
to emphasize.....	to adapt to .....
to observe .....	applied.....
personal .....	neurobiological .....
stimuli .....	to influence.....

**5. Give derivatives of the following words.**

Observe, develop, behave, psychology, science, aware, history, important, adapt, normal, person, respond, culture, sense, imagine, conscious.

**6. Find in the text the word that corresponds to the definition.**

- a) answer, reaction
- b) investigation in order to discover new facts
- c) aware, knowing things because one is using the senses and mental powers
- d) surroundings, circumstances
- e) become aware of, esp. through the eyes or the mind
- f) to stress, to show the special value or importance
- g) knowledge arranged in an orderly manner
- h) act, conduct oneself; show good manners
- i) the power of seeing, learning, understanding and knowing; mental ability
- j) natural tendency to behave in a certain way without training
- k) science, study of the mind and its processes

**Text 1.2.**

**WHAT DO PSYCHOLOGISTS DO?**

Who is a psychologist? A psychologist is a person who deals with psychology. Psychology is present in different branches of our life, knowing about psychology may not give all the answers but it helps to ask the right questions. A psychologist

studies the mind and behaviour to learn more about it. He or she may also work with the people to help solve problems.

Psychologists may be divided into two groups.

**Academic psychologists** do research. In the research area specializations exist in the following areas: experimental and physiological, developmental, social, personality, cross-cultural psychology. **Professional psychologists**, on the other hand, use the results of research work and put them into practice.

Psychology is a science with many areas of specialization. The most practiced specialization is **clinical and counseling psychology**. A branch of medicine that specializes in abnormal behaviour and **psychotherapy** is psychiatry. Psychiatrists are doctors that use physical treatment like drugs. But clinical psychologists develop programmes to teach people better ways of coping with their lives. Counseling psychologists help people to deal with the stresses of everyday life.

Psychologists who study behaviour and mental processes in the life cycle are **developmental psychologists**.

**Educational psychologists** study children's learning and adjustment.

**Health psychology** is a very broad area. The aspects of it are health education problems, antismoking campaigns, anti-AIDS campaigns, healthy diets.

**Environmental psychologists** are specialists in how people are affected by the environment. They act as consultants for new architectural developments, in approaches to reducing crime through the design of the city.

**Forensic psychologists** deal with many aspects of crime: analyzing the reasons of committing crimes, rehabilitation of criminals.

**Sport psychologists** work with coaches and sportsmen, advise on how to reduce stress, develop better training systems.

**Consumer psychologists** study how people spend their money. They take part in designing shops, shelf lay-outs. They do advertising and market research, study how the products can come to the markets.

As we can see, professional psychologists can be found at work in almost any area of dealing with people.

#### **After-reading assignments:**

##### ***1. Pay attention to the pronunciation of the following words.***

Psychologist, person, deal, branch, research, area, result, psychiatry, treatment, cope, adjustment, campaign, reduce, criminal, coach, analyze, analysis, product, commit, consumer, following, advertising

##### ***2. Give the Ukrainian equivalents to the following phrases.***

Different branches, to solve problems, to do research, following areas, to put into practice, to use physical treatment, to develop programmes, to cope with stress,

broad area, healthy diet, to reduce crime, to commit a crime, coaches and sportsmen.

**3. Give the English equivalents to the words and word combinations.**

Стосуватися психології, задавати правильні питання, галузь дослідження, використовувати на практиці, патологічна поведінка, використовувати ліки, розробляти програми, заходи проти паління, впоратись зі стресом, широка галузь, зменшувати злочинність, скоїти злочин, аналізувати причини, тренери й спортсмени, рекламні дослідження, приймати участь

**4. Complete the phrase.**

to deal with .....	to solve .....
area of .....	physical .....
healthy .....	to cope with .....
architectural .....	to reduce.....
to analyze .....	to do market .....

**5. Give derivatives of the following words.**

Society, different, solve, experiment, treat, normal, follow, profession, health, architecture, reduce, crime, consume, stress.

**6. Find in the text the word that corresponds to the definition.**

1. social way of living; system of living in organized communities
2. offence for which there is severe punishment by law
3. person who uses, buys goods
4. region of the earth surface; scope or range or activity
5. condition causing depression, mental illness, trouble
6. the art and science of the prevention and cure of disease
7. coins stamped on metal or printed on paper and accepted when buying or selling
8. the study of reasons why people buy, or do not buy certain goods

**Text 1.3.**

**THE CLASSICAL SCHOOLS OF PSYCHOLOGY:  
Five Great Thinkers and Their Ideas**

*(adopted from "Psychology: A Self-Teaching Guide" Frank J. Bruno).*

**I. You are going to read a text about classical schools of psychology. Five paragraphs have been removed from the text. Choose from the paragraphs A-F the one which fits each gap (1-5). There is one extra paragraph which you don't need to use.**

It has been said that psychology has a long past and a short history. This statement should be taken to mean that although psychology has its roots in philosophy, as a scientific discipline psychology is only a little over 120 years old.

As noted earlier, the roots of psychology can be easily traced back about 2,400 years to ancient Greek philosophers. However, the beginning of scientific psychology is usually associated with the date 1879, the year that a German scientist named Wilhelm Wundt founded the first psychological laboratory at the University of Leipzig in Germany. Modern psychology arose in the context of what are known as **schools of psychology**.

From a historical perspective, the first school of psychology to be established was **structuralism**. Its founding personality was Wilhelm Wundt (1832–1920). He became interested in studying not so much the physiology of the sense organs such as the eyes and ears, but in how simple sensations associated with the sense organs combined to form what we call human consciousness.

1.	
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First, there is *hue*, or color. Second, there is *brightness*. Third, there is *saturation*. This refers to the —richness‖ or —fullness‖ of a color.

No matter what visual stimulus Wundt’s subjects looked at, there were no other kinds of sensations experienced than the three identified above. Consequently, Wundt concluded that all visual experiences are structured out of these same three types of elemental experiences. Similar statements can be made about the other senses such as hearing, taste, and touch. According to Wundt, the primary purpose of psychology is to study the structure of consciousness. By the structure of consciousness, Wundt meant the relationship of a group of sensations, a relationship that produces the complex experiences we think of as our conscious mental life. This approach to psychology has been called *mental chemistry*.

William James (1842–1910), teaching at Harvard in the 1870s, was following Wundt’s research with interest. James had an interest not only in psychology, but also in physiology and eventually in philosophy. James founded a psychological laboratory at Harvard; he also authored *The Principles of Psychology*, the first psychology textbook published in the United States. The book was published in 1890, and this can also be taken as the date when the school of psychology known as **functionalism** was born. The principal personality associated with it is James, and he is said to be the dean of American psychologists.

2.	
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The German psychologist Max Wertheimer (1880–1943), like James, was also dissatisfied with Wundt’s structuralism. Wertheimer believed that Wundt’s emphasis on the importance of simple sensations as the building blocks of perceptions was misguided.

The general pattern that induces a complex perception is described with the German word **Gestalt**. Gestalt is usually translated as a “pattern”, a “configuration”, or an “organized whole”. In 1910 Wertheimer published an article setting forth the basic assumptions of Gestalt psychology, and this is usually taken to be the starting date of the school. The article reported a series of experiments using two of his friends, Kurt Koffka and Wolfgang Kohler, as subjects. These two men went on to also become well-known Gestalt psychologists.

3.	
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Returning to the United States, **behaviorism** is a fourth classical school of psychology. Its founding personality is John B. Watson (1878–1958). A wave of enthusiasm for Watson’s ideas swept him to the presidency of the American Psychological Association (APA) in 1915, and this can be taken as the starting date for behaviorism. Doing research first at the University of Chicago and then at Johns Hopkins University, Watson came to the conclusion that psychology was placing too much emphasis on consciousness. In fact, he asserted that psychology is not a mental science at all. The —mind‖ is a mushy, difficult-to-define concept. It can’t be studied by science because it can’t be observed. Only you can know what’s going on in your mind. If I say I’m studying your mind, according to Watson, it’s only guesswork.

4.	
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In order to identify a fifth classical school of psychology, it is necessary to return to the European continent, specifically to Austria; the school is **psychoanalysis**. The father of psychoanalysis is Sigmund Freud (1856–1939). Freud was a medical doctor with a specialty in neurology. His findings and conclusions are based primarily on his work with patients.

Freud’s original work was done with a colleague named Josef Breuer (1842–1925). Breuer and Freud collaborated on the book *Studies on Hysteria*. Published in 1895, it is the first book written on psychoanalysis. This can also be taken to be the starting date for the school. After the publication of this first book, Freud went on alone without Breuer; it was a number of years before he worked again with colleagues.

In order to explain chronic emotional suffering, Freud asserted that human beings have an unconscious mental life. This is the principal assumption of psychoanalysis. No other assumption or assertion that it makes is nearly as important. The unconscious mental level is created by a defense mechanism called **repression**.

5.	
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Psychoanalysis is not only a school of psychology, but also a method of therapy. Freud believed that by helping a patient explore the contents of the unconscious mental level, he or she could obtain a measure of freedom from emotional suffering. It is important to note that of the five classical schools of psychology, psychoanalysis is the only one that made it an aim to improve the individual’s mental health.

**A**

According to James, psychology should be more interested in how the mind *functions*, or works, than how it is structured. Consequently, James stressed the importance of studying such processes as thinking, memory, and attention. You will recall that James defined psychology as —the science of mental life.‖ In brief, functionalism as a school of psychology asserts that the primary purpose of psychology should be to study the functions of human consciousness, not its structures.

**B**

The principal aim is to provide a work environment that will facilitate production, reduce accidents, and maintain employee morale. A theme that guides industrial psychology is —the human use of human beings.

**C**

Wundt trained assistants in the art of **introspection**, a skill characterized by paying attention not to the whole pattern of a stimulus, but to an elemental part of a stimulus. Wundt's studies of vision suggested that there are only three basic kinds of visual sensations.

**D**

Consequently, Watson asserted that the purpose of psychology should be to study *behavior itself*, not the mind or consciousness. Some critics of Watson say that he denied the very existence of consciousness. Others assert Watson was primarily saying that references to the consciousness, or mental life, of a subject don't provide solid explanations of behavior. In either event, Watson's view is today thought to be somewhat extreme and is referred to as *radical behaviorism*, a psychology that doesn't employ consciousness as an important concept.

**E**

Its aim is to protect the ego against psychological threats, information that will disturb its integrity. The kind of mental information repressed tends to fall into three primary categories: (1) painful childhood memories, (2) forbidden sexual wishes, and (3) forbidden aggressive wishes.

**F**

In the experiments, Wertheimer demonstrated that the perception of motion can take place if stationary stimuli are presented as a series of events separated by an optimal interval of time. This sounds complicated.

**II. Read the full text again and answer the following questions. Then using your answers, give your summary of the text.**

1. What was the subject of Wundt's primary interest?
2. What is introspection?
3. What is the visual experience composed of?
4. What is the primary goal of psychology according to Wundt?
5. What approach can be called mental chemistry?
6. What is functionalism?
7. What studies was Wertheimer involved in?
8. How did the behaviorism appear?
9. Why did Watson refuse to consider psychology as mental science?
10. What are general beliefs of behaviorism?
11. How did the work on psychoanalysis start?
12. What are the fundamental assertions of Freud's studies?
13. What is repression? What does it serve for?
14. Why does psychoanalysis stand apart from the other four classical schools of psychology?

## MEMORY

### Text 2.1.

If you do not use your arms or your legs for some time, they become weak: when you start using them again, they slowly become strong again. Everybody knows this, and nobody would think of questioning this fact. Yet there are many people who do not seem to know that the memory works in the same way. When someone says that he has a good memory, he really means that he keeps his memory in practice by exercising it regularly, either consciously or unconsciously. When someone else says that his memory is poor, he really means that he does not give it the opportunity to become strong. The position is exactly the same as that of two people, one of whom exercises his arms and legs by playing tennis, while the other sits in a chair or a motor car all day.

If a friend complains that his arms are weak, we know that it is his own fault. But if he tells us that he has poor memory, many of us think his parents are to blame, or that he is just unlucky, and few of us realise that it is just as much his own fault as if it were his arms and legs that were weak. Not all of us can become extremely strong or extremely clever; but all of us can, if we have ordinary bodies and brains, improve our strength and our memory by the same means – practice.

Have you ever noticed that people who cannot read or write usually have better memories than those who can? Why is this? Of course, because those who cannot read or write have to remember things: they cannot write them down in a little notebook. They have to remember dates, names, songs and stories; so their memory is the whole time being exercised. So, if you want a good memory, learn to practice remembering.

### After-reading assignments:

#### 1. Pay attention to the pronunciation of the following words.

Memory, opportunity, complain, extremely, practice, unconsciously, fault, improve.

#### 2. Give the Ukrainian equivalents to the following phrases.

To question the fact, to keep memory in practice, to exercise regularly, poor memory, to give the opportunity, his own fault, parents are to blame, ordinary bodies and brains, to improve one's memory.

#### 3. Give the English equivalents to the words and word combinations.

Узяти під сумнів факт, свідомо чи несвідомо, чиясь власна провина, тим самим способом, очевидно, не знають, треба звинуватити його батьків, тією ж мірою його власна провина

#### 4. Answer the following questions:

1. Have you ever thought about the quality of your own memory?
2. Why is it necessary to give it enough exercise?

3. What useful means of training one's memory could you suggest?
4. What sort of information do you remember better: names, numbers, dates, times?

**5. Translate the sentences into Ukrainian:**

1. If your memory is to improve, it must be exercised daily. 2. If the students are to get a good education they must read widely on various subjects. 3. Library books are to be returned in 10 days' time and they are not to be marked. 4. If students are to read widely on their subjects, faculty libraries should be adequately stocked. 5. If we are to become stronger, we must have a lot of exercise.

**6. Translate into English:**

1. Люди, які скаржаться на погану пам'ять, не завжди розуміють, що це їхня власна провина. 2. Діти мають багато заучувати напам'ять, щоб розвинути свою пам'ять. 3. Для того, щоб бути здоровими, нам необхідно багато рухатись. 4. Деякі люди свідомо тренують свою пам'ять, запам'ятовуючи дати, числа й таке інше. 5. Вивчення іноземної мови вимагає великого терпіння. 6. Запам'ятати лекцію, не записуючи її, – чудова вправа для пам'яті.

**Text 2.2.**

**SENSORY MEMORY**

To demonstrate sensory memory to yourself, have someone make a rapid circular motion with a lighted cigarette in a totally dark room. As the glowing tip moves, you will have the sensation of seeing a continuous circle of light. This sensation occurs because the image of the tip in each of its various positions is being held briefly in sensory memory, the momentary lingering of sensory information after a stimulus has been removed. In this case, new images are being registered before the old ones fade, and so you see the outline of a circle.

Researchers have established the existence of sensory memory for vision and hearing, and they assume that it exists for the other senses as well. You have no voluntary control over the information that enters sensory memory, and its capacity seems unlimited. Any stimulation processed by your senses is held briefly in sensory memory. Why, then, aren't you overwhelmed by incoming data? The answer is that you do not attend to everything that enters sensory memory. If you fail to attend to the information, it simply fades away in a matter of a second or so.

Despite its very brief duration, sensory memory allows you to do several things. For example, sensory memory makes your visual world seem smooth and continuous despite frequent blinks of your eyes. Whenever you blink, your vision is momentarily interrupted. Sensory memory maintains the visual images so that you are not aware of these interruptions.

Sensory memory also gives you the moment or two that you need to determine if incoming data should be processed further. Have you ever been engrossed in reading a book or watching a movie when a friend suddenly asks you a question? Just as you are about to ask, "What did you say?" you realize that you did hear after all. In this case your friend's speech sounds were held in sensory memory long enough for you to shift your attention to them. In addition, by

momentarily holding the string of speech sounds in sensory memory, you are able to group related ones together and recognize them as words. This is an example of how you use sensory memory to recognize complex patterns. Similarly, you can group facial features into the complex pattern of a face. Without sensory memory, the world would be a jumble of unrelated elements.

Returning to the case of Norman, you can clearly see that nothing is wrong with his sensory memory. Since he can recognize words, we know he is able to retain information in sensory memory and recognize patterns. In fact, Norman must be able to retain information for longer than just the fleeting duration of sensory memory, or he would not be able to carry on a conversation. When Norman attends to the words that are spoken during a conversation, he is processing them into what is called short-term memory.

### **Text 2.3.**

#### **SHORT-TERM MEMORY**

Researchers have found that short-term memory has two characteristics. First, information that enters it is available for only a very limited time unless it is actively processed. This processing can take the form of maintenance rehearsal, as when you repeat a telephone number over and over to yourself. It can also take the form of manipulating information or wondering about the subject and its implications. Without some kind of active mental effort, however, information that enters short-term memory will fade in about 20 to 30 seconds. Short-term memory also has a limited capacity. Most people can hold only about seven bits in it at any one time. For instance, if you were given a string of random numbers to remember and you came to the seventh one, you would be approaching the limits of your short-term memory. Given a short-term memory this limited in size, you may well be asking how we manage to process as much information as we do. For example, how can you remember the phrase “Do not chew bubble gum during examinations” which contains thirty-six individual letters, far more separate items than working memory can possibly hold? The answer is through a process called chunking. By chunking individual letters into seven meaningful words, you can easily keep this information active. In fact you may actually store the “idea” of this phrase as a single chunk, leaving room for still more information in short-term memory.

### **Text 2.4.**

#### **LONG-TERM MEMORY**

In contrast to short-term memory, long-term memory stores information with relative permanence and has an almost unlimited capacity. Information is normally transferred into long-term memory through an attention-related process. One such process is rehearsal, which itself can take several forms. In maintenance rehearsal, you repeat information silently over and over, without giving it any real thought. Maintenance rehearsal is usually not enough to transfer information into long-term storage. If you are planning to use a number only once, and so merely say it to yourself as you are reaching for the phone, the number probably will not be

stored in your long-term memory. This mechanical sort of repetition will retain the number in short-term memory long enough for you to place the call, but very soon thereafter the number will be lost. Much more effective at getting information into long-term memory are attention-related processes that involve making associations between aspects of the new information and things you already know. For instance, if you can associate a phone number with someone's date of birth, or with a year in which some famous event happened, you are much more apt to enter the number into long-term storage.

**After-reading assignments:**

**1. Arrange the following words in pairs of a) synonyms and b) antonyms:**

a) to distract, to eliminate, to divert, to engross, to maintain, mark, to practise, to deal with, to convey, to remove, to retain, grade, to attend to, to rehearse, to capture, to transfer;

b) short-term memory, to forget, incoming, to distract, to fail, primary effect, outcoming, long-term memory, to succeed, to capture, recency effect, to remember.

**2. Add negative prefixes to the following words:**

related, effective, to place, to engage, encoding, capabilities, active, experienced, pleasant, certain.

**3. Below are some statements about three basic kinds of memory (sensory, short-term or long-term memory). Indicate in each case which type is being described.**

1. Stores information with relative permanence, often over a lifetime.
2. The kind of memory you are using when you repeat the number 2485 over and over to yourself.
3. Allows the second or so that is needed to determine if incoming information deserves further processing.
4. Involves attending to information in sensory memory or attending to conscious thoughts and perceptions.
5. Is thought to have unlimited capacity.
6. Information can be placed in it by automatic encoding or by attentional processing.
7. One way to hold things here for as long as you want is to engage in maintenance rehearsal.
8. Is the repository of numerous episodic, semantic, perceptual, and procedural memories.
9. Is responsible for the primary effect in a free recall test.
10. Is responsible for the recency effect in a free recall test.
11. One way to encode things here is to use elaborative rehearsal.

**Text 2.5.**

**I. Read the text and fill in the gaps with the appropriate words given in the list.**

flashbulb,                      attentional,                      episodic,                      mood-state,                      long-term,  
maintenance,                      convergence,                      encoding,                      sensory,                      short-term,

*procedural, automatic, association, elaborative, semantic, hormones*

As you are walking to the drugstore you pass an apartment with a “For Rent” sign in the window. The first type of memory this stimulus enters is known as (1) \_\_\_\_\_ memory. This kind of memory involves a momentary lingering of sensory information, even after a stimulus is removed. It gives you the second or so you need to determine if a particular stimulus deserves further processing. In this case, your attention is captured by the sign in the window, since you happen to be looking for an apartment to rent.

As you focus your attention on the sign, you are putting its information into what is called (2) \_\_\_\_\_ memory. This memory refers to the process of attending to information in sensory memory or of attending to your conscious thoughts and perceptions at any given moment. You read the sign and notice that underneath the words “For Rent” is a handwritten telephone number. You search your pockets for a paper and pencil to copy the number but discover you have neither. You know that if you want to remember the number later that day, you must transfer it to (3) \_\_\_\_\_ memory. The process of attending to new information, using old information to analyze or manipulate it in some fashion, and then storing the result in long-term memory is called (4) \_\_\_\_\_.

As you walk on down the streets, still repeating the numbers to yourself, a man rushes out of a liquor store and nearly knocks you down. As you turn around to get a better look at him, he jumps into a waiting car. All you noticed clearly was that he was carrying a gun and a large wad of money. It flashes through your mind that you must be witnessing a holdup and you rivet your eyes on the car’s license plate.

You realize that the license plate will not stay in short-term memory for very long, so you begin to repeat the numbers to yourself, a process called (5) \_\_\_\_\_ rehearsal.

Your experiences of the last few minutes illustrate several of the different kinds of long-term memories a person can form. First, your memories of the events that happened to you are called (6) \_\_\_\_\_ memories because they pertain to distinct episodes in your life. Episodic memories are usually encoded quickly and with little conscious effort, a process known as (7) \_\_\_\_\_ encoding. Forming long-term memories of the phone and the license plate, in contrast, requires more deliberate thought and attention. This type of encoding involves what is generally called (8) \_\_\_\_\_ processing. The numbers, moreover, are pieces of factual information that fall into the category of (9) \_\_\_\_\_ memories. You would be able to write down the numbers on a piece of paper as well as perform other skills because you have (10) \_\_\_\_\_ memories.

One way to keep the license number in short-term memory is by using maintenance rehearsal. One way to encode the license number into long-term memory is to form an (11) \_\_\_\_\_ between the number and something

you already know. You can form new associations by using (12) \_\_\_\_\_rehearsal.

Looking for an apartment has put you into a sad mood. Being in a sad mood means that you will especially notice things that are unpleasant and match your mood. This phenomenon is referred to as mood (13) \_\_\_\_\_. Later that day or week, when you are again in a sad mood, you are likely to remember the unpleasant things that you experienced in a sad mood. This phenomenon referred to as (14)\_\_\_\_\_ -dependent memory.

If several months later your recollection of the holdup is extremely vivid, psychologists might say that you are experiencing something similar to a (15) \_\_\_\_\_ memory. A flashbulb memory typically involves events that are surprising, emotionally arousing, or very important in their consequences. One reason for the vivid recall may be that you hold thoughts of the incident in short-term memory for a long time. This repeated ‘replay’ is a form of rehearsal.

In addition, the release of certain (16) \_\_\_\_\_ associated with physiological arousal may help to make flashbulb memories unusually strong.

## **TWO WAYS TO IMPROVE YOUR MEMORY**

The human memory is an incredibly powerful tool, but few of us make the most of it. In these days of high performance even greater demands are made on our memory, so what can we do to make it work more efficiently? The ancient Greeks realized that, in order to remember anything, you have to associate it with something that is already fixed in your mind. They invented memory aids or “mnemonics”. Verbal mnemonics can be words or rhymes containing, for example, the first letters of the items of a list be remembered. These were popular in Victorian schools, where memorizing lists was a major part of education.

Although modern educationalists tend to look down on this method of learning, it is still sometimes necessary, as any medical student will tell you. Visual mnemonics have recently been found to be especially powerful. So next time you have to remember how items are related, say for exam, create a “mind map”. You can draw a plan with items radiating from a central point and use different coloured pens to make the relationship between items clear. You learn as you draw and then the visual image is easy to recall.

### *After-reading discussion:*

1. What type of memory is the most productive to your mind? Why?
2. Why do some people complain of a poor memory? What would you recommend to them?
3. What will you do for your child to have a good memory when you are a parent?

## **PART 2**

### **MY NEAREST AND DAREST**

*Families are life’s greatest blessings.*

**Read and translate the text:**

## **My Family**

Before I start talking about my family let me **introduce myself**. I am Olha Petrenko. I am 17. I have left school this year. I was born in Kyiv, so I have been living in Kyiv since my childhood.

And now I am going to tell you about my family. We are a family of five. We think we are a large and friendly family. So, we are happy to be living together and are getting on all right.

To begin with, I am going to talk first about my father. His name is Sergey Petrovich, he is 45. He works as a surgeon in a hospital. He is neither old, nor young. He is a good-looking man, **handsome**, rather thin with dark brown hair just beginning to go grey. He is a very-**sociable** person. What I don't like about my dad is that he is always busy. Very often he **works overtime**. He is a **bread-maker** in our family. He is fond of going to the country on week-ends, because he enjoys working in the garden.

My mother's name is Galina Nickolayevna. She is three years younger than my father. She works as a governess at a nursery school. My mother is rather **slim** and **pretty**, she is always **elegant** and **smart**. In short, she is a pleasant-looking woman of about 40. She always has a lot of work to do both at kindergarten and about the house. She is fond of her work and spends a lot of time there. But she has to cook the food for all the family at home. Shopping and cooking is nearly half a day's work for her. But my granny and I are in the habit of helping her about the house.

Boris is my elder brother. He is eight years **senior to me**. So, he is 25 already. He has graduated from the University and he is an economist by profession now. Boris **is married**. His wife is a journalist. They are three in the family. They have got a child, my **nephew**. It is a lovely little boy of two with golden hair and dark brown eyes and a spirit that is always bright and happy, full of joy and **gaiety**.

And finally, a few words about my granny. To tell you the truth, she is my best friend. She always listens to my endless stories about my friends and my school life. She is retired on pension now but in her youth and her older age she worked as a teacher in a school. I must admit, she is a very understanding person.

Put it into a few words, we are a close and friendly family.

*Read and translate the text:*

## **The Royal Family**

At present the British royal family is headed by Queen Elizabeth II. When the Queen was born on the 21-st of April 1926, her grandfather, King George V, was on the throne and her uncle was his heir. The death of her grandfather and the abdication of her uncle brought her father to the throne as King George VI.

As a child she studied constitutional history and law as well as art and music. In addition, she learned to ride and acquired her enthusiasm for horses. As she grew older she began to take part in public life, making her first broadcast at the age of 14.

The marriage of the young Princess Elizabeth to Philip, Duke of Edinburgh took place in November 1947. She came to the throne after her father's death in 1952 and was crowned in Westminster Abbey in June 1953.

Among Queen Elizabeth's many duties are the regular visits she makes to foreign countries, and especially those of the Commonwealth, whose interests and welfare are very important to her. The Queen has done much to signify the formalities of the monarchy, including allowing the BBC to make a documentary film about every day of the royal family. She also started the tradition of the "walkabout", an informal feature of an otherwise formal royal visit, when she walks among the public crowds and stops to talk to some people.

The annual Christmas broadcast made by the Queen on radio and television has become a traditional and popular feature of the season, and there were widespread celebrations and special programmes of events in 1977 to mark her Silver Jubilee.

The Queen's husband, Duke of Edinburgh, was born in 1926 and served in the Royal Navy. He takes a great deal of interest in industry, in the achievements of young people (he founded Duke of Edinburgh's Award Scheme in 1956) and in saving rare wild animals from extinction.

The Queen's heir is Charles, Prince of Wales, who was born in 1948, married Lady Diana Spencer and has two children, Prince William and Prince Harry. The Prince of Wales is well-known as a keen promoter of British interests.

In recent years he has become outspoken on such controversial topics as modern architecture, violence in films and on television, and standard of English teaching in schools. His wife Diana, Princess of Wales (often called in mass media Princess Di), won the affection of many people by her modesty, shyness and beauty. She was one of the most popular members of the Royal Family, widely admired for her commitment to helping children throughout the charities of which she was patron and her support for the aged and ill, particularly AIDS sufferers.

Prince William is second in the line of succession to the British throne, after his father. William married Catherine Middleton on 29 April 2011 at Westminster Abbey. Hours before the wedding, he was created Duke of Cambridge, Earl of Strathearn, and Baron Carrickfergus. The couple have two children, Prince George and Princess Charlotte, and are expecting their third.

Prince Henry of Wales, familiarly known as Prince Harry, is the younger son of Charles, Prince of Wales, and Diana, Princess of Wales. At the time of his birth, he was third in line of succession to the British throne, after his father and elder brother, but is currently fifth in line after his father, his elder brother, and his nephew and niece, George and Charlotte.

The Queen's other children are Princess Anne (born in 1950), Prince Andrew (born in 1960) and Prince Edward (born in 1964). Anne, Princess Royal, has acquired a reputation for being arrogant, but in recent years has become quite popular with the general public.

She is widely known for her interest in horses and horse-racing. She is now the president of the Save the Children Fund, Chancellor of the University of London and carries out many public engagements.

Prince Andrew, Duke of York, served as a helicopter pilot in the Royal Navy. In 1986 he married Miss Sarah Ferguson (Fergie, for short) and has two daughters. Prince Edward is keen on the theatre. This interest began while he was at university.

Queen Elizabeth II was born on 21st April 1926 in London. She wasn't expected to become queen until her uncle, King Edward VII, abdicated to marry a divorced American woman called Wallis Simpson. Elizabeth was just ten when her father became King George VI and her life changed.



At the end of the war in Europe in 1945, she fell in love with Prince Philip of Greece. He was her third cousin and in the Royal Navy. They married at Westminster Abbey in 1947 and had four children: Charles, Anne, Andrew and Edward.

In January 1952, When she was 25, her father died. She became Queen Elizabeth II and travelled all over the Commonwealth, meeting people in newly independent countries. The Monarchy became known as 'Royal Family' for the first time .

Through many personal difficulties and huge world events Queen Elizabeth II continued to work for peace and cooperation. She became the first British monarch to make an official visit to the Irish Republic in 2011. She was still working just two days before her death on September 8th 2022 at Balmoral Castle in Scotland. She leaves behind her four children, eight grandchildren and 12 great grandchildren.

### 1.1. Answer the questions:

1. When and where was the Queen born?
2. Why did she become Queen?
3. Who did she marry?
4. Where did she travel?
5. Which country was she the first monarch to visit officially?
6. How many children did she have?
7. Where did she die?

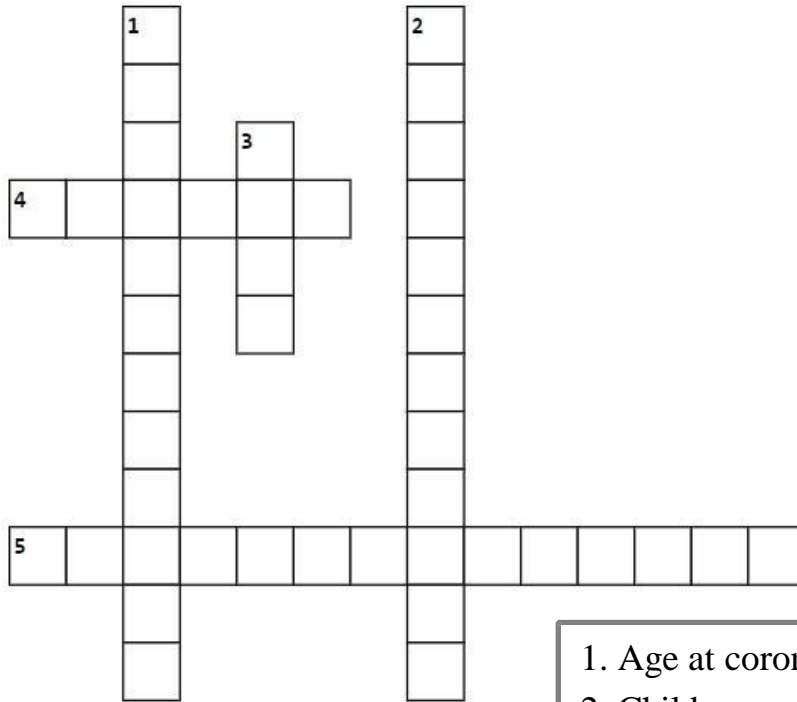
## 1.2. Complete the crossword:

### Down:

1. Who she married
2. Where she travelled
3. Her children's number

### Across:

4. Where she was born
5. Where she died



## 1.3. Match the numbers with the right sentences drawing lines between them.

1. Age at coronation		
2. Children	<b>70</b>	
3. Age at death		<b>8</b>
4. Grand-children		
5. Great-grandchildren	<b>4</b>	
6. Years' reign	<b>12</b>	
	<b>96</b>	<b>25</b>

# HOME, SWEET HOME

*East or west, home is best.  
There's no place like home.*

## 1. Reading

### Where do the Royal Family actually live?

*The Royal Family's home is their castle — quite literally.*

#### **Buckingham Palace**

The Queen spent the majority of her time living in private quarters in Buckingham Palace, located in central London. The palace is made up of 775 rooms and is currently being refurbished, bit by bit.

#### **Windsor Castle**

The Queen also spent weekends and Easter at Windsor Castle, which is located in Berkshire. Spanning more than 13 acres with over 1,000 rooms, the property is the largest occupied castle in the world, and has been a royal residence for more than 900 years.



#### **Balmoral Castle**



Balmoral Castle was originally purchased as a holiday home

#### **The Palace of Holyroodhouse**

During Royal Week each year, the Queen would head to Scotland and stays at the Palace of Holyroodhouse. It was built as a monastery in 1128, and renovations in the 1670s contributed to the successful maintenance of the palace today, largely thanks to Charles II, who built the upper floor where the royal family's private apartments are now situated.

by Queen Victoria and sits on 50,000 acres with 150 buildings. Queen Elizabeth II spent a large portion of her summer at the castle, which is in Scotland, receiving members of her family throughout her stay. While minor renovations have been made, for the most part, Balmoral remains the same as it did when Victoria and Albert owned it. Balmoral is also where Queen Elizabeth passed away peacefully on September 9, 2022.

## Sandringham Estate

The royal family head to Sandringham each year for Christmas. Located in Norfolk, the Queen inherited the estate from her father, George VI.

## Where do King Charles III and Queen Camilla live?

### Clarence House

Since their wedding in 2005, Charles and Camilla spend the majority of their time at Clarence House in London. The house was originally built in 1825 and was home to the late Queen Mother before her death in 2002. Charles renovated the house before moving in.

### Highgrove House

Charles bought Highgrove House in Gloucestershire in 1980 and has spent time there ever since.

In the wake of Queen Elizabeth II's death on Sept. 8, some British Royals will be moving residences, primarily King Charles III and Camilla, who's now named Queen Consort.

When the Queen passed away, the former Prince of Wales became the new monarch of the United Kingdom, and with that new title comes property — lots of it — which will add to the lengthy list of real estate the couple has already purchased and inherited prior.



residence, Clarence House, near St.James's Palace in London.

## Where do Prince William and Princess Kate live?

William and Kate — the new Prince and Princess of Wales — moved from Kensington Palace in London to their new home, Adelaide Cottage, in Windsor. Their children, Prince



**Buckingham Palace** is among the residences King Charles inherited following the Queen's passing, the most famous royal residence in the United Kingdom, and where he will reside permanently, leaving behind his longterm main

George, Princess Charlotte and Prince Louis will live with them.

One of the main reasons why William and Kate decided to move was to be closer to their children's new school in Berkshire. "The move is mostly down to

schooling," a family friend told PEOPLE.



The children's longtime caretaker Maria Borrallo also will make the move to Windsor, but for the first time, she will not be residing with them. Although Borrallo has worked with the Duke and Duchess of Cambridge's family since Prince George was 8, she will live on another property due to a shortage of bedrooms.

Though Charles has inherited Windsor Castle from his mother Queen Elizabeth II, who used it as her primary residence in recent years, the *Sunday Times* reported in June that William and Kate may ultimately occupy what is referred to as "the Big House." Sources said Prince Charles does not plan to spend as much time there when he becomes king as Queen Elizabeth did.

## Where do Prince Harry and Meghan Markle live?

Prince Harry and Meghan Markle lived in Frogmore Cottage in Windsor while they were working senior royals, but after their step back from royal life, they moved to North America, where lived in several different locations — including Tyler Perry's Beverly Hills Mansion for a short time. (The couple still retains Frogmore Cottage as their residence in the U.K., though Harry's cousin Princess Eugenie and her husband Jack Brooksbank moved in while they were expecting their first child.



But after hopping around from Vancouver, Canada and Los Angeles, the couple decided to settle down in Montecito, California. Upon their move in July 2020, the couple's intent was to raise son Archie to have "as normal a life as possible," a

source told PEOPLE. (Now, Harry and Meghan are raising their daughter Lilibet Diana there as well.)



Meghan shared in an interview with *The Cut* that "we did everything we could to get this house," which they purchased for \$14.65 million, admitting that it was love at first sight. Not only does the Montecito beachside mansion have gorgeous gardens and a chicken coop for Archie, but it has a pair of palm trees that has special meaning for the couple.

"One of the first things my husband saw when we walked around the house was those two palm trees," Meghan explained to the outlet. "See how they're connected at the bottom? He goes, 'My love, it's us.' And now every day when Archie goes by us, he says, 'Hi, Momma. Hi, Papa.'"

## 2. SPEAKING

### 2. 1. Read the text:

## This is My House

Hello! My name is Peter and this is my house.

My house is quite big. It has got two floors - a ground floor and a first floor. It has also got an attic and a basement.

On the ground floor there is a hall, a kitchen, a pantry, a living room, a big dining room and a toilet.

On the first floor there are three bedrooms, one bathroom and a big corridor.

My bedroom is between my parents' bedroom and the bathroom. My sister's bedroom is in front of mine.

I love my bedroom, but I also like the attic. In the attic I keep some of my books and my old toys. I like to spend my time there because it is very spacious and there is a big sofa there where I sometimes take a nap.

In the basement is where we keep the washing machine, the drying machine and old stuff.



At the back of the house there is also the garage, where my parents park the family car, and a lovely garden, with many green spaces, flowers, two swings and a small swimming-pool.

I love my house! It's very comfortable and cozy.

**C. Answer the questions on the text:**

1. Is Peter's house big or small?  
\_\_\_\_\_
2. How many floors are there?  
\_\_\_\_\_
3. Has his house got an attic?  
\_\_\_\_\_
4. Where is the living room?  
\_\_\_\_\_
5. Where is his bedroom?  
\_\_\_\_\_
6. Why does he like to be in the attic?  
\_\_\_\_\_
7. Where are the washing and drying machines? \_\_\_\_\_
8. Has Peter's house got a garage?  
\_\_\_\_\_
9. What can you find in the garden?  
\_\_\_\_\_
10. How many bedrooms are there in the house? \_\_\_\_\_
11. Does Peter like his house?  
\_\_\_\_\_

**A) Fill in the table about Peter's house:**

Peter's house	
Number of floors	
Rooms on the ground floor	
Rooms on the first floor	

**B. Match the opposites:**

- |                    |                      |
|--------------------|----------------------|
| <i>big</i>         | <i>new</i>           |
| <i>love</i>        | <i>crampy</i>        |
| <i>old</i>         | <i>hate</i>          |
| <i>spacious</i>    | <i>unpleasant</i>    |
| <i>back</i>        | <i>small</i>         |
| <i>comfortable</i> | <i>front</i>         |
| <i>cozy</i>        | <i>uncomfortable</i> |

**2.2. Read and translate the text:**

**My Hostel**

My name is Peter. I'm from Kharkov. I live in the hostel of our Technical College. I want to describe my hostel and my room to you.

Our hostel is a large six-storeyed house. It is a modern building with all conveniences. There are about 400 rooms in the hostel. Three or four students live in each room. There is a kitchen, two shower stalls and a reading room on each floor. On the ground floor there is a canteen where we have our meals and a library. On the third floor there is a special room where we can watch TV, play chess or read newspapers.

I live on the fourth floor in room 530. I have two roommates. They study in the same group, so they are my group-mates, too. We spend much time together. Our hostel is not far from our college. We often walk there. It takes us twenty minutes to get to the college. Sometimes when the weather is bad, we go there by bus.

In our room there are three beds, each of them is covered with a coverlet. In the middle of the room there is a table. We have our tea and prepare our homework at this

table. The ceiling is white and the walls are beige. The walls are papered with wallpaper. At the wall there is a wardrobe. Three bookshelves are on the wall. We keep our clothes in the wardrobe and we keep our books on the bookshelves. There are some photos on the walls, too.

There are some window-pots with plants on the window-sill. A mirror is on the wall on the left of the window. There is a brown carpet on the floor.

**1. Find out in the text English equivalents for the following words and word-combinations:**

*гуртожиток, сучасна будівля, зручності, душ, перший поверх, одногрупник, добиратися до, покривало (на ліжку), шпалери, горщик для квітів.*

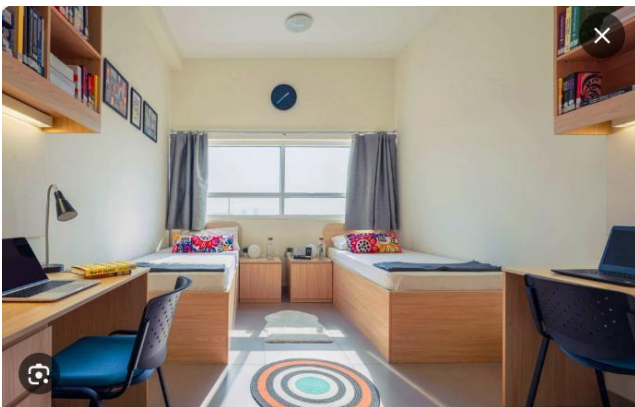
**2. Express the following in one word:**

*a sheet of cloth hung up as a covering at window or door;*

*a pot used for boiling water; a covering of the pillow;*

*a piece of furniture, which we use for keeping the dishes; we cut our meals with it;*

*we keep all the food products in it in a hot and warm time of the year.*



# A CITY IS MORE THAN A PLACE IN SPACE

*East or west, home is best.  
Rome wasn't built in a day.*

## 1. Reading

1 Match the name of the city with its description.

Lviv Odesa Ivano-Frankivsk Pereyaslav-Khmelnytsky Chernihiv

- a) For centuries it has often been a crossroads for different cultures, which is why it is rich in architecture and prominent sites that make it a wonder for travellers from all over the world. It is known for its uniqueness, and one of its unique features is the local humor. Legend has it that its first mayor, French Duke de Richelieu, wanted to make a city surpassing Paris in beauty. Although today we can't compare the French capital with the pearl of the Black Sea, there is no doubt that Richelieu succeeded in making a city of unique beauty. Its official birth date is the year 1794.
- b) It is often called "little Paris." The numerous statues and figures of lions, squares and museums, cafes and parks of this city seem to be created for couples in love. If you come to this city once, you will remember it forever. Indeed, how could one forget the world of ancient legends, the jazzy jangle of trams, the cosy coffee houses, and its noble residents? The magnetism of it is antiquity, aristocratic atmosphere, aromas of coffee and love, mixed in proportions that create an unsurpassed charm.
- c) This town was founded as a private fortress of the Potocki family (Polish nobles) in the mid 17th century. In 1772 it was passed to the Austrian Empire. In the Soviet period of its history it was named after the famous Ukrainian writer. The town boasts its fascinating architectural landmarks: the Stanislav fortress, Potocki palace, the Cathedral of the Holy Resurrection, the Church of Virgin Mary and many others.
- d) In the southern portion of the Kyivan Rus' this city was the second by importance and wealth. It is home to the oldest church in Ukraine — the 5-domed Saviour Cathedral that dates back to the 11th century, and the magnificent Trinity monastery.
- e) It is the third oldest town in Ukraine after Kyiv and Chernihiv. There are museums of all possible kinds, ranging from collections of ancient sculptures and jewellery to embroidered towels, historical weapons and even bread. It is here that the mightiest prince of the 12th century Volodymyr Monomakh wrote his Letter to Prince Oleh Svyatoslavovych.



## 2 Use the cues to describe the following towns/ cities.

### Poltava

the Poltava Battle Museum/ 1709 one of the decisive battles between Russia and Sweden / defeat the Swedes/ displays relating to the battle/ maps/ painting/ Peter I's original uniform;



### Lutsk

an ancient Slavic town/ founded around a wooden castle built by the Rurik Dynasty/ 19 Orthodox and two Catholic churches/ built 15<sup>th</sup> century/ the seat of two Christian bishops/ nicknamed the Volynian Rome/ the most prominent landmark/ Lubart's Castle/ built in 1340s.



### Donetsk

the fifth-largest city in Ukraine/ founded in 1869/ a Welsh businessman, John Hughes/ construct a steel plant and several coal mines around the region/ currently home to/ two major professional football teams in Ukraine;



### Kharkiv

a university founded in 1805/ the country's third after the universities of Moscow and Kazan at the time/ in 1918 the capital of Ukraine/ Derzhprom late 1920s/ first Soviet skyscraper/ concrete and glass blocks.



## 2. Speaking

### 2.1. Read and translate the text:

### The Town Where I live

My native town is situated in the Donetsk region. It is about two hours ride from Donetsk. Some people cannot imagine their lives without theatres, multistoreyed houses and broad avenues; all that's typical of every big industrial city.

There are no theatres, many-storeyed houses and broad avenues in my town, but still I do like it because I was born here, my parents live here and I've spent here almost all my life. You may think that the life in a provincial town is rather dull and far from being interesting. Perhaps, you are right. But I'll try to prove that this life has got a lot of advantages.

There is no much crowd and heavy traffic in the streets and you are not to get to your work by overpacked trolley-bus and the air is much fresher than in large cities.

Sloviansk becomes especially beautiful in spring when everything is in blossom. This time I like to tramp down the streets lined with chestnuts and limes. Those who want to have some entertainment can go to the Recreation Park. Those who prefer dancing may go to a disco club. It's rather popular with young people especially teenagers.

It's a pity we have no concert halls or theatres, but you may go to the cinema and watch a film there. We have a lot of opportunities to go in for sports because there are some stadiums in the town. I quite forgot to tell you that there are some good cafes in my town, you can call at any of them. I'm sure you'll like it there if you want to have some ice-cream or coffee or just have a talk with your friend.

**1. Find English equivalents to the following phrases in the text:**

*знаходиться у двох годинах їзди від, багатопверховий будинок, широкий проспект, доволі скучний, можливо, доволі багато, сильний дорожній рух, заповнений тролейбус, блукати вулицями, популярний серед, нажаль, зайти до кафе*

**2. Answer the following questions:**

1. Where is Sloviansk situated?
2. Is the life in a provincial town dull?
3. Do you like living in Sloviansk?
4. Are there any places of interest in Sloviansk?
5. Where can people entertain themselves in Sloviansk?
6. What industries are developed in Sloviansk?
7. What is Sloviansk known for?

**3. Towns may be convenient to live in because of many facilities:**

Sports: *Swimming pool, sports center, golf course, tennis court, football pitch, skating rink.*

Cultural: *theatre, opera house, concert hall, radio station, local television, art gallery.*

Educational: *School, college, gymnasium, lyceum, institute, university, library, museum.*

Transport: *bus service, taxi rank, car hire agency, car park, parking meters.*

Catering and night-life: *restaurant, café, nightclub, take-away, hotel, B&B (bed and breakfast), youth hostel,*

*dance-hall, disco club.*

**4. Towns also have their own special problems:**

traffic jams: *every day, particularly in the rush hour the streets get so packed with traffic that travel is very slow or even comes to a standstill.*

slums: *certain parts of the city are poor and in a very bad condition.*

vandalism: *pointless destruction of other people's property.*

overcrowding: *too many people live in too small a place.*

pollution: *the air and the water are no longer pure as they used to be.*

**5. Here are some useful adjectives for describing towns:**

<i>picturesque</i>	<i>historic</i>	<i>spacious</i>
<i>atmospheric</i>	<i>quaint</i>	<i>lively</i>
<i>bustling</i>	<i>crowded</i>	<i>packed</i>
<i>elegant</i>	<i>hectic</i>	<i>filthy</i>
<i>magnificent</i>	<i>deserted (e.g. at night)</i>	<i>shabby</i>

**Write 5 sentences about any town you know, using these adjectives.**

**6. Look at the list of facilities listed in Ex.3. Tick all those which your own town, or any town you know well, has.**

**7. What facilities would your ideal town have? Name the three most important facilities for you in each of the categories listed in Ex 3. You may choose other facilities if you wish.**

**8. Are any of the problems mentioned in Ex 4 to be found in your city or a city you know well? Could you suggest a solution for these problems?**

**9. What are the advantages and disadvantages of living in a**

- big city;
- provincial town;
- village.

**10. Speak about the city (town) where you live.**

**Read and translate the text:**

## **History of Sloviansk**

Donbas is well-known as an industrial center of coal mining industry, of producing steel and metal, complicated machines and equipment. But in the country, Donbas is also famous of its resorts – one of the oldest ones is the Sloviansk resort and the much younger one is the Svyatogorsk resort.

From the top of the hill Karachun you can see the panorama of the town which is situated in the Kaseny Torets valley. At the bottom of the valley there scattered blue

lakes. The most famous of them – Lakes Repnoye, Slepnoye and Veysovo – are in the eastern suburb.

The first written mention of them is dated by the XVI-th century. But some historians think that the local salt deposits were known in the XII-th century.

In 1645 a fortress was built there to defend the state border from Tartar raids. Later on, there was founded a town named Tor under the name of the river. But after extending the southern border the fortress lost its military significance and in 1784 Tor was renamed into Sloviansk.

It is supposed that the first salt producers were monks from the Svyatogorsk Monastery, the foundation of which is dated by the XI – XII centuries. And only in the XVII-th century there was built the state salt-producing plant.

The medicinal qualities of the local lakes were known long ago. The salt lakes medicinal mud, highly mineralized salt water known as “rapa” are used as mineral water which in its qualities doesn’t yield to that of the Truskavets resort. Air which is wonderfully fresh, lavish gifts of leaf bearing and coniferous forests, freshness of the Seversky Donets river – all is done to serve one goal – to give the health back to people.

**1. Complete the sentences using the phrases given below:**

*salt deposits, on the place of a fortress, the Donetsk Region, Tor under the name of the river, their great medicinal qualities, health resort.*

1. Sloviansk is situated in ...
2. It was founded in the XVII-th century...
3. It was well-known for its ...
4. Its first name was ...
5. Nowadays Sloviansk is a famous ...
6. The local salt lakes are famous for ...

**2. Answer the following questions:**

1. What are the famous resorts in the Donbas Region?
2. Which lakes are in the Sloviansk area?
3. When were these lakes first mentioned?
4. When and how was Sloviansk founded?
5. What was the first name of the town?
6. When was it renamed into Sloviansk?
7. When was the state salt-producing plant built?
8. Who were the first salt-producers?
9. What is the Sloviansk resort famous for?

**3. Make up a dialogue:**

1. One of you knows Sloviansk very well. The other is a stranger. № 1 tells № 2 about the town.
2. One of you lives in a big city. The other lives in a provincial town. Which is better? Talk about advantages and disadvantages you have.

**4. Speak about Sloviansk.**

**5. Translate the following sentences from English into Ukrainian:**

1. They included the construction of sewage purification plants in 100 **coastal cities** and the establishment of at least 25 supervised toxic waste depots.
2. This resort complex is the perfect base for discovering the surrounding countryside with its **bustling towns**, and **picturesque villages**.
3. I think all the places in our country deserve good investments, but in reality, we see the deterioration of most **provincial towns**.
4. Istanbul is a great **cosmopolitan city** situated between East and West.
5. Some of the highest property prices anywhere are in **polluted** Manhattan and in cleaner but nevertheless **congested central Tokyo**.
6. I cannot believe that this town which was so **crowded and packed with tourists during the day looks so deserted at night!**
7. Kyiv is an **industrial**, scientific, educational, and **cultural** centre of Eastern Europe and definitely an **ancient** and **historic** city which **keeps national traditions alive**.
8. Travelling around a country I try to avoid **touristy** places; I always prefer places that **shape the nation's culture**.
9. The local museum is **worth visiting**; the exhibits there are really **magnificent!**
10. We passed a lot of **littered towns** on the way to the border and didn't feel safe.
11. Fountains and sundials make fine **centerpieces** to the garden, filled with 60,000 flowers in summer.
12. The desire to find more exhibits **related** to his great-grandfather's life in the museum made him forget about his tiredness / fatigue.
13. **Peaceful coastal** cliffs **stand out** on the horizon.

**6. Present some pictures of your town / city / village and say what makes it attractive / unattractive to tourists and residents. Use words and phrases from the box and the following cues.**

<b>Attractive:</b>	sports facilities, cultural, educational, catering, transport
<b>Unattractive:</b>	traffic jams, slums, vandalism, overcrowding, pollution, crime

*e.g. I live in a peaceful coastal town. Tourists find it attractive because it's historic and picturesque. However, in summer it turns into a bustling and crowded place with littered beaches and congested streets.....*

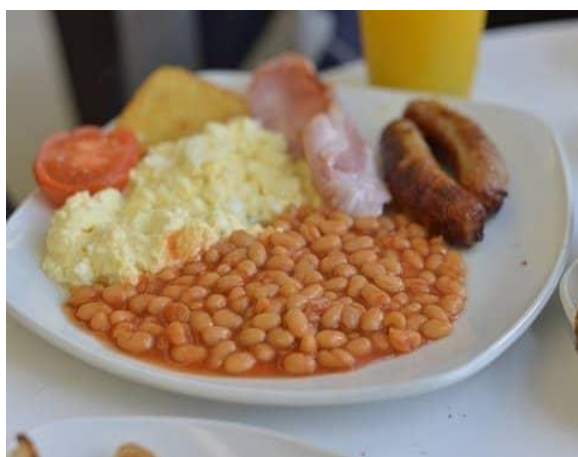
# BALANCE IN WORK AND PLAY

*All of man's efforts are for his stomach.  
Much work and no play make Jack a dull boy.*

## 1. Reading

### 1.1. Read and translate the text:

Daily routine will vary depending on your job and stage of life, but there is an overall pattern to the routine of British citizens. Although it's recommended to sleep eight hours a night, Brits, on average, only sleep around six hours a night. Our alarms go off at around 7am, but we don't actually get out of bed until about 7.30am.



The most likely activity that we do when we finally wake up is grab our phone and read emails, scan the news, review the schedule for the day ahead or check our social media. For those who have breakfast, it's normally between 7:30am and 8:00am and no, we don't have a full English breakfast every day. In fact, the most popular breakfasts are a piece of toast, bacon sandwich or cereal. Of course, with a cup of tea!

Then we head off to work and commute for around 30 minutes. We work just over 38 hours a week on average, between 9am and 5pm daily, but with huge popularity for flexible working, many people stay at home and work from 8am to 4pm instead.

The average lunch break for the British people is around 20 minutes, taken at about 12.30pm. Many people skip lunch all together, but the rest tend to eat lunch alone at their desks. The four most popular meals for lunch are sandwiches- ham, cheese, tuna and egg mayo. We're also not fond of variety in the UK and often have the same meal for lunch on a daily basis.

After a few more hours of work, it's time to celebrate at 5pm with happy hour. Between 5pm and 7pm, many British workers choose to go to the pub with colleagues and have a few drinks, even on weekdays!



After another 30-minute commute home, we get ready for dinner. Dinner is the main meal of the day in the UK and most people sit down with their families and discuss their working day. Dinner is usually between 6:30pm and 8:00pm.

Next is TV time. Before bed, most Brits settle down to watch TV and our favourite programmes are UK-produced dramas.



By the time it gets to 10pm, most Brits are getting ready for bed. 63% of the population will fall asleep between 10pm and 12pm with only a few night owls going to bed after midnight. And it happens all over again.

## 1.2. *Have a quick read of some daily routines from workers and students around the UK...*

**Germán Idrovo**

*Managerial Trainee in  
Supply Chain - Material  
Planner*

*Winchester*



I wake up at 7am then I get dressed with a shirt, trousers and smart shoes. I wash my face and brush my teeth in the bathroom, and I leave the house and walk to the bus stop. When I am on the bus to work, I eat my breakfast. My bus journey is around 1.5 hours and I need to take two different buses. I work in the supply chain of a big company and I work 8 hours per day. When I arrive at 9am, I prepare all my files to do my job for the day. Most of my job is on a computer. Between 9am and 12pm I have lots of meetings with my team and my suppliers, then from 12pm to 12.30pm I go to the cafeteria to have my lunch break. At 1pm I have the most important meeting of my day with all my department then from 2pm to 5pm I continue working. After work, I go to the company gym where I do exercise for 90 minutes and then I commute home. I arrive at home at around 8pm where I have a shower and help my girlfriend cook dinner. We normally have dinner at around 8.45pm. Usually we watch a TV series or a film until 10pm, then I brush my teeth, put my pyjamas on and go to bed.

I set my alarm for 8am and then get up and wash my face and brush my teeth. I then get changed and do my makeup ready for my day at work and I leave the house at 8.30am otherwise I will be late. I walk to the tube station which takes just under 20 minutes and I get the northern line to Stockwell and change to the Victoria line to Oxford Circus. My commute usually takes 50 minutes. I then walk to my office from the tube station which takes 5 minutes and I sit down at my desk ready for the day at 9.30am. I usually eat my breakfast at 10am at work because I hate eating early in a morning. I have my lunch break from 1-2pm and I usually have soup or a salad. My working day finishes at 5.30pm and I make my way home. I then get changed out of my work clothes and put something more comfortable on and cook my dinner with whatever I have in the fridge and then I usually watch TV with my housemates or FaceTime my boyfriend. I get ready for bed and go to sleep between 10.30pm and 11pm ready for the next day.

**Flo Wilkinson**

*Classified Sales Executive*

*London*



**Charles Dunn**

*Student of Philosophy,  
Politics and Economics*

*Reading*



My alarm is set for 7:45am, when I wake up, I brush my teeth and take a shower. I get changed and prepare breakfast for 8:15am. When I have finished my breakfast I prepare my bag for my first lecture of the day. I leave my house at 8:30am and cycle to the university campus, this journey usually takes me fifteen minutes. My first lecture starts at 9:00am, I usually arrive with some time to spare before the lecture has started, this gives me time to open my textbooks and find the relevant course material on my laptop. The lecture lasts until 11:00am. After the lecture I make my way to the library. I study for a couple of hours and then I eat my lunch at around 1pm. I may study for a few more hours but I try and go to the gym at 3pm in the afternoon. After working out for one hour, I make my way home. The evening varies day to day, most likely I spend time with my housemates, and we eat dinner together from any time between 6-8pm. After dinner we go to the university bar which is on campus. If we go to the university bar, we tend to return home at 10pm. I get ready to go to sleep by brushing my teeth and I am in my bed at 10:30pm. I spend three quarters of an hour reading before I go to sleep. I switch my lights off at around 11:15pm.

**1.3. Watch a video on <https://virtually-fluent.com/a-day-in-the-uk/> and tell about a typical working day of the British.**

# Everyday Problems

## In the home

Paul had a lot of problems yesterday.

He **dropped** a cup



and it **broke**.



He got another cup, made some coffee, and then **spilt** it.



His shirt now has a large **stain** on it [see picture], and it is **ruined**. (= he can't wear it again, it has no use)



Then he decided to make some toast. He **burnt** the first piece (if you **burn** something, you damage it with heat or fire), then he realised he'd **run out of bread** (= the bread was finished/there was no more bread). He left home hungry and in a **bad mood**. (= angry and unhappy; *opp* in a good mood)

## Out and about

After Paul went out, things got worse (= his situation became worse/there were more problems). He was late, and he **missed the bus** (= the bus came and went before he got to the bus stop), so he had to walk. That made him even later. He started running, but he **fell over** and cut himself (see picture). Later, when he got to school, he realised he'd **lost** some money and left his English book at home. (= forgotten his books)



1.4. Match the beginnings on the left with the correct endings on the right:

- 1 I lost my credit card
- 2 I'm afraid I've run out
- 3 I'm afraid I left
- 4 I dropped my radio on the floor
- 5 I spilt my coffee
- 6 I missed the bus
- 7 I burnt myself
- 8 I forgot

- a when I lit that cigarette.
- b and had to wait ages for another.
- c and it has stained the carpet.
- d and all my money.
- e to bring my money.
- f my money at home.
- g and now it doesn't work properly.
- h of coffee. Would you like tea?

1.5. This is what happened when Anna had a party at her house. Write a description of the damage.



## Leisure Time

### Outdoor leisure activities



hiking



camping



rock climbing



jogging

I often go camping in the summer.  
I really enjoy hiking.

I do a bit of/a lot of rock climbing in Wales.  
Jogging keeps me fit. (= keeps my body healthy)

## What do you do?

Notice the common verb + noun combinations here, e.g. do exercise or play a game.

Do you do much sport?

I go **skiing** in the winter.

I **play** a lot of ice hockey.

I go to **the gym** (= gymnasium) twice a week, where I do aerobics and a bit of **weight training**.

Is it expensive to **join** (= become a member of) a sports club?

I plan to **take up** (= start) golf when I get older.

I had to **give up** (= stop) athletics after I injured my back.

Swimming is **good** for you. (= helps people to stay healthy)

You need to **do/take** more exercise if you want to get fit.

(= become fit/get in good condition)

A: Which team do you **support**? (= like and follow)

B: Real Madrid. I've **supported** them all my life.



Complete these sentences with a suitable word.

- 1 Do you still do a lot of weight training ?
- 2 I enjoy jogging and it keeps me .....
- 3 Liz doesn't have much opportunity now to go rock .....
- 4 Nigel loves dangerous sports; I'm the complete .....
- 5 He has played for several good teams and he takes it very .....
- 6 I used to play a lot of ice .....
- 7 We still like watching motor .....
- 8 I played for years, then I injured my ankle and I had to give .....
- 9 In the summer I go jogging in the park. In the winter I exercise indoors and go to the .....
- 10 I love swimming, and it's really good for .....

## Theatre and Cinema

### Plays and musicals

At the theatre you can see plays, e.g. *Hamlet*, written by Shakespeare; or musicals, e.g. *Phantom of the Opera*, written by Andrew Lloyd Webber. You usually **book** (= reserve) tickets in advance (= some time before you see the play). When you see the play (or film), it is called a performance, e.g. The evening performance usually starts at 8 pm.

## Cinema

Films are **shown** on a screen. In your country, films made in English may have **subtitles** (= a written translation at the bottom of the screen), or they are **dubbed**. (= the English is replaced by actors speaking the words in your own language)

The person who makes the film is the **director**, e.g. Steven Spielberg, and the people in the film are **actors**. Famous actors are often called **film stars** (or **stars**), e.g. Julia Roberts.

## Types of film

**war film**, e.g. *Apocalypse Now*; *Platoon*

**romance** (= a love story/about a relationship)

**thriller** (= interesting and exciting; often about crime)

**disaster movie**, e.g. *Titanic*

**action film**, e.g. *Indiana Jones*

**horror film**, e.g. *Dracula*

**comedy** (= funny film; makes you laugh)

**romantic comedy** (= love story and funny)

## Telling the story

The film is set (= happens) in the 1920s. It's **about** (= the subject/story is) a young man from a **poor background** (= family history and situation), who meets a girl and they **fall in love**. But her family don't accept him, so they **run away** (= go to another place to be away from the parents). **At first** (= in the beginning) everything is fine, but then **things go wrong** (= problems appear in their situation) and she has to leave him or they will be unhappy.

## Types of music

**Classical music**, e.g. Beethoven, Mozart (NOT *classie* music)

**Opera** (= a play in which the words are sung), e.g. *La Boheme* by Puccini, *Carmen* by Bizet

**Rock and pop music**, e.g. U2, Madonna, Robbie Williams, Alicia Keys

**Jazz**, e.g. Duke Ellington, Miles Davis

There are many types of rock and pop music. Some are popular for long periods, others have a short history. Examples in the last 25 years are: punk, reggae, rap, garage and hip-hop.

## TV in Great Britain

At the moment there are five 'terrestrial' channels (or stations) on TV (BBC 1, BBC 2, ITV1, Channel 4 and Channel 5).

If you pay extra, you can have a **satellite dish** and receive **satellite TV**; or pay to have **cable TV** (TV sent through wire cables underground). There are many channels available.

## Types of programme

**Soap opera:** a programme often on two or three times a week, which follows the lives of a group/community of people. The stories are often exciting, dramatic and hard to believe.

**Quiz show or Game show:** individuals or teams (called **contestants**) answer questions or play different games against each other. The winner gets a **prize**, e.g. money or a holiday.

**Chat show:** a programme where a presenter talks to famous people about their lives.

**Documentary:** a film with factual information, often about a problem in society.

**Series:** a number of programmes about the same situation or the same characters in different situations. This may be a **comedy series** (= programmes that try to be funny), or a **drama series**. (= programmes with interesting characters and exciting situations)

**Current affairs:** programmes about a social or political problem. Current means happening 'now/at the present time'.

### 1.6. *What word or phrase is being defined?*

- 1 A play or film, and part of the story is sung to music.
- 2 The people who watch a play at the theatre.
- 3 The person who makes a film.
- 4 Journalists who write articles about films and plays.
- 5 The name of the articles they write.
- 6 The translation of the words of a film across the bottom of the screen.
- 7 To reserve tickets before the performance.
- 8 The most important actors in a film.

### 1.7. *Complete these sentences describing parts of the story of different books and films:*

- 1 The film is ..... in the 1940s, during the Second World War.
- 2 At the beginning, Paul meets Jennifer in a bookshop and they fall in .....
- 3 The film is ..... two women who drive across America.
- 4 The main character is young, clever and comes from a very rich .....
- 5 The couple are too young to marry, and their parents are very unhappy about the relationship, so they run .....
- 6 In this film the husband loses money gambling, but ..... first his wife knows nothing about it.
- 7 At the beginning, the company is successful, but then things start going .....
- 8 There's a love story in it, and it's very funny. I suppose you'd call it a .....

### 1.8. *Answer these questions:*

1. What sort of music do you like best?
2. Who's your favourite singer / group / composer?
3. What was the last album you listened to?
4. Has your musical taste changed in the last few years?

## 2. Speaking

### 2.1 Read and translate the text.

### My Working Day

I am a first-year student of the Technical Academy. My parents live in Chernovtsy and I study in Odesa, so I need some housing. There are two opportunities for me: I can live in a dormitory (a students' hostel), or to rent a flat (an apartment).

I decided to rent a flat. To make the rent smaller, I also decided to share my flat with another girl — Natasha. She studies at the Academy, too, and she is my best friend now. I'll tell you more about her later.

Now, let me describe my usual working day. My classes begin at 8:30. So, on week-days I have to get up at 7:15. I don't have an alarm clock and usually my roommate wakes me up and my working day begins. I turn on music and do my morning exercises while Natasha takes a shower. I don't take a bath in the morning because I don't have enough time for it. I take a cool shower (that's when I completely wake up), brush my teeth. After that I go back to our room and get dressed. I brush my hair and put on a light make-up. Then we have breakfast. Natasha makes breakfast every Monday, Wednesday and Friday. I have to serve breakfast on Tuesdays, Thursdays and Saturdays. I love to listen to the latest news on the radio while I am eating and Natasha prefers light music.

We leave the house at ten minutes past eight and walk to the nearest bus-stop. We live rather far from the Academy and it usually takes us about a quarter of an hour to get there by bus. Sometimes when the weather is fine and we have enough time we walk to the Academy. It is very healthy to walk much.

The classes begin at 8:30 in the morning and they end at 2:00 p.m. We have lectures in different subjects. As a rule, we have three or four classes a day. Sometimes it is very hard to wait till they end.

Usually I don't miss my classes because I want to pass my exams successfully. But sometimes I do, especially when the weather is fine and the classes are boring.

At 11:50 we have lunch. That's my favourite time. That is the time to share the latest news and to gossip. My friends and I prefer not to go to the canteen and we often have lunch in a small cafe not too far from the Academy. At 12:30 we have to be back to our classes. During the working day we also have several short breaks which last for ten minutes.

Occasionally, I have to stay at the Academy till 5 or even 6 o'clock in the evening because I go to the library to get ready for my practical classes or to write a report. As a rule, I have no free time on week-days. So, by the end of the week I get very tired.

We come home at about 7 o'clock in the evening. We eat supper together and share the latest news.

After supper we wash dishes, drink coffee or tea and watch TV. I prefer old comedies and Natasha likes serials or films about travelling. Sometimes Natasha and I go for a walk in the park or visit our friends.

At about eleven at night I go to bed. I like to read something before going to bed and Natasha likes to listen to some music. Sometimes I fall asleep while I am reading and Natasha gets up and switches off the light and says - Good night!

**2.2. After-reading discussion:**

*Is your working day similar to the one described in the text? Do you keep regular hours? Can you describe your ordinary working day?*

**2.3. Read and translate the text.**

## **Leisure of British Young People**

Young people in Great Britain have plenty of free time in the evenings and at the weekends to fill with hobbies of all kinds. There is no doubt that the most popular leisure activity of all is watching TV. In fact, the average Briton watches about 25 hours of television every week. They have a choice of four national networks (BBC1, BBC2, 1TV and Channel 4) plus a dozen or so satellite and cable stations. The second most popular leisure activity is visiting or entertaining friends. Listening to music and reading follow in the third and fourth position. Going for a meal or to the cinema is widely spread among the British youth as well. Next comes voluntary work. A surprising 25% of British adults are involved in voluntary work of some kind. There are more than 250,000 voluntary organisations in the UK. Many voluntary groups try to raise money for local charities connected with schools or churches while others concentrate on international problems such as famine in Africa. Perhaps the most traditional leisure activity is sport, which is divided into participation and spectator sport. The most popular spectator sport is football. Then we should mention rugby, cricket and athletics. When it comes to participation sport, nobody will be surprised to find that walking is number one in this way. Swimming is second. Young men are also fond of snooker, darts, cycling and squash. Young women prefer to keep fit. At 15 years old and above, young people try to find «Saturday jobs», working as assistants in shops, cafes or restaurants to have pocket money. They save this money for bicycles, motorbikes, and spend it for discos and dances.

**1. What these numbers refer to, write out of the text.**

250,000

25

4

25%

15

**2. Match the opposites.**

1. plenty of time

2. weekends

3. to doubt

4. to save money

5. to be fond of

a) working days

b) lack of time

c) to be indifferent to

d) to be sure

e) to spend money

**2.4 Can you describe a typical way of spending leisure time in the UK and Ukraine?**

# LEARN WHILE YOU ARE YOUNG

*Knowledge is power.  
The roots of education are bitter,  
but the fruit is sweet.*

## 1.1 Read and translate the text.

### Studying at a British University

If you want to go to (= enter *fml*) university, you must first pass examinations that most students take at the age of 18 (called 'A' levels). Students usually take three or four 'A' levels (examinations in three or four subjects), and they must do well to get a place at university.

If you get a place, most students have to pay part of their tuition fees (= money for teaching). Some students also get a government grant (= money to pay for living expenses, e.g. food and somewhere to live), but most students need a loan (= money you borrow from a bank) to cover the cost of (= pay for) university life. Students at university are called undergraduates while they are studying for their first degree.

Most university courses last (= continue for) three years, some courses last four years, and one or two courses, e.g. medicine, are five years. During this period students can say they are doing a degree, and when they finish and pass their exams, they can say they have a degree. This can be a BA (= bachelor of arts) or a BSc (= bachelor of science). For example:

He hopes to get a place at Oxford.  
She's doing a degree in physics.  
She's got a BA in French.

She's at university in Glasgow.  
I've got a degree in German from York University.  
He's got a BSc in computer science.

### Postgraduate courses

When you complete your first degree, you are a graduate. Some students then go on (= continue) to do a second course or degree, called a postgraduate course/degree (or postgrad course). These students are then postgraduates and they often study for:

an MA (Master of Arts), e.g. I'm doing a Masters in English *or*  
an MSc (Master of Science), e.g. She did a Masters in biology *or*  
a PhD (Doctor of Philosophy) [minimum three years], e.g. He's got a PhD in computer science.

When people study one subject in great detail (often to find new information), we say they are doing research, e.g. My sister is doing research into/on the effects of stress at work.

### School vs university

School has teachers and lessons; at university you have lecturers and lectures. The head of department (also called a 'faculty', but less common in spoken English) at a university is usually called a professor. (An ordinary teacher or lecturer is not a professor.)

## 1.2. What do you call:

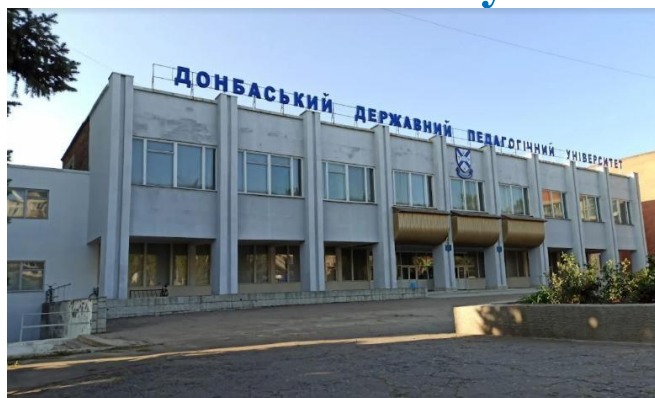
- 1 the money some students receive if they get a place at university?
- 2 the qualification you get at the end of university?
- 3 the name we give students during this period at university?
- 4 teachers at university?
- 5 students when they have completed their first degree?
- 6 students studying for a second, higher degree?
- 7 the study of one subject in great depth and detail, often to get new information?
- 8 the talks/lessons that students go to while they are at university?

**1.3. Fill in the gaps with a suitable word:**

- 1 My brother is 20. He's still ..... university in York.
- 2 She's got a degree ..... economics.
- 3 He's ..... research ..... various types of nervous disorder.
- 4 She's already got a BA. She's doing a ..... degree now.
- 5 Who is the professor in your ..... ?

**Work in pairs. Ask each other questions about the university where you study.**

## Our University



1. What is the full name of your university?
2. How did you get to know about this university?
3. What year are you in?
4. What is your speciality / faculty?
5. Who is the Dean of your faculty?
6. How many faculties are there at your university?
7. What facilities are provided by the university for studying?
8. If you could choose, would you prefer online- or offline-learning?
9. What is your major subject?
10. Did you have to pass examinations to enter the university?
11. Do some students get a grant to study at the university?
12. What is your equivalent of the British BA or BSc?
13. Do you have similar postgraduate degrees in your country?
14. What do you know about extracurricular activities of students?
15. What do you like / dislike about the Donbas State Pedagogical university?

## PART 3

### GRAMMAR REVIEW

#### UNIT 1.

#### The Article. The Noun. The Pronoun. The Numeral.

##### *1. Put in the article where necessary:*

**A.** 1. This is ... book. It is my ... book. 2. Is this your ... pencil? — No, it isn't my ... pencil, it is my sister's ... pencil. 3. I have ... sister. My ... sister is ... engineer. My sister's ... husband is ... doctor. 4. I have no ... handbag. 5. Is this ... watch? — No, it isn't ... watch, it's ... pen. 6. This ... pen is good, and that ... pen is bad. 7. I can see ... pencil on your ... table, but I can see no ... paper. 8. Give me ... chair, please. 9. They have ... dog and two ... cats. 10. I have ... spoon in my ... plate, but I have no ... soup in it.

**B.** 1. For ... breakfast I have ... coffee with ... milk and ... sugar. I have ... jam, too. There are ... different things on ... dinner-table. There is ... bread, ... butter and ... ham. There are ... cups and ... glasses there. There is ... jug on ... table. ... milk in ... jug is hot. There is ... tea-pot on ... table. There is ... tea in ... tea-pot. ... tea is hot, too. There are ... plates, ... forks and ... knives on ... table. 2. ... lamp is on ... table. 3. There is ... lamp on ... table. 4. Is there ... lamp on ... table? 5. Is ... lamp on ... table? 6. Is there ... clock on ... wall? 7. There are two ... shelves on ... wall. 8. Where are ... shelves? — ... shelves are on ... wall. 9. They have ... large flat. There are ... four rooms in ... flat. 10. Is ... newspaper on ... table? 11. Is there ... newspaper on ... table? 12. There is ... butter on ... plate. 13. Where is ... butter? ... butter is on ... little plate. 14. There is ... white and ... brown bread on ... table.

##### *2. Put in the articles where necessary:*

1. My ... aunt and my ... uncle are ... doctors. They work at ... hospital. They get up at seven o'clock in ... morning. They go to ... bed at eleven o'clock. 2. I work in ... morning and in ... afternoon. I don't work in ... evening. I sleep at ... night. 3. When do you leave ... home for ... school? - I leave ... home at ... quarter past eight in ... morning. 4. What does your mother do after ... breakfast? — She goes to ... work. 5. Is there ... sofa in your ... living-room? — Yes, there is ... cosy little ... sofa in ... living-room. — Where is ... sofa? — It is in ... corner of ... room to ... left of ... door. I like to sit on this ... sofa in ... front of ... TV-set in ... evening. 6. There is ... nice coffee-table near ... window. There are ... newspapers on ... coffee-table. 7. There is ... tea in ... glass. 8. When do you watch ... TV? — I watch TV in ... evening. We have ... large colour TV-set in our ... room. There is ... beautiful vase on ... TV-set. There are ... flowers in ... vase. 9. I have ... large writing-desk in ... study. There is ... paper on ... writing-desk. My ... books and ... exercise-books are on ... writing-desk, too.

##### *3. Convert the following sentences into plural:*

**A.** 1. This man is an engineer. 2. That woman is my sister. 3. This child is my son, 4. That goose is big. 5. This mouse is white. 6. This man is a doctor. 7. That woman is my cousin. She is a teacher. 8. That girl is my niece. She is a pupil. 9. This girl has a blue

sweater. 10. This boy has a good coat. 11. My uncle has a large flat. 12. There is a table in the room. 13. I have a good pen. My pen is in my pocket. 14. There is a flower in the vase. 15. This child's foot is sore.

**B.** 1. This room is very large. 2. There is a match in the box. 3. Has this lady a knife? 4. There is a man and a woman in the street. 5. This lady is that gentleman's wife. 6. This shoe is too large for my foot. 7. The child is sitting on a bench. 8. My tooth is white. 9. This key is made of steel. 10. A potato is a vegetable and a cherry is a fruit. 11. This is my friend's study.

**C.** 1. What is that child's name? 2. The cat has caught a mouse. 3. There was a lady, a gentleman, a boy and a girl in the room. 4. In the farm-yard we could see an ox, a sheep, a cow and a goose. 5. Is this worker an Englishman or a German? -He is a Frenchman. 6. Why don't you eat this potato? 7. This strawberry is still green. 8. The withered leaf has fallen to the ground. 9. Can you see a bird in that tree? 10. Does your tooth still ache? 11. I held up my foot to the fire to warm it. 12. His child studies very well. 13. This man works at our office. 14. There is a new house in our street. 15. This story is very interesting. 16. I have hurt my foot. 17. The wolf has been shot. 18. He keeps his toy in a box. 19. Put this knife on that table.

**4. Work in pairs. The sentences below have mistakes. Find and correct them. There are two examples (0) and (00) at the beginning.**

0. *my*                      This is **mine** swimming suit,  
00. *yours*                      and where is **your**?

- 1 When our car broke, they let us use their.
- 2 A man is known by its company.
- 3 I asked you to write theirs address, and you wrote our.
- 4 Love me, love me dog.
- 5 Why do you hang on mine words?
- 6 You put on my jacket and I'll wear your.
- 7 Take its easy! It's not yours problem.
- 8 Everyone wants what is their by right
- 9 Lend you money and lose yours friends.
- 10 Out of mine sight!

**5. Translate into English:**

1. Де діти? Я їх не бачу. 2. Ці книги не ваші, вони наші. Покладіть їх на полицю. 3. Це один з її підручників, чи не так? 4. Візьми чашки і постав їх на стіл. 5. Я знаю його дуже добре, він один з моїх друзів. 6. Дякую за вашу допомогу. 7. Цей переклад ваш, чи не так? 8. Дозвольте мені усе пояснити вам. 9. Ця касета його, а та – її. 10. Розкажи їм усі новини. 11. Я не маю ручки, позич мені свою, будь ласка. 12. Я завжди зустрічаю його тут. 13. Візьми мою куртку. Її – не досить тепла. 14. Хто це? – Це я. 15. Це його словник. А де ваш? 16. Один з його друзів – студент вашого університету. 11. Мій портфель на стільці, а його – на парті. 12. Розкажи мені про Великобританію, її географічне положення і визначні пам'ятки.

13. Я читаю свій журнал. 14. Вони відвідують своїх батьків на вихідні. 15. Візьми гроші й поклади їх на стіл. 16. Їй сімнадцять років, моя сестра молодша за неї. 17. Вона перекладає краще за них. 18. Він обіцяв написати листа моєму брату й мені. 19. Бет – одна з твоїх двоюрідних сестер, чи не так? 20. Твій будинок далі від центра, ніж наш. 21. Запитай її про це. 22. Твій диктант непоганий, але його – кращий. 23. Дай їм наші словники. 24. Нехай вони виконають це завдання письмово. 25. Покажи їй ваш будинок.

<i>Some</i> позначає невідому кількість	
Употребление	
Стверджувальні речення	We have got <i>some</i> dictionaries.
Заперечувальні речення	We have got <i>no</i> dictionaries. We haven't got <i>any</i> dictionaries.
Питальні речення	Have you got <i>any</i> dictionaries?

**6. Work in pairs. Choose the correct pronoun in the following sentences.**

1. There are *some/any* flowers in the vase. 2. Are there *some/any* books on the table? 3. There are *any/no* letters in the letterbox. 4. We haven't got *any/no* dictionaries. 5. *No /any* man is born wise or learned. 6. I can see you *any / some* time on Monday. 7. I had *no / not* alternative but to go. 8. *Any/some* person can do it. 9. If I can help in *any / no* way, let me know. 10. You're *not some / not any* better than the rest of them.

**7. Fill in the blanks in the sentences below with the following words.**

*some                      any                      no                      not any*

1. Ann always brings \_\_\_\_\_ flowers from her garden. 2. Do you know \_\_\_\_\_ exceptions to this rule? 3. You have \_\_\_\_\_ very nice pictures here. 4. Are there \_\_\_\_\_ letters for me? – No, there aren't \_\_\_\_\_. 5. There are \_\_\_\_\_ letters in the letter-box, but there are \_\_\_\_\_ newspapers there. 6. I've got \_\_\_\_\_ interesting English books here. 7. There aren't \_\_\_\_\_ English magazines in the library. 8. There are \_\_\_\_\_ mistakes in your test. 9. There is \_\_\_\_\_ bread on the plate. 10. Can I have \_\_\_\_\_ more tea?

**8. Fill in the blanks in the sentences below with the words from the box. Give several variants if possible.**

*someone                      somebody                      something                      anyone*  
*anybody                      anything                      none                      nobody nothing*

1. There is \_\_\_\_\_ at the window. 2. They understand \_\_\_\_\_ 3. The door is locked, \_\_\_\_\_ is at home. 4. Is there \_\_\_\_\_ new? 5. \_\_\_\_\_ can help me. 6. If there is \_\_\_\_\_ interesting in this article, let me know. 7. I don't know \_\_\_\_\_ about this writer, tell me \_\_\_\_\_ about him. 8. I can see \_\_\_\_\_, it is too dark here. 9. \_\_\_\_\_ can answer this question, it is very easy. 10. There was hardly \_\_\_\_\_ who knew the way.

**9. Insert much, many, little, few, a little, a few:**

1. He had ... English books at home, so he had to go to the library for more books. 2. She gave him ... water to wash his hands and face. 3. I'd like to say ... words about my journey. 4. After the play everybody felt ... tired. 5. Let's stay here ... longer: it is such a nice place. 6. There were ... new words in the text, and Peter spent ... time learning them. 7. There was ... hay in the barn, and the children could not play there. 8. There was ... water in the river, and they decided to cross it. 9. My mother knows German ... and she can help you with the translation of this letter. 10. When we walked ... farther down the road, we met another group of students. 11. Have you got ... ink in your pen? 12. At the conference we met ... people whom we knew well. 13. There are very ... old houses left in our street. Most of them have already been pulled down. 14. If you have ... spare time, look through this book. You will find ... stories there which are rather interesting. 15. There are ... things here which I cannot understand. 16. Shall I bring ... more chalk? — No, thank you. There is... chalk on the desk. I hope that will be enough for our lesson.

**10. Translate into English:**

багато зошитів, багато молока, мало води, багато грошів, мало газет, трохи снігу, багато крейди, багато років, мало картин, багато музики, багато хлопців, кілька дівчаток, трохи чаю, кілька лимонів, мало м'яса, мало кімнат, кілька вчителів, багато роботи, мало повітря, багато птахів, мало автомобілів

**11. Fill in the gaps with both, all, neither, either or none.**

Dear Beth,

Thank you for your letter. It was good to hear 1) *all* your news. I get lots of letters, but 2) ..... of them cheer me up as much as yours.

Bill and I are 3) ..... very tired at the moment. He's very busy because he's been promoted to manager of his firm. I've started a new job, so I don't have much spare time, 4) ..... . I love my job and 5) ..... Of people I work with are friendly, but the long hours seem to take up 6)..... of my energy.

My parents are coming to visit us tomorrow. 7) .....of them have seen the new house yet, so I'll have to show them 8) ..... around. Bill has decorated the 9) ..... of the rooms, so 10) ..... .. of them looks the way they did when we moved in. I hope 11)..... you and Toby will be able to visit us again soon, then you can see 12) ..... the changes.

Write soon. I'm looking forward to 13) ..... Hearing from you or seeing you soon.

With love,

Jane

## UNIT 2.

### The Adjective. The Adverb.

1. Put in each space below a noun made from the adjective in brackets after the sentence.

1. South Africa has great mineral ....wealth..... (wealthy)
2. \_\_\_\_\_ is one of the world's great problems. (poor)
3. Tell me the \_\_\_\_\_. (true)
4. I must drink something. I'm dying of \_\_\_\_\_. (thirsty)
5. I must eat something. I'm dying of \_\_\_\_\_. (hungry)
6. He was very bright. He passed the exam with \_\_\_\_\_. (easy)
7. In his \_\_\_\_\_ he travelled a lot. Now he is too old. (young)
8. I don't know how to express my \_\_\_\_\_ for your help. (grateful)
9. It's very late. There's not much \_\_\_\_\_ of his coming now. (likely)
10. To be a soldier you need to be strong and in good \_\_\_\_\_. (healthy)
11. There was no doubt about his \_\_\_\_\_. He was sent to prison for five years. (guilty)
12. He escaped to \_\_\_\_\_ by climbing over the prison wall. (free)

### 2. Underline the correct answer.

1. Dawn is older / the oldest than all her sisters.
2. Lean is taller / the tallest person in her family.
3. All of your friends are nice, but George is certainly the nicer / the nicest.
4. This is the better / the best women's basketball team in the country.
5. Basketballs are more expensive / the most expensive than footballs.
6. Ice hockey is a more dangerous / most dangerous sport than basketball or football.
7. Of all the sports in the Olympics, which sport is more dangerous / the most dangerous?
8. A basketball court is usually bigger / the biggest than a tennis court.
9. I think Annie is a more intelligent / the most intelligent person in our class.
10. My bedroom is colder / the coldest room in the house.

### Comparative Constructions

1. A(-er) + Noun + **than** + this / that + Noun / one
2. **more / less** + Noun + **than** ...
3. **much / far** + A(-er) + Noun + **than**... - набагато більше / менше, ніж...
4. **twice / thrice as much** (many) – у два/ три рази більше, ніж...
5. **half as much** (many) – у два рази менше, ніж...
6. **three times as much** – у три рази більше, ніж...
7. **as + A + as** + this / that + Noun / one – такий самий ..., як....
8. **is the same as** – такий самий, як ....
9. **half as + A + as** + this / that + Noun / one – у два рази менше ..., ніж ....
10. **one third** the height /weight /length / width of – у три рази нижче / легше / коротше / вужче, ніж ...
11. **not as / so + A + as** – не такий ..., як ....
12. **two years older than**... - two years my senior

13. two years **younger than**... - two years my junior  
 14. **the** + A(-er), **the** A(-er) – чим ....., тим....  
 15. A(-er) + **and** + A(-er) – emotional comparison to express the development or change of the quality  
 16. **a most** = “very” (a most beautiful girl = a very beautiful girl)

**3. Translate into English using the comparative constructions.**

1. This lake is (у два рази коротше) than that one.
2. We earn (у два рази менше) as Tom does.
3. This building is (у два рази нижча) as that building.
4. Your flat is (у півтора рази менша) as theirs.
5. These apples are (не такі кислі) as those ones.
6. Your test result is (такий самий, як) you got last summer.
7. This bike is (у чотири рази дорожчий) as Pete's / than Pete's.
8. Linda is (у два рази старша / молодша) as her sister is./ Linda is (у два рази старша / молодша) than her sister.
9. Life is getting (все дорожчим і дорожчим).
10. (Чим чоловік старший), the (розумніший) he is.
11. Their library has (на сто книг більше), (ніж у нашій).
12. Their library is (набагато більша / менша) than Mary's.
13. Чим більше ви будете читати, тим кращими будуть ваші знання.
14. This book is (така ж цікава, як і) that one.
15. Чим вистава цікавіша, тим складніше купити на неї квитки.

**4. Work in pairs. Most of the sentences below have mistakes. Find and correct them. There are two examples (0) and (00) at the beginning.**

0 *cheaper*            This furniture is **more cheaper**,  
 00 *worse*            but it's not **badder** than that one.

- 1 The more you forget, the little you know.
- 2 The boy is so sly as a monkey
- 3 It's the most big risk I've ever taken.
- 4 A greater ship asks deep waters.
- 5 Kids are less noisier than adults.
- 6 He is the most mean of us.
- 7 A motorbike is not as expensive as a car.
- 8 Laughter is the good medicine.
- 9 He made a living as best he could.
- 10 Are dogs loyal more than cats?

**5. Translate into English:**

1. Цей будинок такий же старий, як той? – Ні, він не такий старий, він новіший, а наш будинок – найновіший у районі.
2. Її кімната у такому ж безладді, як і твоя? – Ні, у неї безладдя більше, а кімната Ліз найчистіша і найзатишніша.
3. На півдні

Англиї погода м'якша, ніж на півночі, а в Шотландії погода найхолодніша. 4. Темза коротша, 128 ніж Ейвон? – Звичайно ні, Ейвон коротший, а Темза довша. 5. Джейн була сердита, коли я взяла її куртку, Тім був ще сердитішим, коли я взяла його магнітофон, а тато був найсердитішим, бо я взяла його авто, зате я була найщасливішою людиною у світі! 6. Хто наймолодший у вашій родині? – Я був наймолодшим, я молодший за сестру на шість років, а тепер у мене є племінниця і вона наймолодша. 7. Поради батьків завжди гарні, батьки старші і мудріші. 8. Дэйвид – найввічливіший хлопчик у класі, але, на жаль, він і найледачіший. 9. Немає нічого приємніше, ніж сидіти у кріслі й читати гарну книгу. 10. Великобританія більша Ірландії, це найбільший із Британських островів. 11. Що складніше: китайська граматики чи англійська? – Гадаю, китайська граматики – одна з найскладніших. 12. Жовтень зазвичай більш дощовий, ніж вересень, це найнеприємніший місяць осені. 13. Оповідання цього письменника менш цікаві, ніж романи. А мій брат каже, що вони такі ж цікаві. 14. Ти хочеш дорожчу чи дешевшу сукню? – Я хочу наймоднішу і не дуже дорогу. 15. Яке завдання найважливіше? – Це найважливіше завдання, завдання два – менш важливе, завдання три – найменш важливе, а завдання чотири таке ж важливе, як і перше. 16. Твої новини такі ж гарні, як і новини Тома? – Мої новини кращі, це найкращі і найбільш хвилюючі новини тижня. 17. Візьми сумку, вона не така важка, а мій брат візьме ту, та сумка найважча. 18. Їхній готель сучасний, але наш – сучасніший, а той готель – найсучасніший і найдорожчий. 19. Це містечко не велике і тихе, Брайтон – більший і жвавіший, а Лондон – найбільше і найжвавіше місто в країні. Воно таке ж жваве, як і багато найбільших столиць світу. 20. Сьогодні погода не така вогка, як учора. Але вона вологіша, ніж минулого тижня. 21. Нове авто швидше, ніж старе, але менш економічне. 22. Деякі із найменших країн світу є заможнішими, ніж великі країни. 23. Це один із найвідоміших сучасних письменників. Він більш відомий романами, ніж віршами. 24. Оксфорд і Кембридж старші за інші університети Великобританії, це найстарші університети країни. 25. Квартира моєї двоюрідної сестри більша, але вона менш зручна, ніж наша.

**6. Work in pairs. Most of the sentences below have mistakes. Find and correct them. There are two examples (0) and (00) at the beginning.**

0 seldom go	I go there seldom
00 knows him well	She well knows him

- 1 Sugar can contribute also to heart disease.
- 2 The customer is right always.
- 3 Just it came and went.
- 4 We found the house enough easily.
- 5 The English language is changing constantly.
- 6 I didn't introduce myself, either.
- 7 I haven't yet been to the new exhibition.
- 8 Traffic noise is sometimes a problem.
- 9 He who never climbed never fell.
- 10 Women live longer usually than men.

### 7. Translate into English:

1. Він дивно виглядав.
2. Вона сердито подивилася на нас.
3. Троянда гарно пахне.
4. Вона чудово співає і грає на піаніно.
5. Діти були одягнені просто, але охайно.
6. Кім ната виглядає прибраною.
7. Я добре почувуюся сьогодні.
8. Вони відмінно грають у баскетбол.
9. Стає холодно.
10. Він холодно привітав їх.
11. Сюди легко добиратися.
12. Ти можеш легко перекласти це.
13. Рада знову зустріти вас.
14. Вона приємно посміхнулася і запросила увійти.
15. Він виглядав сумним.
16. Тіна сумно дивилася услід автобуса – вона запізнилася.
17. Він – у Німеччини і погано говорить англійською мовою.
18. Шко да, що ти не можеш поїхати з нами.
19. На вулиці тепло, чи не так?
20. Діти були тепло одягнені.
21. Сонце яскраве сьогодні.
22. Кімната була яскраво освітлена.
23. Добре, що ми маємо його адресу.
24. Ця страва дуже смачна.
25. Дженні готує дуже смачно.

## UNIT 3.

### The Present Tenses of the Verb

#### Відмінювання дієслова *to work* (працювати)

<p style="text-align: center;"><b>Present Continuous</b></p> <p><i>I am (not) working.</i> <i>Am I working? – Yes, I am. No, I am not.</i></p> <p><i>He/ She/ It is (not) working.</i> <i>Is he/ she/ it working? – Yes, he is. No, he is not.</i></p> <p><i>We/ You/ They are (not) working.</i> <i>Are we working? – Yes, we are. No, we are not.</i></p>	<p style="text-align: center;"><b>Present Simple</b></p> <p><i>I/ We/ You/ They work.</i> <i>I/ We/ You/ They do not work.</i> <i>Do I/ we/ you/they work? - Yes, I do. No, I do not.</i></p> <p><i>He/ She/ It works.</i> <i>He/ She/ It does not work.</i> <i>Does he/ she/ it work? – Yes, he does. No, he does not.</i></p>
<p style="text-align: center;"><b>Present Perfect</b></p> <p><i>I/We/ You/ They have (not) worked.</i> <i>Have I/we/ you/ they worked? – Yes, I have. No, I have not.</i></p> <p><i>He/ She/ It has (not) worked.</i> <i>Has he/ she/ it worked? - Yes, he has. No, he has not.</i></p>	<p style="text-align: center;"><b>Present Perfect Continuous</b></p> <p><i>I/We/ You/ They have (not) been working.</i> <i>Have I/we/ you/ they been working? – Yes, I have. No, I have not.</i></p> <p><i>He/ She/ It has (not) been working.</i> <i>Has he / she / it been working? – Yes, he has. No, he has not.</i></p>

**1. Put in a suitable affirmative or negative form of be and have:**

Helen \_\_\_\_\_ fourteen. She \_\_\_\_\_ at a very nice school: she \_\_\_\_\_ interested in the lessons – there \_\_\_\_\_ only two teachers that she doesn't like – and she \_\_\_\_\_ got lots of friends.

Two years ago she \_\_\_\_\_ at a different school; the lessons \_\_\_\_\_ very good, and she \_\_\_\_\_ many friends, so she \_\_\_\_\_ very unhappy.

The school \_\_\_\_\_ twenty km from Helen's house, so she gets up early. She \_\_\_\_\_ a quick wash, and then she \_\_\_\_\_ breakfast cereal and fruit juice if she \_\_\_\_\_ hungry. There \_\_\_\_\_ a school bus, but if it \_\_\_\_\_ very cold her mother takes her by car.

In the evenings she \_\_\_\_\_ some homework to do; she \_\_\_\_\_ much difficulty with it, so she usually finishes quickly. Then she \_\_\_\_\_ supper. At ten o'clock she \_\_\_\_\_ a bath and goes to bed.

On Saturdays and Sundays, she gets up at 12.00, \_\_\_\_\_ a quick lunch and goes straight to her computer games.

**2. Put the verb into the correct form, the Present Simple or the Present Continuous.**

1. Are you hungry? *Do you want* (you/want) something to eat?
2. Nicky \_\_\_\_\_ (think) of giving up her job.
3. (you/ believe) \_\_\_\_\_ in God?
4. I \_\_\_\_\_ (feel) hungry. Is there anything to eat?
5. Who is that man? What \_\_\_\_\_ (he/want)?
6. Who is that man? Why \_\_\_\_\_ (he/look) at us?
7. Alan says he's 80 years old, but nobody \_\_\_\_\_ (believe) him.
8. She told me her name, but I \_\_\_\_\_ (not/remember) it now.
9. Air \_\_\_\_\_ (consist) mainly of nitrogen and oxygen.
10. I can't understand why he \_\_\_\_\_ (be) so selfish. He isn't usually like that.
11. He never thinks about other people. He \_\_\_\_\_ (be) very selfish.
12. Excuse me, \_\_\_\_\_ (you/speak) English? – Yes, a bit.
13. Listen to those people. What language \_\_\_\_\_ (they/speak)?
14. Let's go out. It \_\_\_\_\_ (not/ rain) now.
15. You \_\_\_\_\_ (always/ watch) television. You should do something more active.
16. The rate of unemployment \_\_\_\_\_ (decrease) slowly.
17. Water \_\_\_\_\_ (freeze) at 0 degrees Celsius.
18. We \_\_\_\_\_ (go) to the opera next Saturday.
19. The hole in the ozone layer \_\_\_\_\_ (become) bigger and bigger.
20. Mammals \_\_\_\_\_ (feed) their babies on milk.
21. "What's that noise?" – "It \_\_\_\_\_ (sound) like Jane playing her trumpet!"
22. The Greens \_\_\_\_\_ (play) golf with my parents this weekend.

23. "What do you know about snakes?" – "I know that they are reptiles and they \_\_\_\_\_(lay) eggs."
24. "Your hair \_\_\_\_\_(look) great today! Have you had it cut?" – "Yes, I had it done yesterday."
25. Every morning when I \_\_\_\_\_(wake up) I \_\_\_\_\_(smell) fresh coffee coming from the kitchen.

**3. Fill in gaps with recently, how long, yet, for, always, ever, already, since, so far or just.**

1. A: Has Tom finished his exams yet?  
B: No. He finishes next Thursday.
2. A: \_\_\_\_\_ has Janet been working at the hospital?  
B: She has been working there \_\_\_\_\_ she left school.
3. A: How are you finding your new job?  
B: Great! I haven't had any problems \_\_\_\_\_.
4. A: Is John at home, please?  
B: No, I'm afraid he's \_\_\_\_\_ gone out.
5. A: Have you been waiting long?  
B: Yes, I've been here \_\_\_\_\_ two hours.
6. A: Has Martin \_\_\_\_\_ been to Spain?  
B: No, I don't think so.
7. A: Have you spoken to Mathew \_\_\_\_\_?  
B: Yes. I phoned him last night.
8. A: Can you do the washing-up for me, please?  
B: Don't worry. Mike has \_\_\_\_\_ done it.
9. A: Lucy has \_\_\_\_\_ been musical, hasn't she?  
B: Yes, she started playing the piano when she was five years old.
10. A: Shall we go to that new restaurant tonight?  
B: Yes. I have \_\_\_\_\_ been there. It's really nice.
11. A: Your dog's been barking \_\_\_\_\_ three hours!  
B: I'm sorry. I'll take him inside.
12. A: Have you finished reading that book yet?  
B: No, I've \_\_\_\_\_ started it.

**4. Correct the mistakes.**

1. They have been to the shops. They'll be home soon.
2. Joe plays in the garden at the moment.
3. I am going to work by car every day.
4. The builders finish the block of flats already.
5. He has been breaking his arm.
6. Sam have just finished reading a very interesting book.
7. Water is boiling at 100 degrees Celsius.
8. John is living here since 1986.

9. I study this subject for five years.  
 10. Who has use my scissors?

**5. Fill in the gaps in the sentences, using the words in the box in the Present Simple or the Present Continuous. There is an example at the beginning (0).**

want      **learn**      watch      prefer      smell      dislike  
 have a bath      leave      pack      think      read      have

It's evening now. I am learning (0) my English. Mum \_\_\_\_\_ (1), and Dad \_\_\_\_\_ (2) some football on TV. I \_\_\_\_\_ (3) football, I \_\_\_\_\_ (4) films. My little brother Dick \_\_\_\_\_ (5) the flowers. I \_\_\_\_\_ (6), they \_\_\_\_\_ (7) good, because he is very pleased. My sister \_\_\_\_\_ (8) her things as she \_\_\_\_\_ (9) tonight. She \_\_\_\_\_ (10) to catch the 10 o'clock train. I \_\_\_\_\_ (11) my Grammar Book and I still \_\_\_\_\_ (12) a lot of things to do.

**6. Work in pairs. Choose the correct verb form in the following sentences.**

1. According to the scientists, the global climate *is changing/changes*. 2. She *is always complaining/complains*, I just can't stand it. 3. They *are weighing/weigh* their baggage now. 4. The suitcase *is weighing/weights* 30 pounds. 5. They *think/are thinking* about going to England. 6. Prices *rise/are rising* day by day. 7. This dish *tastes/is tasting* delicious. 8. She *tastes/is tasting* the soup to see if it is ready. 9. He is always *being late/late*, nobody can stand it any more. 10. The scarf *feels/ is feeling* like silk. 11. The doctor *feels/is feeling* the patient's pulse. 12. Oh yes, I *remember/am remembering* now. We met him at the last conference, didn't we? 13. I *need/am needing* to do something to change the situation. 14. The world's population *is constantly growing/grows*.

**7. Match the beginnings and endings and put in the Present Perfect of the verbs from the box.**

break ✓ change close find forget go leave lend lose see

0 Joe <i>has broken</i> his leg,	A 'Sorry. I know him, but I ..... his name.' ....
1 Molly can't get into her house	B 'Yes, his girlfriend ..... him.' .....
2 'He's looking unhappy.'	C because she ..... her keys. ....
3 'Who's that?'	D 'No, I ..... it.' .....
4 'That's a good film. Shall we go?'	E so he can't go skiing. ....
5 'Where's Louise?'	F 'Yes, she ..... her hair-style.' .....
6 'Can I borrow your bicycle?'	G 'We can't. It ..... ' .....
7 Anton ..... a new job.	H 'I think she ..... to Ireland.' .....
8 'Shall we have lunch at the Cantina?'	I 'Sorry, I ..... it to Maria.' .....
9 'Denise looks different.'	J He's working in a bank now. ....

## UNIT 4

### The Past Tenses of the Verb

Відмінювання дієслова *to work* (працювати)

<p><b>Past Continuous</b></p> <p><i>I / He / She / It was (not) working.</i></p> <p><b>Was I / he/she/it working? –</b></p> <p>– <b>Yes, I was. No, I was not.</b></p> <p><i>We / You / They were (not) working.</i></p> <p><b>Were we/ you/ they working? –</b></p> <p>– <b>Yes, we were. No, we were not.</b></p>	<p><b>Past Simple</b></p> <p><i>I / He / She / It / We / You / They worked.</i></p> <p><i>I / He / She / It / We / You / They did not work.</i></p> <p><b>Did I / He / She / It / We / You / They work? –</b></p> <p>– <b>Yes, I did. No, I did not.</b></p> <p><i>I / He / She / It / We / You / They wrote.</i></p> <p><i>I / He / She / It / We / You / They did not write.</i></p> <p><b>Did I / He / She / It / We / You / They write? –</b></p> <p>– <b>Yes, I did. No, I did not.</b></p>
<p><b>Past Perfect</b></p> <p><i>I / He / She / It / We / You / They had (not) worked.</i></p> <p><b>Had I / we / you / he / she / it / they worked? –</b></p> <p>– <b>Yes, I had. No, I had not.</b></p>	<p><b>Past Perfect Continuous</b></p> <p><i>I / He / She / It / We / You / They had (not) been working.</i></p> <p><b>Had I / we / you / he / she / it / they been working? –</b></p> <p>– <b>Yes, I had. No, I had not.</b></p>

#### 1. Open the brackets. Use past simple or past continuous:

- I \_\_\_\_\_ (open) the shutters and \_\_\_\_\_ (look) out. The car \_\_\_\_\_ (stand) where I had left it.
- Suddenly I \_\_\_\_\_ (realize) that they \_\_\_\_\_ (not/pay) attention to me any longer. They \_\_\_\_\_ (mutter) something and

- all \_\_\_\_\_ (look) in the same direction. I \_\_\_\_\_ (turn) my head and \_\_\_\_\_ (look) where they all \_\_\_\_\_ (look). A man \_\_\_\_\_ (come) slowly down a steep little street that \_\_\_\_\_ (lead) uphill between the house on my right.
3. On my left I \_\_\_\_\_ (see) the lights of the first house of the village. And I \_\_\_\_\_ (hurry) towards it through the wood when a sudden flash of light \_\_\_\_\_ (make) me stop.
  4. At that time I \_\_\_\_\_ (look) for the job.
  5. Miss Nobs \_\_\_\_\_ (not/see) him leave the house. At half past four she \_\_\_\_\_ (make) herself a cup of tea in a small recess off the main corridor.
  6. The idea first \_\_\_\_\_ (occur) to me that afternoon as I \_\_\_\_\_ (back) the car into the garage.
  7. I probably \_\_\_\_\_ (drop) the key when I \_\_\_\_\_ (fish) for small change in my bag at the news-stand.
  8. All through the night I \_\_\_\_\_ (hear) them work, open drawers, drag cases over the floor. They \_\_\_\_\_ (pack).

**2. Complete the sentence with used to + the verb in brackets in positive, negative or question form:**

1. What things used to be (be) different in the past?
2. For a start, all the continents \_\_\_\_\_ (form) one large land mass.
3. Obviously, there \_\_\_\_\_ (be) cities and buildings, and forest covered a third of the Earth.
4. The climate was different, and animals such as the hippopotamus and rhinoceros \_\_\_\_\_ (exist) in northern Europe.
5. Many mountains in Europe \_\_\_\_\_ (be) active volcanoes.
6. Early people \_\_\_\_\_ (live) in complex societies, but in small groups in places where they could find food.
7. What \_\_\_\_\_ (eat) ? They \_\_\_\_\_ (eat) whatever they could find.
8. Early people \_\_\_\_\_ (stay) in the same place, but \_\_\_\_\_ (travel) long distances, following the animals they needed for food.
9. Jack \_\_\_\_\_ (have) a beard but he shaved it off.
10. My mother \_\_\_\_\_ (read) to me every night.
11. In the holidays we \_\_\_\_\_ (meet) at the beach every morning.
12. I \_\_\_\_\_ (not like) spinach, but now I do.

**3. Put the verbs into the Past Continuous, Past Perfect or Past Perfect Continuous:**

1. It was very noisy next door. Our neighbours were having (have) a party.
2. We were good friends. We \_\_\_\_\_ (know) each other for years.
3. John and I went for a walk. I had difficulty keeping up with him because he \_\_\_\_\_ (walk) so fast.
4. Sue was sitting on the ground. She was out of breath. She \_\_\_\_\_ (run).
5. When I arrived, everybody was sitting round the table with their mouths full. They \_\_\_\_\_ (eat).

6. When I arrived, everybody was sitting round the table and talking. Their mouths were empty, but their stomachs were full. They \_\_\_\_\_ (eat).
7. Jim was on his hands and knees on the floor. He \_\_\_\_\_ (look) his contact lens.
8. When I arrived, Kate \_\_\_\_\_ (wait) for me. She was annoyed with me because I was late and she \_\_\_\_\_ (wait) for a long time.
9. I was sad when I sold my car. I \_\_\_\_\_ (have) it for a very long time.
10. We were extremely tired at the end of the journey. We \_\_\_\_\_ (travel) for more than 24 hours.

#### **4. Translate the sentences:**

1. Вчора я зустрів друга, якого не бачив цілу вічність. 2. Поки дідусь щось читав у своєму улюбленому кріслі бабуся в'язала, їх кіт забрався на стіл і з'їв всю сметану.
3. Перед тим як він почав читати цю книгу і виписувати нові слова, він подивився всі журнальні статті з цього питання. 4. Я почав шукати свою машину з поліцією, хоча до цього чотири дні намагався знайти її за допомогою своїх друзів. 5. Де ви вчора були о дев'ятій вечора? У цей час ми обговорювали план нашої роботи.
6. Він багато подорожував, перш ніж написати цю книгу. 7. Ви подякували йому за подарунок? Так. Ще вчора. 8. Ви жили тут три роки тому? Тоді я жив у Лондоні. Ми переїхали сюди в 1995. 9. Я чекав на Вас з постої години. Чому Ви не прийшли вчасно? Моя машина зламалася. 10. Вчора я прийшов додому о восьмій годині вечора. Коли я увійшов, Енн дивилася телевизор. Вона вже бачила цей фільм, але хотіла подивитися ще раз. 11. Коли Джо йшов по вулиці, він побачив дівчину, яка була його першим коханням. 12. Він навчився читати в п'ять років. До того як він пішов до школи, він прочитав багато книжок. 13. Я його бачив сьогодні в 6:00 вечора. Він ще працював. 14. Вони взяли таксі й поїхали в готель, в якому Том заздалегідь зарезервував два двомісних та один одномісний номер.

#### **5. Choose the correct form of the verb.**

- I lived/ was living in France for eight years. ► Sue lived/(was living) in France when her uncle died. 1 At 6.15, when you phoned, I had /was having a shower. 2 At 8.00, when Joe came home, I was reading. PAST We watched/were watching TV all evening. 3 Matt watched/was watching TV when Anita came in. 4 My father worked /was working hard all his life. 5 They got married while they studied/ were studying at London University. 6 Yesterday we drove/were driving from Oxford to Edinburgh and back. 7 It was a nice evening, so she walked/was walking home from work. 8 I met Sylvie while I worked/ was working in Japan. 9 At university I studied/was studying physics. 10 When I last saw him he talked/was talking to a policeman.

#### **6. Correct the sentences if necessary.**

- 1 This morning I listened to the news before I was going out.....
- 2 I walked up to the policeman and asked him the way to the station.

- 3 When Ann arrived I was writing letters.....  
 4 The cat was bringing in a mouse while I was having breakfast.....  
 5 I didn't go out because when I looked out of the window it rained..  
 6 When I went to sleep the teacher was talking about grammar.....  
 7 The teacher was still talking about grammar when I woke up.....  
 8 Jenny and Takashi got married while she worked in Tokyo.....

**7. Choose the correct form of the verb.**

1 Shakespeare *never travelled/ has never travelled* in Africa. 2 When I was at school I *studied/ have studied* Latin. 3 Rob *lost/has lost* his job, and he can't find another one. 4 We *met/have met* some very interesting people on our last holiday. 5 Look - I *bought/'ve bought* some new shoes. 6 My grandmother *left/has left* school at 14. 7 'Does your father know you're back in England?' 'Yes, I *told/'ve told* him. 8 I *made/'ve made* mushroom soup. Would you like some? 9 'What's Rosie's phone number?' 'Sorry, I *forgot/'ve forgotten*! 10 Who *built/has built* Edinburgh Castle?

**8. Choose the correct form of the verb.**

1 No one *understood / had understood* how the cat got / had got into the car. 2 Joe *didn't play / hadn't played* in the game on Saturday because he *hurt / had hurt* his arm. 3 When I *looked / had looked* in all my pockets for my keys, I *started / had started* to get very worried. 4 Liz *never travelled / had never travelled* by train before she *went / had gone* to Europe. 5 I *arrived / had arrived* at the shop at 5.30, but it *already closed / had already closed*. 6 I *didn't have / hadn't had* much money after I *paid / had paid* all my bills last week.

**UNIT 5.**

**The Future Tenses of the Verb**

**Відмінювання дієслова *to work* (працювати)**

<p><b>Future Continuous</b>  <i>I / He / She/ It / We /You /They will (not) be working.</i>   <i>Will I/ he/she/it be working? –</i>  <i>– Yes, I will. No, I will not.</i></p>	<p><b>Future Simple</b>  <i>I/He /She/ It/ We/ You / They will (not) work.</i>   <i>Will I /He /She/ It/ We/ You / They work? –</i>  <i>-Yes, I will. No, I will not.</i></p>
<p><b>Future Perfect</b>  <i>I/He /She/ It/ We/ You / They will have (not) worked.</i>   <i>Will I/we/you/he/she/it/they have worked?</i>  <i>– Yes, I will. No, I will not.</i></p>	<p><b>Future Perfect Continuous</b>  <i>I /He /She/ It/ We/ You / They will have (not) been working.</i>   <i>Will I/we/you/he/she/it/they have been working?</i>  <i>–Yes, I will. No, I will not.</i></p>

**1. Use the words in brackets to write sentences. All the sentences are future. Use the Present Continuous or the Present Simple.**

1. (I / not / go out / tonight) I'm not going out tonight.
2. (the concert / start / at 8.15) The concert starts at 8.15.
3. (I / meet / my friends this evening) \_\_\_\_\_
4. (Tom / not come / to the party on Thursday) \_\_\_\_\_
5. (The English course / finish / on 10 May) \_\_\_\_\_
6. (my sister / get married next December) \_\_\_\_\_
7. (I / not go / to London tomorrow) \_\_\_\_\_
8. (my train / leave / at 8.45) \_\_\_\_\_
9. (what time / the train / leave) \_\_\_\_\_?
10. (what time / you / leave / tomorrow?) \_\_\_\_\_?
11. (when / they / get married?) \_\_\_\_\_?
12. (when / the next English course / begin?) \_\_\_\_\_?

**2. Put the verbs in brackets into the Present Simple or the Future Simple.**

1. A: I'm going to the gym tonight.  
B: Well, while you \_\_\_\_\_(be) there, I will do the shopping.
2. A: \_\_\_\_\_(you/call) me when you \_\_\_\_\_(get) home?  
B: Yes, of course.
3. A: As soon as John \_\_\_\_\_(come) in, tell him to come to my office.  
B: Certainly, sir.
4. A: Are you going to visit Aunt Mabel this afternoon?  
B: Yes, I \_\_\_\_\_(visit) her before I \_\_\_\_\_(do) the shopping.
5. A: Is George going to have dinner with us?  
B: No, by the time he \_\_\_\_\_(get) home it \_\_\_\_\_(be) very late.
6. A: When \_\_\_\_\_(you/pay) the rent?  
B: When I \_\_\_\_\_(get) my pay cheque.
7. A: What are your plans for the future?  
B: I want to go to university after I \_\_\_\_\_(finish) school.
8. A: If you \_\_\_\_\_(pay) for dinner, I \_\_\_\_\_(pay) for the theatre.  
B: Okay, that's a good idea.
9. Before you \_\_\_\_\_(leave), don't forget to shut the windows.
10. When you \_\_\_\_\_(see) Brian again, you won't recognize him.
11. We \_\_\_\_\_(not/start) dinner until Jack \_\_\_\_\_(arrive).
12. Please, don't touch anything before the police \_\_\_\_\_(come).
13. As soon as I \_\_\_\_\_(get up) in the morning, I \_\_\_\_\_(buy) the newspaper to look at the employment ads.
14. Before I \_\_\_\_\_(go) on an interview, I \_\_\_\_\_(improve) my computer skills.
15. I don't know when she \_\_\_\_\_(come back).

**3. Put the verbs in brackets into the Future Perfect or the Future Perfect Continuous.**

1. By 3 o'clock, she will have been studying (study) for six hours.
2. By the end of next month, Sam \_\_\_\_\_ (finish) the project.
3. He \_\_\_\_\_ (not/start) painting the kitchen before Tuesday.
4. By the time she arrives in Paris, she \_\_\_\_\_ (travel) for four hours.
5. I hope I \_\_\_\_\_ (buy) my own house by the time I'm thirty-five.
6. By Saturday, Lisa \_\_\_\_\_ (diet) for two weeks.
7. Hopefully they \_\_\_\_\_ (learn) everything by the time they sit the exam.
8. By four o'clock, I \_\_\_\_\_ (sit) in the hairdresser's for three hours.
9. By Christmas, I \_\_\_\_\_ (work) for this company for eighteen months.
10. By next weekend, Brian \_\_\_\_\_ (move) house.

**4. Put the verbs in brackets into one of the future forms.**

1. This time next month I \_\_\_\_\_ (bathe) in the Baltic sea.
2. By the 8<sup>th</sup> of April my mother \_\_\_\_\_ (work) at school for twenty years.
3. I'm tired. I think, I \_\_\_\_\_ (go) to bed.
4. I \_\_\_\_\_ (work) in the library all day tomorrow.
5. At four o'clock on Tuesday afternoon we \_\_\_\_\_ (fly) over Paris.
6. They \_\_\_\_\_ (be) free in some minutes.
7. This time next week they \_\_\_\_\_ (go) to the Crimea by train.
8. She \_\_\_\_\_ (change) her books in the library tomorrow.
9. They \_\_\_\_\_ (build) the road by the end of the year.
10. Ring me up at 4 o'clock. I \_\_\_\_\_ (have) dinner by this time and we \_\_\_\_\_ (go) to the concert.
11. It's too late to telephone Tom now.  
– OK. We \_\_\_\_\_ (telephone) him in the morning.
12. When you come in the evening we \_\_\_\_\_ (pack) our things.
13. I promise, I \_\_\_\_\_ (meet) you at the station.
14. – We'll come at 5 o'clock.  
– OK, I \_\_\_\_\_ (wait) for you.
15. It \_\_\_\_\_ (stop) raining soon.
16. Susan \_\_\_\_\_ (type) from 6 o'clock until 8 o'clock this evening.
17. Young Billy is growing up. By this time next year he \_\_\_\_\_ (begin) school.
18. Don't phone me tomorrow morning. I \_\_\_\_\_ (work) on my report.
19. We \_\_\_\_\_ (fly) for twelve hours by the time the plane lands.
20. By this summer we \_\_\_\_\_ (read) all the stories in the book.

### 5. . *Correct the mistakes.*

1. This time tomorrow, John is lying on the beach.
2. Peter will help you when he will have finished his dinner.
3. Shall you do the shopping for me, please?
4. Sarah will finish decorating the Christmas tree by midnight.
5. Where do you spend your holidays this summer?
6. I was turning on the heating. It's cold in here.
7. The film has started at half past six.
8. Stop that noise or I'm going to take your toy away.
9. Moira can type these reports as soon as she will come back from her lunch break.
10. Perhaps the Jacksons have visited us tonight.
11. By the end of the year, Mrs. Evans will be teaching for thirty years.
12. Jennifer will move to her new flat on Saturday. She has already arranged it.

### 6. *Look at the example and complete the sentences. Pay attention to time and conditional clauses introduced by if, when, as soon as, before, until.*

*Example:* I 'll phone (phone) them when I get (get) to Paris.

1. We \_\_\_\_\_ (wait) here until the rain \_\_\_\_\_ (stop).
2. As soon as the match \_\_\_\_\_ (end) we \_\_\_\_\_ (complain) to the referee.
3. I \_\_\_\_\_ (stay) with you until your train \_\_\_\_\_ (leave).
4. She \_\_\_\_\_ (worry) about her exam until she \_\_\_\_\_ (get) the results.
5. As soon as Dad \_\_\_\_\_ (get) in tonight he \_\_\_\_\_ (want) his dinner.
6. We \_\_\_\_\_ (not start) lunch until you \_\_\_\_\_ (get) back.
7. When Peter \_\_\_\_\_ (arrive) we \_\_\_\_\_ (give) him his presents.
8. When the exam \_\_\_\_\_ (be) over we \_\_\_\_\_ (have) a party.
9. I \_\_\_\_\_ (have) an ice-cream before the film \_\_\_\_\_ (start).
10. I \_\_\_\_\_ (finish) this book before I \_\_\_\_\_ (go) to bed.
11. As soon as I \_\_\_\_\_ (return) from school, I \_\_\_\_\_ (ring) you up.

### 7. *Translate into English.*

1. Я думаю, що в твоєму диктанті не буде багато помилок.
2. Заняття закінчаться до 2-х годин?
3. Коли ми прийдемо додому, вона буде готувати вечерю вже 1.5 години.
4. Як тільки мій ноутбук полагодять, я встановлю нове антивірусне ПЗ.
5. Скільки часу в тебе піде на дорогу?
6. Я впевнений, що успішно здам іспит.
7. Я повернуся додому до п'ятої.
8. Ви скоро забудете про ці неприємності.
9. Завтра в цей час я буду писати курсову з комп'ютерної графіки.
10. Ми вже підемо до того часу, коли ти подзвониш.
11. Будьте обережні, коли будете користуватися цими приладами.
12. У наступному семестрі у нас будуть заняття з англійської два рази на тиждень.

13. Завтра о третій він буде слухати свою улюблену поп-музику.
14. Ви закінчите роботу до п'ятої години, чи не так?
15. Що ти збираєшся робити, коли витратиш всі ці гроші?

## QUIZ 1

**For questions 1-10 choose the answer a-d which you think fits best according to the material you studied:**

1. Sensation refers to
  - a. organized experience
  - b. thinking and concept formation
  - c. meaningful knowledge
  - d. the raw data of experience
2. The waves to which we give the name —light— are a narrow band of
  - a. the electromagnetic spectrum
  - b. radio waves
  - c. ultra-violet waves
  - d. infra-red waves
3. The trichromatic theory proposes that we have
  - a. three kinds of optic nerves
  - b. a triad of lenses
  - c. three kinds of cones
  - d. three kinds of rods
4. A sound wave
  - a. can travel through outer space
  - b. cannot travel through water
  - c. has frequency, but not amplitude
  - d. requires a medium such as air or water
5. What structure in the ear is similar in function to the eye's retina?
  - a. The basilar membrane
  - b. The auditory nerve
  - c. The tympanic membrane
  - d. The oval window
6. The four basic taste sensations are
  - a. sweet, salty, bitter, and hot
  - b. sweet, bitter, burned, and salty
  - c. sour, acid, sweet, and mint
  - d. sweet, salty, bitter, and sour
7. One of the following is *not* a skin sense.
  - a. Light touch
  - b. Incongruent pleasure
  - c. Deep touch
  - d. Temperature
8. The receptor organ that makes smell possible is called the
  - a. vestibular membrane
  - b. olfactory epithelium
  - c. odor membrane
  - d. synaptic epithelium

9. What sense makes it possible for you to touch the tip of your nose with your eyes closed?
- The vestibular sense
  - The cardiovascular sense
  - Kinesthesia
  - Synthesis
10. The vestibular sense lets you know when
- a signal is present
  - a figure is perceived against a ground
  - you are walking upright
  - you have a subliminal perception

## QUIZ 2

**For questions 1-8 choose the answer a-d which you think fits best according to the material you studied:**

- According to Koffka, the actual world “out there”, the world as defined by physics is
  - the phenomenal world
  - the geographical world
  - the psychological world
  - the subjective world
- One of the following is *not* a Gestalt law.
  - Proximity
  - Similarity
  - The cognitive hypothesis
  - Closure
- What hypothesis states that we not only perceive, but also know what we are perceiving?
  - The cognitive hypothesis
  - The sensory hypothesis
  - The motor-neuron hypothesis
  - The Wertheimer-Koffka hypothesis
- An illusion is
  - a false belief
  - a kind of hallucination
  - the same thing as a delusion
  - a false perception
- The Moon illusion
  - is caused by large changes in the Moon’s distance from the Earth
  - provides a good example of size constancy
  - provides a case in which size constancy breaks down
  - violates figure-ground perception
- The principal depth perception cue associated with binocular vision is
  - linear perspective

- b. texture gradient
  - c. motion parallax
  - d. retinal disparity
7. One of the following is *not* a kind of extrasensory perception.
- a. Psychokinesis
  - b. Precognition
  - c. Telepathy
  - d. Clairvoyance
8. What is the status of psi powers in psychology as a science?
- a. Psi powers are proven facts
  - b. No one has done experiments on psi powers
  - c. The reality of psi powers is still open to question
  - d. Telepathy is real, but clairvoyance is not

*By means of these questionnaires find out more about yourself and your acquaintances.*

### **ARE YOU AN INTROVERT OR AN EXTROVERT?**

1. You are invited to a party. What is your reaction?
  - a) Good! I hope I meet some new people.
  - b) I don't want to go. Nobody spoke to me at the last party I went to.
  - c) I love parties. I like being the centre of attention.
  
2. You are at the party. Everyone is telling jokes.
  - a) You have dozens of jokes to tell.
  - b) You manage to remember a couple of jokes.
  - c) You can't think of a single joke to tell.
3. You realise that you have nothing planned for Saturday night.
  - a) You are frantic. You ring up some friends and arrange an outing to the cinema.
  - b) You think "It's time I had an evening in".
  - c) You think "It's a good chance to read more of my new library book".
4. Do you take risks?
  - a) sometimes
  - b) never
  - c) often
5. You are asked to help organize a class excursion:
  - a) You accept willingly. You are sure that you can organize things well.
  - b) You hesitate for a moment and then accept.
  - c) You are terrified. You refuse.
6. How do you spend most of your leisure time?
  - a) by yourself

- b) with one or two friends
  - c) with a group
7. Do you ever think about the meaning of life?
- a) sometimes
  - b) often
  - c) Never. I'm too busy living.
8. Do you find it easy to make decisions?
- a) It depends
  - b) It is always easy to decide
  - c) I can never make up my mind.
9. You have a new boy-friend/girl-friend. Your friends tease you about him/her and make jokes.
- a) You don't mind at all
  - b) You smile. You don't mind being teased.
  - c) You are embarrassed. You don't like people making fun of you.
10. Somebody in your class is saying horrible things about you.
- a) You get worried about it.
  - b) You don't care what they say.
  - c) You begin saying horrible things about them.

- 1. a-3 b-1 c-5
- 2. a-5 b-3 c-1
- 3. a-5 b-3 c-1
- 4. a-3 b-1 c-5
- 5. a-5 b-3 c-1

- 6. a-1 b-3 c-5
- 7. a-3 b-1 c-5
- 8. a-3 b-5 c-1
- 9. a-5 b-3 c-1
- 10. a-1 b-5 c-3

**35 – 60 points:** You are a true extrovert. You enjoy being in a group. You have lots of self-confidence. You are an active practical person, and you are outward-looking. You enjoy making decisions and taking risks. But be careful, don't be too much sure of yourself. Remember that you can hurt sensitive people by your lack of understanding.

**26-34 points:** Like many people, the outside world is as important to you as your own inner world. You are sometimes in between the extrovert and the introvert, and you can have the good qualities of both. But be careful that you haven't all the bad qualities!

**10-25 points:** You are a true introvert. Your inner world of dreams and ideas is more important than the external world. You are not realistic and practical. You do not like showing your feelings to other people, in case they hurt you. Use your sensitivity to appreciate beautiful things and understand other people's feelings.

## ARE YOU A SOCIABLE PERSON?

*Questions and answers.*

*When your friends get together you can play this game. Everybody will like it.*

### **Task 1.**

**Everybody must answer these questions. The answers should be either “yes” or “no”.**

1. Has any of your friends ever deceived you?
2. Do you think you know people well?
3. Do you prefer to travel alone?
4. Do you like to meet other people often/
5. do you know all the people who live in your house?

### **Task 2.**

**What statements in your opinion are correct:**

1. Friends cannot be substituted by either music, or arts, or films, or poetry, or sports and games.
2. Even your friend will leave you in trouble.
3. First think of your friend and then of yourself.
4. You should not demand of your friends too much.
5. The more friends you have, the better.

### **Task 3.**

**Of these seven good features select two which you would like to see in your friend.**

**You'd like your friend to be:**

1. sincere
2. devoted
3. resourceful
4. beautiful (handsome)
5. intelligent
6. modest
7. interesting

**Now that you've fulfilled all the tasks, check the result:**

<b>Task 1</b>	<b>Yes</b>	<b>No</b>	<b>Task 2</b>	<b>Yes</b>	<b>No</b>	<b>Task 3</b>	
1.	15	5	1.	5	15	1.	- 30
2.	20	2	2.	3	12	2.	- 40
3.	4	12	3.	20	1	3.	- 10
4.	4	8	4.	20	6	4.	- 6
5.	15	8	5.	20	6	5.	- 8
						6.	- 15
						7.	- 5

If your score is less than 140 points you are not sociable. It is not because you yourself can't make a good friend. It's rather because you do not believe that there is a real friendship. Learn to trust people.

A score of 141 to 180 points shows that you know people well and make friends easily. You have good friends you can rely on, and you yourself never let your friends down.

A score of over 181 points gives you a full right to say, "Well, friends? I have quite a lot. I hardly know how many I have". But are they your real friends? Of course, you make friends quite easily, but you can as easily hurt their feelings and lose them.

### **PERSONALITY QUIZ. HOW EASILY ARE YOU TEMPTED?**

1. Your definition of temptation is:
  - a) the root of all evil;
  - b) your best friend's boyfriend/ girlfriend;
  - c) Tom Cruise, Belgian chocolate, apple pie.
2. You go into your sister's bedroom to borrow a cassette. Under a pile of magazines you see her diary. You:
  - a) don't touch it. If she caught you she would kill you;
  - b) take a diary to your room and read it from start to finish. She has a poor memory, she'll forget where she's put it;
  - c) read a few pages, then get out of the room very fast.
3. You open the fridge and come face to face with a huge chocolate cake. You know it's tonight's dessert so you:
  - a) take it out of the fridge and cut yourself a nice big slice. What's the difference when you'll eat it?
  - b) make sure nobody's looking and take a bit;
  - c) think about cutting yourself a slice, then change your mind.
4. You pay for your shampoo with a \$10 note. You can hardly believe your eyes when the assistant puts \$18 change. He thinks you gave him \$20. You:
  - a) give him back the extra money immediately. You wouldn't like him to lose his job;
  - b) take the change and wander about the shop while you decide what to do, then go back and give the change;
  - c) take the change and get away fast.
5. You've got to write an essay tonight but an interesting film is on TV.
  - a) promise yourself you'll watch 10 minutes, then turn it off;
  - b) watch the whole film. You can not miss it;
  - c) write an essay.
6. Your mate's girlfriend/ boyfriend asks you out. Although he/ she is very nice, you know it's wrong, so you;

- a) accept anyway. When will you get another chance like this?
- b) give him/ her a cold look and promise to tell your mate;
- c) think about the invitation for a few minutes and decide against it.

<p><b>Scoring:</b></p> <p>1. a) 0      b) 3      c) 6</p> <p>2. a) 0      b) 6      c) 3</p> <p>3. a) 0      b) 3      c) 6</p> <p>4. a) 0      b) 3      c) 6</p> <p>5. a) 3      b) 6      c) 0</p> <p>6. a) 6      b) 0      c) 3</p>	<p><b>24-36:</b> Mr/ Ms Temptation. Do you ever say “no” to anything? Our advice: next time you are going to do something – think first.</p> <p><b>12-21:</b> Naughty but nice. Like most of us you’re only human. That means there’s plenty of room for improvement.</p> <p><b>0-9:</b> Made of iron. You really know what is right and what is wrong.</p>
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### PERSONALITY QUIZ. ARE YOU PREJUDICED?

1. Your school arranges an exchange with an English school. You meet the English boy who is going to stay with you for the first time. He is not attractive and his clothes are not fashionable. What do you think?
  - a) This person isn’t cool enough to stay with me;
  - b) If she/he is a nice personality, I’ll enjoy spending time with him/her;
  - c) Is this what English people look like?
2. You have a new chemistry teacher. He speaks with a very strong accent. How do you react?
  - a) Wait until you are outside the classroom then copy his accent;
  - b) Think, ”How am I supposed to believe anything he says?”
  - c) You notice his accent but it makes no difference to you at all.
3. You get on a bus. There are only two seats left. One is next to an old lady and the other is next to someone who looks about 40. What do you do?
  - a) Sit next to the one who is nearest to you;
  - b) Sit next to the 40-year-old because the old lady may talk rubbish;
  - c) Sit next to the old lady. She reminds you of your grandmother.
4. You go with one of your parents to the garage because your car is broke. You discover the mechanic is a woman. What is your reaction?
  - a) We’d better go somewhere else. She might not be good enough;
  - b) That’s unusual;
  - c) It’s good to see that men and women are doing the same jobs.
5. Imagine that you are the boss of a company and you need to employ a receptionist. You are sent two CVs. One of them is from a wheelchair-user. Which person do you employ?
  - a) The person who is not the wheelchair-user;
  - b) It depends on their experience, ability and personality;
  - c) The wheelchair-user.
6. Your friend is going out with someone of a different race. What’s your attitude?

- a) Worried;
  - b) Pleased that your friend has a new boyfriend;
  - c) You don't care if he is not fat and doesn't have terrible clothes.
7. A new person joins your sport class. Everyone knows that his/her family don't have much money. During the game your watch is stolen. What is your first reaction?
- a) You have a mental picture of what the thief is like;
  - b) You are angry that you weren't careful enough to hide it;
  - c) You think the poor boy/girl took it.

<p><b>Scoring:</b></p> <p>1. a) 3      b) 2      c) 1</p> <p>2. a) 2      b) 3      c) 1</p> <p>3. a) 2      b) 3      c) 1</p> <p>4. a) 3      b) 2      c) 1</p> <p>5. a) 3      b) 2      c) 1</p> <p>6. a) 3      b) 1      c) 2</p> <p>7. a) 2      b) 1      c) 3</p>	<p><b>Answers:</b></p> <p><b>7-10:</b> No, you're not prejudiced. You're a very fair person who treats everybody with respect. You get to know people before you judge them, because prejudice is based on ignorance and fear.</p> <p><b>11-16:</b> You are not prejudiced. However at times you notice differences between people and find them strange and amusing. You may have some stereotypes. But you don't discriminate people.</p> <p><b>17-21:</b> Oh dear! You are prejudiced. You judge people before you know them. Try to give people more chance before you criticize them. The world is made of different types of people.</p>
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## CONTENTS

### **PART 1 Professional reading.**

Psychology as a science _____	2
What do psychologists do? _____	5
The classical schools of psychology: five great thinkers and their ideas _____	7
Memory _____	11
Sensory memory _____	12
Short-term memory _____	13
Long-term memory _____	13
Text 2.5. _____	15
Two ways to improve your memory _____	16

### **PART 2 Speaking skills**

My Nearest and Dearest _____	17
Home, Sweet Home _____	21
A City is More than a Place in Space _____	27
Balance in Work and Play _____	33
Learn While You are Young _____	43

### **PART 3. Grammar review**

The Article. The Noun. The Pronoun. The Numeral _____	45
The Adjective. The Adverb _____	49
The Present Tenses of the Verb _____	52
The Past Tenses of the Verb _____	56
The Future Tenses of the Verb _____	59
<b>APPLICATION</b> _____	63
<b>CONTENTS</b> _____	71

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