

О. П. ЗЕЛЕНСЬКА

**MULTIFUNCTIONAL WORDS
IN THE ENGLISH LANGUAGE**

НАВЧАЛЬНИЙ ПОСІБНИК З АНГЛІЙСЬКОЇ МОВИ

**ДЛЯ ЗДОБУВАЧІВ ВИЩОЇ ОСВІТИ
ОСВІТНЬОГО СТУПЕНЯ «МАГІСТР»
І ОСВІТНЬО-НАУКОВОГО СТУПЕНЯ
«ДОКТОР ФІЛОСОФІЇ»**

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ

ЄВРОПЕЙСЬКИЙ УНІВЕРСИТЕТ

**MULTIFUNCTIONAL WORDS
IN THE ENGLISH LANGUAGE**

НАВЧАЛЬНИЙ ПОСІБНИК З АНГЛІЙСЬКОЇ МОВИ

**ДЛЯ ЗДОБУВАЧІВ ВИЩОЇ ОСВІТИ
ОСВІТНЬОГО СТУПЕНЯ «МАГІСТР»
І ОСВІТНЬО-НАУКОВОГО СТУПЕНЯ
«ДОКТОР ФІЛОСОФІЇ»**

КИЇВ 2023

ББК 81.2 Анг
УДК 811.111
З-48

Рекомендовано до друку Вченою радою
Європейського університету (*протокол № 5 від 26 травня 2023 р.*)

Рецензенти:

Андрейчук Н.І. – доктор філологічних наук, професор, професор кафедри перекладознавства та контрастивної лінгвістики імені Григорія Кочура Львівського національного університету імені Івана Франка

Дудок Р.І. – доктор філологічних наук, професор, завідувач кафедри іноземних мов для гуманітарних факультетів Львівського національного університету імені Івана Франка

Зеленська О.П.

З-48 Multifunctional words: Навчальний посібник з англійської мови для здобувачів вищої освіти освітнього ступеня «магістр» і освітньо-наукового ступеня «доктор філософії». К.: Вид-во Європейського університету, 2023. 80 с.

Навчальний посібник призначений для здобувачів вищої освіти освітнього ступеня «магістр» і здобувачів освітньо-наукового ступеня «доктор філософії» в немовних закладах вищої освіти. Посібник містить граматичний матеріал, що стосується англійських багатофункціональних слів і уможливорює поглиблення та узагальнення відомого здобувачам матеріалу та сприяє засвоєнню нових знань на потрібному теоретичному рівні і розвитку навичок практичного володіння мовою. Вправи спрямовані на засвоєння знань, розуміння специфіки того чи іншого багатофункціонального слів, формування автоматизованих навичок його вживання і набуття мовного досвіду.

The purpose of this manual is to teach the students taking the Master course and the post-graduates to read the authentic literature on speciality and to talk about professional issues paying attention to the English multifunctional words.

The first part of the manual provides a collection of the material concerning the English multifunctional words (that, what, some, one, etc.) for the study and practice of the English language. The system of the exercises makes it possible to form the skills in all the types of the speech activity. The second part of the manual is aimed at checking and deepening acquired knowledge concerning each of the multifunctional word.

© Зеленська О.П., 2023

© Європейський університет, 2023

CONTENTS

Передмова	4
Multifunctional Words in the English Language	6
To be	6
To do	7
To have	9
Provided	10
Should	12
Would	13
All	15
Both	17
It	18
One	20
Some	22
That (those)	23
After	25
As	28
But	29
Because	30
Before	31
For	33
Once	35
Since	37
Still	39
Till (until)	40
Due	41
Less	43
Like	44
Only	45
There	47
What	48
Which	49
While	51
Check Yourself	53

ПЕРЕДМОВА

Навчальний посібник призначений для здобувачів вищої освіти освітнього ступеня «магістр» та здобувачів освітньо-наукового ступеня «доктор філософії» в немовних закладах вищої освіти, які вже вивчали англійську мову в закладі вищої освіти, отже посібник містить граматичний матеріал і складений таким чином, щоб поглибити й узагальнити відомий здобувачам матеріал і сприяти засвоєнню нових знань на потрібному теоретичному рівні і розвитку мовних навичок, тобто, головним чином, розвитку навичок практичного володіння англійською мовою.

Зростають вимоги до підготовки фахівців у вищій школі, спрямовані на досягнення нової якості вищої освіти, що відповідає сучасному розвитку не тільки нашої країни, але й світового співтовариства в цілому. Країні потрібні фахівці, здатні адаптуватися в міжнародному просторі в будь-якій галузі економіки, освіти, культури тощо. Тому збільшується роль навчання іноземних мов у немовних закладах вищої освіти, спрямованого на набуття умінь і навичок отримання та обміну інформацією, професійно-спрямованого усного та писемного спілкування іноземною мовою, на вміння застосовувати свої знання в новій ситуації, висловлювати та обґрунтовувати думки, судження, оцінки, обговорювати питання професійного спрямування, вільно почувати себе серед представників іншої культури, щоб підвищувати свій рівень професійної компетенції, вивчати праці зарубіжних науковців, тобто іноземна мова має бути засобом професійного та міжособистісного спілкування. Внаслідок цього особлива увага приділяється читанню автентичної літератури, що вимагає від фахівців певних навичок і умінь перекладу. Практика свідчить, що в більшості випадків проблеми сприйняття автентичного наукового тексту англійською мовою або усне мовлення на професійну чи побутову тематику викликані не лише труднощами граматичного характеру, але й нерозумінням особливостей словникового складу англійської мови, недостатнім розумінням важливості проблеми багатозначності слова і залежності його значення від контексту, неврахуванням того, що деякі слова (прийменники, займенники тощо) є багатофункціональними та мають свою специфіку, невмінням враховувати різні можливості сполучуваності слів у двох мовах (рідній та іноземній) та іншими лексичними труднощами оригінальної наукової літератури. В англійських текстах наукового стилю побудова речень відрізняється деякою складністю у порівнянні з побутовим мовленням, використовуються граматичні конструкції, певний набір лексики, зокрема багатофункціональні частини мови тощо. Переклад таких слів може викликати труднощі, оскільки в одного й того самого слова наявні декілька зв'язані між собою функції, тому цьому питанню варто приділяти увагу на заняттях з англійської мови для здобувачів освітнього ступеня «магістр» та здобувачів освітньо-наукового ступеня «доктор філософії» в немовних закладах вищої освіти, оскільки багатофункціональні слова мають певну специфіку, а майбутні фахівці повинні володіти ними для ефективного та якісного виконання своїх професійних і побутових завдань.

До багатофункціональних слів відносяться дієслова **“to be”**, **“to have”** і **“to do”**, а також деякі прийменники і сполучники, займенники і слова-замінники, такі як **one**.

Посібник складається з двох частин. Оскільки метою посібника є, головним чином, розвиток навичок практичного володіння англійською мовою, перша частина посібника містить систематичний виклад теоретичного матеріалу про найчастіше вживані англійські багатофункціональні слова. Тут розкрито значення їх функцій, описано випадки їх вживання та перекладу українською мовою, а також пропонуються вправи, які дозволяють закріпити теоретичний матеріал на практиці, тобто рекомендується після викладу теоретичного матеріалу та вивчення кожної теми виконати вправи, спрямовані на засвоєння знань, розуміння специфіки того чи іншого багатофункціонального слова і формування автоматизованих навичок його вживання і набуття мовного досвіду.

Друга частина посібника містить практичний матеріал, включаючи англійські оригінальні тексти, що стосуються банківської системи США та Великобританії, проблем психології та юриспруденції, що дозволяє перевірити та поглибити засвоєні знання про кожне багатофункціональне слово. Тексти пропонуються проаналізувати, звертаючи увагу на багатофункціональні слова, та виконати вправи до текстів.

MULTIFUNCTIONAL WORDS IN THE ENGLISH LANGUAGE

VERB “TO BE”

Дієслово **to be** є найчастіше вживаним дієсловом в англійській мові.

1. У реченні дієслово **to be** може бути *смісловим дієсловом*, має значення «бути». У цьому випадку після дієслова **to be** вживається, як правило, обставина, іменне словосполучення, яке вводиться прийменником і перекладається словами «знаходиться», «бути», «лежати», «стояти», «сидіти», «вистіти» тощо.

The engineer **was in the shop**. – Інженер **був** у цеху.

2. Якщо за дієсловом **to be** стоїть іменник, прикметник, числівник, займенник, а не дієслово, то дієслово **to be** є *дієсловом-зв'язкою*, а присудок є іменним присудком. У цьому випадку дієслово **to be** має загальне значення «бути».

He **was a police officer**. – Він **був** поліцейським.

She **was nineteen**. – Їй **було** дев'ятнадцять.

This drug **is very dangerous**. – Цей наркотик дуже небезпечний.

It **is he** who was the first to come. – Саме він прийшов першим.

3. Якщо за дієсловом **to be** стоїть *інфінітив з часткою to*, то дієслово **to be** є *модальним дієсловом*, а присудок є складеним модальним дієслівним присудком. Модальне дієслово **to be** вживається для вираження дії, яка повинна (або повинна була) здійснитися згідно з планом, погодженням або домовленістю, і перекладається за допомогою слова «повинен» чи дієсловом у майбутньому часі.

The lawyer **was to meet** us at the office. – Адвокат **повинен був** зустріти нас в офісі.

Як модальне дієслово **to be** може також виражати можливість (**to be** + пасивна форма дієслова).

Her education which she got in Cambridge **is to be envied**. – **Можна** тільки позаздрити тій гарній освіті, яку вона отримала, навчаючись у Кембриджі.

Як модальне дієслово **to be** може також виражати намір, бажання в умовних реченнях.

Now there is a clear imperative before us all: to stand together against the common danger if our nation and the world **are to avoid** even greater ecological catastrophe. – У наш час усі мріють тільки про одне – об'єднатися проти спільної небезпеки, якщо наша нація та увесь світ **бажають** уникнути ще більшого екологічного колапсу.

4. Якщо дієслово **to be** вживається з *дієприкметником теперішнього часу* (Present Participle), то дієслово **to be** є *допоміжним дієсловом* для утворення *тривалих часів* (Continuous Tenses) і не має самостійного лексичного значення.

They **were playing** chess for fifty minutes. – Вони грали в шахи п'ятдесят хвилин.

5. Якщо дієслово **to be** вживається з *дієприкметником минулого часу* (Past Participle), то дієслово **to be** є допоміжним дієсловом для утворення **пасивного стану** (Passive Voice) і не має самостійного лексичного значення.

She **will be shown** many places of interest. – Їй покажуть багато цікавих місць.

EXERCISE

Task 1. Read the following sentences. Define the functions of the verb “to be”. Translate the sentences into Ukrainian.

1. They were received with great frankness and charm.
2. There were quite a number of people watching the game.
3. He is having a meeting with his friends this afternoon.
4. We are to discuss it next time.
5. My sister will not be at home tomorrow.
6. The public were curious to read more about a talent which was in the highest degree original.
7. The news will be announced after dinner.
8. Where were you? I have been to the dentist.
9. One evening, just as I was leaving the office, Martin rang me up.
10. Who was to speak at the meeting?
11. Joe was not in Hong Kong, but he would like to go there some day.
12. He was appointed secretary of the committee.
13. Is he to arrive tomorrow?
14. I feel I shall be asking you the same question tomorrow.
15. Mary was not in class for the last couple of days. I hope she is okay.
16. I'm glad to see that he is himself again.
17. All junior officers are to report to the colonel at once.
18. People are always blaming their circumstances for what they are.
19. In his school a great deal of attention is paid to mathematics.
20. Jane was the first to wake up.
21. Her wish is to find a constructive answer to this question.

VERB “TO DO”

1. Дієслово **to do** може бути *допоміжним дієсловом* для утворення *питальної і заперечної форм дієслів у теперішньому простому часі* (Present Simple Tense) та *минулому простому часі* (Past Simple Tense) і не має самостійного лексичного значення.

What **do** you mean? – Що ти маєш на увазі?

I **do not** quite follow you. – Я не цілком тебе розумію.

What **did** you say? – Що ти сказав?

He **did not** come in time. – Він не прийшов вчасно.

2. Дієслово **to do** може бути *смісловим дієсловом* із значенням *робити, виконувати*:

What are you going **to do** now? – Що ти зараз збираєшся робити?

Have you **done** exercise ten? – Чи ти зробив вправу десять?

He **did** it well. – Він зробив це добре.

3. Дієслово **to do** може бути *підсилювальним дієсловом*, що вживається для підсилення дії, вираженої дієсловом-присудком у стверджувальній формі Past або Present Simple. У цьому випадку **to do** у відповідній особовій формі стоїть перед інфінітивом (без частки “*to*”) смислового дієслова. Перекладаються такі речення на українську мову за допомогою слів «*дійсно*», «*все ж*», «*справді*», «*насправді*», «*адже*», «*все ж таки*».

This equipment **does** help them a lot in their work. – Це обладнання *дійсно* дуже допомагає їм у роботі.

4. Дієслово **to do** може бути *словом-замінником*. У цій функції **to do** вживається для того, щоб уникнути повторювання дієслова або ж і цілого речення. Залежно від сполучуваності слів в українській мові **to do** перекладається відповідним дієсловом, реченням або зовсім не перекладається.

He danced better than his brother **did**. – Він танцював краще, ніж його брат (танцював).

EXERCISE

Task 1. Read the following sentences. Define the functions of the verb “to do”. Translate the sentences into Ukrainian.

1. Did you belong to any society at the University?
2. She does her morning exercises every morning.
3. He does not usually ring up in the morning.
4. Did he spend six weeks in London last May?
5. Do you often come to these parties?
6. I do shopping at the supermarket every Saturday.
7. I didn't believe the story and neither did he.
8. We did the exercises for a couple of minutes.
9. Why do you talk like that to me?
10. We can and do increase the productivity of labour by introducing new machines and methods of work.
11. I want to go home. So do I.
12. I do not live with my parents.
13. They will do everything what you order them to do.
14. I did not quite catch what he said.

15. I do not quite understand what you mean.
16. The results of two experiments show that melting did take place.
17. The amount of the accomplished work does not depend on the time spent on it.
18. We did change the diameter of the wire to obtain better results.
19. Did he say anything?
20. So now you know as much as I do.
21. Sorry! I did not mean to hurt you.
22. What do you do for living?
23. He did come to the party though nobody invited him.

VERB “TO HAVE”

1. Якщо за дієсловом **to have** стоїть *іменник або іменникове словосполучення*, тобто додаток, то дієслово **to have** є *смісловим дієсловом* (перекладається дієсловами «*мати*», «*володіти*», «*містити*»).

The lawyer **has** a plan. – Адвокат **має** план.

2. Якщо за дієсловом **to have** стоїть *інфінітив з часткою to*, то **to have** є *модальним дієсловом*, а присудок є складеним дієслівним присудком. Модальне дієслово **to have** вживається для вираження обов’язку або необхідності, або відсутності обов’язку і необхідності, що залежать від зовнішніх умов. Українською мовою, як правило, перекладається словами «*довелось*», «*доведеться*», «*доводиться*».

What a pity you **have to go** now. It’s time for you to catch the train. – Як шкода, що вам **доводиться** зараз іти. Вам треба встигнути на поїзд.

3. Якщо після дієслова **to have** стоїть *дієприкметник минулого часу* (Past Participle), то дієслово **to have** є *допоміжним дієсловом* для утворення **перфектних часів** (Perfect Tenses) і не має самостійного лексичного значення.

Look, what nice flowers Kate **has brought**! – Подивись, які гарні квіти принесла Кейт.

He thanked me for what I **had done** for him. – Він подякував мені за те, що я для нього зробив.

EXERCISE

Task 1. Read the following sentences. Define the functions of the verb “to have”. Translate the sentences into Ukrainian.

1. His secretary said tactfully: “I have put off your other appointment for a while.”
2. He is always having to exercise judgement.
3. I have bacon and eggs for breakfast.
4. My impression was that he was having to force himself to talk.

5. She began to do all the things that she had wanted to do for years.
6. I have my dinner at the office.
7. I have had to remind you of writing to her all this time.
8. I have some English books at home.
9. Come tomorrow evening; by that time I will have finished my work.
10. Did he have to tell them about it?
11. You can't see Tom now; he is having a bath.
12. Yesterday he told me that he had seen Nick a week before.
13. He is an invalid and has to have a nurse.
14. He told me he had been badly ill since he returned from abroad.
15. I won't go out now as it rains and I do not have an umbrella.
16. The negotiations might fail. In that event the Government would have to decide what to do.
17. By the time she arrived, the party had already ended.
18. I have a delicious cake.
19. Do they have to study harder?
20. We have had a lot of rain this month.

PROVIDED

1. Слово **provided** може бути *безособовою формою дієслова to provide* (дієприкметником минулого часу – *Past Participle*). У цьому випадку **provided** вживається у функції означення та, як правило, стоїть після іменника, до якого відноситься. Перекладається **provided** словами «*забезпечений*», «*передбачений*».

The sum of money **provided** for his education was not very big. – Сума грошей, *передбачена* для його освіти, не була дуже великою.

Дієприкметник минулого часу **provided** вживається для утворення пасивного стану (Passive Voice). У цьому випадку **provided** стоїть після дієслова **to be**. Перекладається в залежності від часу.

The laboratory is **provided** with all the necessary equipment. – Лабораторія *обладнана* всім необхідним оснащенням.

Дієприкметник минулого часу **provided** вживається для утворення перфектних часів (Perfect Tenses). У цьому випадку **provided** стоїть після дієслова **to have** і перекладається в залежності від часу та стану.

His father has **provided** him with good education. – Його батько *забезпечив* його хорошою освітою.

2. Слово **provided** може бути *особовою формою дієслова to provide* у *минулому простому часі (Past Simple)*. У цьому випадку **provided** перекладається словами «*заготовив*», «*вжив заходи*», «*передбачив*», «*забезпечив*».

The research **provided** the evidence we needed. – Слідство *забезпечило* докази, які були нам необхідні.

3. Слово **provided (that)** може бути *підрядним сполучником*, який вводить підрядне речення умови. У цьому випадку **provided** перекладається словами «з умовою, що», «якщо тільки».

I will agree to go **provided (that)** my expenses are paid. – Я погоджусь поїхати, з *умовою, що* всі мої витрати будуть відшкодовані.

EXERCISE

Task 1. Read the following sentences. Define the functions of the word “provided”. Translate the sentences into Ukrainian.

1. Our plants provided with the most modern equipment have raised their output.
2. The discovery of the planet Neptune provided a triumphant vindication of Newton’s law of universal gravitation.
3. Provided any of the existing projects of flying to the Moon is realized we shall be able to establish a scientific centre there.
4. Provided you work hard at your English, you will master it.
5. We provided all our shops with the most modern equipment last month.
6. The enquiry provided an explanation for the accident.
7. I will come, provided that I am invited.
8. We were provided with a comfortable room by the hotel clerk.
9. This agreement has provided for the payment of rent by the first of the months.
10. He can come with us, provided that he pays for his own meal.
11. The lawyer provided with the evidence of witnesses could prove that his defendant was innocent.
12. Please put your litter in the bin provided.
13. The right of individuals to appeal to a higher court is provided for in the constitution.
14. The search provided the police with several vital clues.
15. Provided we get good weather it will be a successful holiday.
16. The planners had not provided for a failure of the power system.
17. Tea and biscuits will be provided.
18. You won’t be late for the train provided that you take a taxi.
19. The generosity of major pharmaceutical companies, which provided medicine free of charge, enabled treatment programs to be scaled up.
20. I will help you provided that you follow instructions.

SHOULD

1. Слово **should** може бути *допоміжним дієсловом* для утворення *майбутнього часу з точки зору минулого (Future-in-the-Past)* 1-ої особи однини і множини, коли дієслово головного речення стоїть у минулому простому часі (Past Simple) (тобто, при узгодженні часів).

I said I **should** be at home. – Я сказав, що буду вдома.

2. Слово **should** може бути *допоміжним дієсловом* для утворення умовного способу в головному реченні *складнопідрядних умовних речень другого і третього типів (Unreal Conditional Sentences і Unreal Conditional Sentences Forever)*. У цьому випадку **should** вживається з 1-ою особою однини та множини.

I **should** be glad to play if I could. – Я б зіграв, якби вмів.

If I had met her I **should** have told her about it. – Якщо б я її зустрів, я сказав би їй про це.

3. Слово **should** використовується для вираження умовного способу з 1-ою, 2-ою та 3-ьою особами однини і множини в підметових підрядних реченнях після зворотів *it is necessary, it is desirable* тощо.

It is desirable that this new method **should** be used at our university. – *Бажано*, щоб цей новий метод використали в нашому університеті.

4. Слово **should** використовується з 1-ою, 2-ою та 3-ьою особами однини і множини в підрядних реченнях після дієслів *to demand, to order* тощо.

He **demanded** that this article **should** be translated as soon as possible. – Він *вимагав*, щоб ця стаття була перекладена якомога швидше.

5. Слово **should** може бути *модальним дієсловом*, яке використовується:

✓ для вираження морального обов'язку, поради; перекладається словами «*треба*», «*повинен*», «*повинні*», «*слід*», «*варто*»:

You **should** read this book. It's worth reading. – Вам *слід* прочитати цю книжку. Вона варта того.

У сполученні з перфектним інфінітивом (Perfect Infinitive) модальне дієслово **should** виражає докір або осуд з приводу невиконання якоїсь дії або обов'язку в минулому (стверджувальна форма) або докір за виконання дії (заперечна форма).

You **should have helped** your friend. (but you didn't) – Вам *слід* було допомогти своєму товаришеві. (але ви не допомогли)

You **shouldn't have laughed** at him. (but you did) – Вам не *треба* було сміятися над ним. (але ви сміялися)

✓ для вираження припущення з відтінком упевненості:

They **should** be there by now, I think. (They are probably there) – Я гадаю, що вони *повинні* вже бути там.

✓ для вираження подиву, сильного здивування, обурення:

Why **should** I feel guilty about it? – Чому я *маю* почувати себе винним у цьому?

EXERCISE

Task 1. Read the following sentences. Define the functions of the word “should”. Translate the sentences into Ukrainian.

1. You should have sent her to the university.
2. If I were you, I should go there by all means.
3. I don't care what people think. You should.
4. Why shouldn't I go for a walk?
5. Try phoning Robert – he should be home by now.
6. Every sentence should start with a capital letter.
7. It is essential that he should have a fair trial.
8. You shouldn't have left her.
9. Why do you mean, there are only ten tickets? There should be twelve.
10. We should have started yesterday if it had not been for the rain.
11. Passengers should proceed to Gate 12.
12. Kate is in hospital. You should visit her.
13. The residents demanded that there should be an official inquiry.
14. Should you need any help, you can always phone me at the office.
15. The film should be interesting.
16. I should be surprised if many people voted for him.
17. I should be grateful if you could provide me with some information.
18. He shouldn't do things like that.
19. We knew that we should be leaving the next day.
20. Don't ask me. How should I know?

WOULD

1. Слово **would** може бути *допоміжним дієсловом* для утворення *майбутнього часу з точки зору минулого (Future-in-the-Past)* 1-ої, 2-ої та 3-ьої осіб однини і множини, коли дієслово головного речення стоїть у минулому простому часі (Past Simple) (тобто, при узгодженні часів).

She told us she **would** come at five. – Вона сказала нам, що прийде о п'ятій.

2. Слово **would** може бути *допоміжним дієсловом* для утворення умовного способу в головному реченні *складнопідрядних умовних речень другого і третього типів (Unreal Conditional Sentences і Unreal Conditional Sentences Forever)*. У цьому випадку **would** вживається з 1-ою, 2-ою та 3-ьою особами однини та множини.

If he had time, he **would** go with us, but he was awfully busy. – Якщо б у нього був час, він пішов би з нами, але він був дуже зайнятий.

You **would** have got a higher mark if you had studied harder in winter. – Ти отримав би вищу оцінку, якщо б працював наполегливіше взимку.

3. Слово **would** може бути *службовим дієсловом*, що виражає звичну дію в минулому. У цьому випадку **would** може перекладатися словами «бувало», «завичай», «звичайно» або зовсім не перекладається.

He **would** stand for hours watching the machine work. – Він, *бувало*, цілими годинами спостерігав за роботою машин.

4. Слово **would** може бути *модальним дієсловом*, що виражає:

✓ упертість, наполегливість:

I warned you, but you **would** do it. – Я застерігав вас, але ви неодмінно хотіли зробити по-своєму.

У цьому випадку **would** може вживатися в заперечних реченнях.

I tried to open the box but the lid **would not** open. – Я намагався відкрити коробку, але кришка не піддавалася.

✓ бажання:

Would I were a child. – *Хотів би* я знову стати дитиною.

✓ імовірність, перекладається словами «імовірно», «мабуть», «може бути», «можливо»:

That **would** be his house. – Це, *мабуть*, його дім.

✓ ввічливе прохання:

Would you help me, please. – Чи не будете (ви) (такі) ласкаві допомогти мені.

EXERCISE

Task 1. Read the following sentences. Define the functions of the word “would”. Translate the sentences into Ukrainian.

1. Come when you would.
2. He would test the devices before putting them into service.
3. Would you mind repeating your question?
4. They would introduce this method of work if it were efficient.
5. He said that he would be through with his research paper in a week.
6. A magnet would attract pieces of iron.
7. I didn't expect you would be late.
8. Where would you like to go now?
9. We invited him, but he wouldn't come.
10. She said she wouldn't be coming to the library any more.
11. He told me that he would meet us at the stadium.
12. Would you mind my opening the window?
13. It would be soon dark.
14. The door wouldn't open, no matter how hard she pushed.
15. We're going to the theatre this evening. Would you be interested in coming?

16. I would rather stay in this evening, if that's all right with you.
17. We packed all the books in wooden boxes so that they wouldn't get damaged.
18. I would talk to the doctor if I were you.
19. Will it cost a lot? I would imagine so.
20. He wouldn't give us any money.

ALL

1. Слово **all** може бути *неозначеним займенником*. Як займенник-прикметник **all** має значення «*весь*», «*вся*», «*все*», «*всі*», «*всякий*», «*всілякий*» і вживається як з незчислюваними, так і з зчислюваними іменниками в однині і множені.

He spends **all** his money on books. – Він витрачає *всі* свої гроші на книжки.

All her friends came to see her while she was ill. – *Усі* її друзі відвідали її, коли вона хворіла.

Займенник **all** може визначати іменник з означеним артиклем і без артикля. Артикль ставиться між займенником та іменником.

Have you read **all** the books I gave you? – Чи ти прочитав *усі* книжки, які я тобі дав?

All animals need air. – *Усім* тваринам необхідне повітря.

All як займенник-іменник має значення «*всі*», «*все*», «*ціле*» та у реченні може виконувати такі функції:

- підмета:

All is well that ends well. – *Усе* добре, що добре кінчається (кінець – ділу вінець).

- додатка:

I know **all** about it. – Я знаю *все* про це.

- предикатива:

That's **all** for today. – На сьогодні це *все*.

Займенник-іменник **all** з дієсловом у множині вказує на особи, а в однині – на предмети та абстрактні поняття.

All was very quiet. – *Усе* було дуже спокійно.

All were eager to take part in the race. – *Усі* хотіли взяти участь у перегонах.

2. Слово **all** може бути *прислівником*, що має значення «*весь*», «*цілком*», «*повністю*».

The pin was **all** gold. – Шпилька була *цілком* (*вся*) із золота.

It is **all** over with him. – *Усе* кінчено з ним.

3. Слово **all** може бути *префіксом* для утворення складних слів із значенням «*все-*, *загально-*, *багато-*, *виключно*»; часом може і не перекладатися.

An **all**-day seminar – Семінар, що триває *весь* день

An **all**-night café – *нічне* кафе

4. Слово **all** може бути у складі сталих словосполучень:

• **after all** – *нареши́ті, зрештою*

He wrote to say they couldn't give me a job **after all**. – Він написав, щоб повідомити, що вони *зрештою* не можуть дати мені роботу.

• **all told** – *усі без винятку, усе без винятку, у цілому, всього*

The project will cost \$10,000, **all told**. – Проект у *цілому* коштуватиме 10,000 доларів.

• **in all** – *цілком, повністю, усього*

In all, there were 215 candidates. – *Усього* було 215 кандидатів.

• **all in all** – *загалом, повністю, в цілому*

All in all, it had been one of the most miserable days of Henry's life. – *Загалом* це був один із найжахливіших днів у житті Генрі.

• **all but** – *майже, трохи не*

He **all but** died of his wound. – Він *трохи не* вмер від своєї рани.

• **at all** – *взагалі, зовсім, цілком*

I shall be late if I come **at all**. – Я спізнюся, якщо я *взагалі* прийду.

• **not at all** – *анітрохи, аніяк, будь ласка, нема за що*

I hope it wasn't too much hassle for you. No, **not at all**. – Сподіваюсь, це не було для вас великим клопотом. *Анітрохи*.

• **once (and) for all** – *назавжди*

Let's settle this matter **once and for all**. – Давайте *назавжди* вирішимо цю справу.

• **all up** – *закінчено, покінчено, безнадійно, пропавше*

It is **all up** with him. – З ним *покінчено*.

• **all along** – *весь час, завжди*

They should have known **all along** that she was lying. – Вони *весь час* повинні були знати, що вона каже неправду.

EXERCISE

Task 1. Read the following sentences. Define the functions of the word "all". Translate the sentences into Ukrainian.

1. Have you done all your homework?
2. You should not be sitting here by yourself, all alone.
3. I saw a strange woman in the garden, dressed all in black.
4. He had worked all his life in the mine.
5. The marathon is open to all-comers.
6. There were bits of paper all over the floor.
7. The job was made all the easier by having the proper tools.
8. If he weren't so all-fired sure of himself, I'd like him better.
9. They were quarrelling all the time.
10. Will all the girls please stand over here.

11. His left arm was all but useless.
12. Britain's coal industry has all but disappeared.
13. The price of wheat had reached an all-time low.
14. In these conditions it was all too easy to make mistakes.
15. Chapman had known all along that the plan wouldn't work.
16. All I'm asking for is a little respect.
17. Can any of us say in all honesty that we did everything we could?
18. If someone tells the police, then it'll be all up with me.
19. Antique clocks from all over the world are on display.
20. Do you mind if I stay a little longer? No, not at all.

BOTH

1. Слово **both** може бути *неозначеним займенником*, що має значення «*обидва*», «*той і другий*».

They are **both** lawyers. (**Both** of them are lawyers.) – Вони *обидва* юристи.

Як займенник **both** вживається для позначення двох предметів (людей, явищ), які вже згадувалися.

Do you want apple juice or orange juice? I would like **both**. – Ви хочете яблучний сік чи апельсиновий сік? Я б хотів *обидва*.

Як займенник **both** вживається з іменниками в множині.

She speaks **both** languages. – Вона розмовляє *двома* мовами.

Both може вживатися з прийменником “**of**”, коли після нього стоїть особовий (в об’єктному відмінку), присвійний, вказівний займенник або іменник з присвійним, вказівним займенником чи означеним артиклем *the*.

He has invited **both of us**. – Він запросив нас *обох*.

Перед означеним артиклем, присвійними, вказівними займенниками з іменниками в множині можна використовувати **both** або **both of**.

Peter went to her, and took **both (of)** her hands. – Пітер пішов до неї і взяв *обидві* її руки.

Коли **both** вживається без “**of**”, то з іменником не використовується означений артикль *the*.

Both parents were nervous. – *Обоє* батьків нервували.

Both of the parents were nervous. – *Обоє* батьків нервували.

2. Слово **both** може бути *сурядним складеним (парним) сполучником*: **both ... and**, який перекладається словами «... як ..., так і ...», «і ... і ...».

He knows **both** English **and** French. – Він знає *як* англійську, *так і* французьку мову.

Both вживається з іменниками в однині: **both** + іменник (в однині) + **and** + іменник (в однині).

He is **both** an actor **and** a director. – Він *і* актор, *і* режисер.

Both вживається з прикметниками: **both** + прикметник + **and** + прикметник.

I'm **both** *happy and confused* at the same time! – Я одночасно *i* радий, *i* зніяковілий!

EXERCISE

Task 1. Read the following sentences. Define the functions of the word “both”. Translate the sentences into Ukrainian.

1. Both girls were university students.
2. Pine-trees grew on both sides of the river.
3. Both of us like football.
4. Both of them played chess very well.
5. You should make use of both the articles in your research.
6. Both of them were right from this point of view.
7. Both Helen's parents are doctors.
8. He's lived in both Britain and America.
9. Hold it in both hands.
10. She can both speak and write Japanese.
11. You can both swim, can't you?
12. They both started speaking together.
13. Both he and his wife enjoy tennis.
14. Oxford is not far from Stratford, so you can easily visit both in a day.
15. It's either me or her. You can't have it both ways.
16. Both of my grandfathers are farmers.
17. Two men were injured in the accident. Both are now recovering in hospital.
18. I ordered only one of the two books, but now I think I'll take both.
19. They have both been invited.
20. Both of them agreed that the matter had better be dropped.

IT

1. Слово **it** може бути *особовим займенником*, 3-ьою особою однини. У цьому випадку **it** може вживатися у функції підмета і стояти перед дієсловом-присудком. Перекладається словами «*він*», «*вона*», «*воно*».

Where is the map? **It** is on the wall. – Де карта? *Вона* на стіні.

Як особовий займенник **it** може вживатися у функції додатка і стояти за дієсловом-присудком. Перекладається словами «*його*», «*йому*», «*їй*», «*її*».

Here is the map. Look at **it** and tell me where Kyiv is. – Ось карта. Подивися на **неї** та скажи, де знаходиться Київ.

2. Слово **it** може бути *службовим словом*. У цьому випадку **it** може вживатися у функції підмета в безособовому реченні. **Не перекладається**.

It is cold today. – Сьогодні холодно.

It is Sunday. – Неділя.

It is not clear (that) he doesn't know this rule. – Незрозуміло, що він не знає це правило.

Як службове слово **it** може вживатися у функції додатка після дієслів *find, make, think* + *прикметник*. **Не перекладається**.

I **find it** necessary to look through these articles. – Мені видається необхідним переглянути ці статті.

3. Слово **it** може бути *вказівним займенником*. Перекладається вказівним займенником.

What is this? **It** is the first space ship. – Що це? **Це** перший космічний корабель.

4. Слово **it** може бути *ввідним словом* у реченнях з емпатичним зворотом. Емпатична конструкція служить для виділення того чи іншого члена речення. Сполучення *it is (was), ... who (that, which, whom ...)* виділяє будь-який член речення крім присудка. Член речення, що виділяється, стоїть після *it is (was)*, частина, що залишилася, утворює підрядне речення, що вводиться сполучником чи сполучним словом. Сполучення *it is (was), ... who...* на українську мову не перекладається, а все речення перекладається простим реченням з підсилювальними словами *«саме», «тільки»*.

It was in May when we received the new books. – **Саме** в травні ми отримали нові книжки.

EXERCISE

Task 1. Read the following sentences. Define the functions of the word "it". Translate the sentences into Ukrainian.

1. It is extremely cold in some places of the Arctic zone.
2. What is the matter? Who is it?
It is Jian Battista ...
3. Arthur glanced carelessly at the letter and laid it aside.
4. It is even more reliable to use instruments, since even the most attentive observer can hardly compete with modern automatic devices.
5. The boys had a long talk, but it brought them little comfort.
6. It was dusky in the dining-room and quite chilly.
7. She sat up, but she felt quite dizzy, quite drunk. It must have been the spring.
8. It is the moon that makes you talk to yourself in that silly way.
9. It is very distressing to me, Sir, to give this information.
10. He pulled a leaf from the flower in his buttonhole, and began tearing it to pieces.

11. He took the path through the fields: it was more pleasant than the road.
12. It was not until 1930 that the first analogue computer was built.
13. It was now almost four-thirty in the afternoon.
14. He thinks it impossible to do what he is asked to.
15. It is necessary to follow all the instructions written by the doctor.
16. I took a good room. It was very big and light and looked out on the lake.
17. I have just told them it was your project.
18. It was easy to understand the speaker.
19. In ancient times it was believed that the earth was flat.
20. It is important that the test be repeated.
21. It is one of the oldest bridges in New York.
22. It should be recognized that computers are capable of doing repetitive operations.
23. It was not until October 4, 1957 that the world's first man-made satellite was launched.
24. If this is liberty, it isn't going to mean a thing.

ONE

1. Слово **one** може бути *числівником*, який вживається у функції підмета, додатка, означення.

У функції підмета **one** стоїть перед присудком і перекладається числівником *один, одна, одне*.

One is quite enough. – *Один* цілком достатньо.

У функції додатка **one** стоїть за присудком і перекладається числівником *один, одна, одне*.

This evidence became **one** of the most important during the trial. – Цей доказ став *одним* із найважливіших під час судового розгляду.

У функції означення **one** стоїть перед або після іменника та перекладається числівником *один, одна, одне*.

Give me **one** ticket, please. – Дайте мені *один* квиток, будь ласка.

2. Слово **one** може бути *неозначеним займенником*, що стоїть замість іменника, який вживався раніше. Перед **one** може стояти означений артикль, вказівний займенник або прикметник. У цьому випадку **one** перекладається тим іменником, замість якого вживається, або зовсім не перекладається.

This book is more difficult than the **one** we read last week. – Ця книжка набагато важча, ніж та (*книжка*), яку ми читали минулого тижня.

Неозначений займенник **one** не стосується конкретної особи, він вживається щодо людей взагалі.

One may work in this laboratory only observing certain rules. – У цій лабораторії можна працювати лише при дотриманні певних правил (всі можуть працювати, кожен може працювати).

Неозначений займенник **one** вживається в загальному і присвійному відмінках.

У загальному відмінку **one** виконує функцію підмета в неозначено-особових реченнях, а також додатка в значенні *будь-кого, будь-кому* тощо.

One must do it. – Треба зробити це.

It offends **one** to be told **one** is not wanted. – *Будь-кого* образить, коли скажеш, що *він* непотрібний.

У присвійному відмінку **one's** виконує функцію означення до неозначено-особового підмета **one**, а також вживається з інфінітивом як узагальнена форма присвійних займенників.

One must keep **one's** word. – Треба дотримувати даного слова.

To do **one's** duty is necessary for everyone. – Виконувати свій обов'язок необхідно для кожного.

Якщо в складі присудка у реченні з неозначено-особовим підметом **one** є модальне дієслово, таке речення здебільшого перекладається безособовим реченням із словами «*треба*», «*можна*», «*слід*» тощо.

One must be prepared. – *Треба* бути підготовленим.

EXERCISE

Task 1. Read the following sentences. Define the functions of the word “one”. Translate the sentences into Ukrainian.

1. One must always do one's duty.
2. This article is easier than the one we translated last week.
3. So little is the world that one cannot keep away from persons.
4. Fingerprints are one of the most important evidence that can prove either the guilt of a person or his innocence.
5. The boy that I stop at and speak to will not be the one you are looking for.
6. This is a blue pencil and that is a red one.
7. The Siberian summer is one of dry atmosphere and brilliant sunshine.
8. To master a foreign language one must study it regularly.
9. The teacher asks one of the students to read a sentence a second time.
10. The train was crowded so we decided to catch a later one.
11. The only jokes I tell are the ones that I hear from you.
12. One can never be too careful.
13. One morning I was sitting at my desk when a policeman knocked at my door.
14. Claire is the one person I can trust.
15. There is only one minute left till the end of the classes.
16. In a few minutes I heard a voice saying: “Kharkiv calling, booth 1.”

17. One must learn the grammar rules before doing one's exercises.
18. Jim, I'll give you a marble, a white one.
19. Why has he put on his old skates? Where are his new ones?
20. Here are two dictionaries. Take the larger one.
21. I liked that film but I didn't like the one I saw yesterday.
22. I hope you are hungry, because breakfast will be ready soon. And we shall have a good hot one.

SOME

1. Слово **some** може бути *неозначеним займенником*, який вживається із зчислюваними та незчислюваними іменниками в однині та множині.

I asked him for **some** glue, but he didn't have any. – Я попросив у нього *трохи* клею, але у нього зовсім не було клею.

При вживанні з незчислюваними іменниками **some** має значення неозначеного артикля і на українську мову, як правило, не перекладається.

May I give you **some** tea? – Дозвольте налити вам чаю?

Займенник **some** вживається головним чином у стверджувальних реченнях, де має значення «*кілька*», «*деяка кількість*», «*деякі*».

Some people like strong tea and **some** don't. – *Деякі* люди люблять міцний чай, а *деякі* ні.

Some вживається також у питаннях, які виражають прохання, пропозицію або з'ясування.

Can I have **some** more milk? – Можна мені ще молока?

Some як займенник-іменник може перекладатися словами «*дехто*», «*деякі*», «*одні*», «*інші*», «*коли-небудь*», «*кілька*» і виконувати в реченні такі функції:

- підмета:

Some are ill, but many don't know about the meeting. – *Дехто* хворий, але багато не знає про збори.

- додатка:

I like these roses; please give me **some**. – Мені подобаються ці рози; будь ласка, дайте мені *кілька*.

Some як займенник-прикметник перекладається словами «*якийсь*», «*який-небудь*», «*кілька*», «*декілька*», «*дещо*», «*трохи*»; часто не перекладається.

I saw it in **some** book. – Я бачив це в *якийсь* книжці.

I have **some** money to spare. – У мене є зайві гроші.

2. Слово **some** може бути *прислівником*, який перекладається словами «*трохи*», «*до певної міри*», «*почасти*», «*близько*», «*приблизно*».

There were **some** 20 persons present. – Було *близько* 20 осіб.

EXERCISE

Task 1. Read the following sentences. Define the functions of the word “some”. Translate the sentences into Ukrainian.

1. I need some apples for this recipe.
2. I've just made a pot of coffee. Would you like some?
3. There must be some reason for her behaviour.
4. Would you like some more cake?
5. Can you give me some idea of the cost?
6. Do you know where the screws are? There are some in the garage.
7. My mother has inherited some land.
8. Are you feeling better today? Some, I guess.
9. They're looking for someone with some experience.
10. We can hopefully reach some kind of agreement.
11. Many local businesses are having difficulties, and some have even gone bankrupt.
12. The doctor gave her some medicine for her cough.
13. She gained some 25 pounds in weight during pregnancy.
14. Some guy called for you while you were gone.
15. Some say it was an accident, but I don't believe it.
16. It was some time before they managed to turn the alarm off.
17. We travelled some little way before noticing that Bradley wasn't with us.
18. Many of the exhibits were damaged in the fire, and some were totally destroyed.
19. The donation went some way toward paying for the damage.
20. She's been so depressed that some days she can't get out of bed.

THAT (THOSE)

1. Слово **that** (*pl those*) може бути **вказівним займенником**, який стоїть перед іменником і перекладається словами «*той*», «*та*», «*те*», *мн.* «*ті*».

Give me **that** book, please. – Дай мені *ту* книгу, будь ласка.

2. Слово **that** може бути **відносним займенником**, який вводить підрядне означальне речення і перекладається словами «*який*», «*яка*», «*яке*», *мн.* «*які*».

The book **that** you see on the table is very important. – Книга, *яку* ви бачите на столі, дуже важлива.

3. Слово **that** (*pl those*) може бути **словом-замінником**, яке вживається замість іменника. У цьому випадку **that** (*pl those*) перекладається іменником, замість якого вживається, або зовсім не перекладається.

This method is more efficient than **that** of your team. – Цей метод ефективніший, ніж *метод* вашої команди.

4. Слово **that** може бути *підрядним сполучником*, що вводить підрядне додаткове речення. У цьому випадку **that** стоїть після присудка і перекладається словом «*що*».

She said **that** she would be glad to see us. – Вона сказала, *що* буде рада бачити нас.

5. Сполучник **that** може вводити підрядне присудкове речення. У цьому випадку **that** перекладається словами «*та*», «*що*», «*те*».

My opinion is **that** she will come to me. – Моя думка така, *що* вона прийде до мене.

6. Сполучник **that** може вводити підрядне підметове речення. У цьому випадку **that** перекладається словами «*те, що*».

That he will come is certain. – *Те, що* він прийде, є відомо.

It is strange **that** we should meet here. – Дивно *те, що* ми маємо тут зустрітися.

7. Слово **that** може вживатися в конструкції **it is (was) ... that**, яка виділяє один з членів речення. **Не перекладається**.

It is the magazine **that** I need badly. Мені потрібно саме цей журнал.

EXERCISE

Task 1. Read the following sentences. Define the functions of the word “that”. Translate the sentences into Ukrainian.

1. Their greatest difficulty was that they were short of fuel.
2. He said that I was the very man he was seeking.
3. Everything points to the fact that we shall have an early winter.
4. That lightning is nothing else but an electric spark has long been known.
5. “Just look at that tree,” he cried. “It is the famous bread-fruit tree.”
6. It was the evidence that proved the innocence of the suspect.
7. The problem is more difficult than that the teacher gave us yesterday.
8. His excuse was that the train was late.
9. Your advice is more useful than that of your friend.
10. It was obvious that something important had happened.
11. At that moment they heard the distant note of a trumpet.
12. I know that you speak the truth.
13. I think I have taken nothing that you or your people have given me.
14. There was no possibility of taking a walk that day.
15. The letter that I received yesterday was most welcome.
16. It was the bad condition of the road that caused so many accidents.
17. Do you remember that nice Mr. Hoskins who came to dinner?
18. Those who saw the performance thought it memorable.

19. The fact that he is your brother-in-law should not affect your decision.
20. The problem is that no-one knows what will happen.
21. Every man has three characters: that which he exhibits, that which he has, and that which he thinks he has.
22. The procedure that has been followed has many disadvantages.
23. The Greeks in the fifth century B.C. had the idea that the Earth was a sphere.
24. It is the end that matters.

AFTER

1. Слово **after** може бути *прислівником часу* із значенням «*потім*», «*після*», «*пізніше*», «*згодом*» (зазвичай ставиться в кінці речення).

Tell me, please, what did take place *after*. – Розкажи мені, будь ласка, що таки відбулося *пізніше (потім)*.

2. Слово **after** може бути *прийменником часу* із значенням «*після*», «*за*» (зазвичай ставиться перед іменником).

After the invention of the shaper James Nasmyth invented the steam hammer in 1893. – *Після* винаходу поперечно-стругального верстата Джеймс Насмит винайшов у 1893 році паровий молот.

3. Слово **after** може бути *прийменником місця* із значенням «*позаду*», «*за*» (зазвичай ставиться перед іменником).

He walked down the stairs *after* his wife. – Він спускався по сходах *позаду* своєї дружини.

4. Слово **after** може бути *підрядним сполучником часу* із значенням «*після*», «*після того, як*» (вводить підрядне речення часу).

It was necessary to paint the fence *after* the house was built. – Було необхідно помалювати паркан *після того, як* був побудований будинок.

EXERCISE

Task 1. *Read the following sentences. Define the functions of the word “after”. Translate the sentences into Ukrainian.*

1. After the train has passed a short distance from its starting point, it might, perhaps, cover about 60 km per hour, its speed gradually increasing all the time.
2. After determining the number of amperes and volts one can find the resistance of the coil.
3. After the boiling point has been reached, the temperature of the water cannot be increased any more even if more heat were added.

4. After the London Exhibition of Physical Instruments in 1876, P. Yablochkov's invention was demonstrated many times at several other world exhibitions in Paris.
5. After two kilometres there is an open field and another blind.
6. I will not be so busy after next week.
7. After the first shot had been fired, there was no turning back.
8. His teacher made him stay after school and write some more exercises.
9. I shall speak to you after the lesson.
10. They have not spoken to me after.
11. After he had taken all the things out, she started the car.
12. After lunch they all went to their rooms.
13. You turn right just after the pub.
14. When he got back to Ann Arbor, he found Savina in a state of excitement because Trasker had heard from Regan after Erik had left.
15. "Where do you intend to stay tonight?" she asked after a moment.
16. We shall do it after.
17. The meeting ended after eleven. They left the lecture hall one after another.
18. After the equipment had been repaired, it was sent away.
19. James left almost immediately after Peter.
20. Was there such a thing nowadays – a daughter that thought of you first, and herself after.
21. After his lonely dinner he lit his cigar and strolled out again.
22. I couldn't stop in that miserable house after mother died.
23. David got promoted after just two years with the company.
24. Your name comes after mine in the list.
25. A few hundred metres after the village the road ended and we had to stop the car.
26. There is an old saying that if a man has not fallen in love before forty, he had better not fall in love after.

AS

1. Слово **as** може бути *прийменником* або *прислівником*. У цьому випадку **as** стоїть перед іменником і перекладається словом «**як**».

A flat stone was used **as** a table. – Плоский камінь використовувався **як** стіл.

As з наступним дієсловом у формі інфінітива зазвичай перекладається «**щоб**».

As to be sure of good results it is necessary to be attentive and exact. – **Щоб** бути впевненим у гарному результаті, необхідно бути уважним та точним.

2. Слово **as** вживається у *складі групових прийменників as to, as for* і перекладається словами «*що стосується*», «*щодо*», «*відносно*».

You can ask the others, but **as for** myself, I'll be busy in the office. – Ви можете спитати інших, а **щодо** мене, я буду зайнятий в офісі.

Frank was very uncertain **as to** whether it was the right job for him. – Френк був дуже невпевненим **щодо** того, чи була то саме робота для нього.

3. Слово **as** може бути *простим підрядним сполучником*, який вводить підрядне причинове та підрядне часове речення. Перекладається словами «*оскільки*», «*бо*», «*тому що*», «*коли*», «*тоді як*», «*у міру того як*».

As it was getting late, I turned around to start for home. – *Оскільки* було вже пізно, я повернувся, щоб йти додому.

I saw Peter **as** I was getting off the bus. – Я побачив Петра, *коли* виходив із автобуса.

4. Слово **as** може вживатися у *складі складених сполучників*.

as ... as – *такий же ... як і; так само, як і*

They want peace **as much as** we do. – Вони хочуть миру *так само, як і* ми.

not so ... as – *не такий ... як; не так само, як і*

Kyiv is **not so** old **as** London. – Київ *не такий* старий, *як* Лондон.

as soon as – *як тільки, якомога*

Please let me know your decision **as soon as** possible. – Будь ласка, дай мені знати про твоє рішення *якомога* швидше.

as long as – *доки*

You can go out to play **as long as** you stay in the back yard. – Ти можеш піти погуляти, *доки* ти залишаєшся на задньому дворі.

as far as – *наскільки, так далеко (аж) до*

As far as I know, they are at the conference now. – *Наскільки* мені відомо, вони зараз на конференції.

as early as – *вже, ще*

As early as October the book will be finished. – Книжку закінчать *вже* в жовтні.

as well as – *так же, як і; так і; також, як і*

He wanted to be a lawyer **as well as** his brother. – Він *також* хотів бути юристом, *як і* його брат.

as if – *ніби, неначе*

He talked to them **as if** they were children. – Він розмовляв з ними, *ніби* вони були дітьми.

so as – *з тим, щоб*

I drove at a steady 50 mph **so as** to save fuel. – Я їхав зі швидкістю 50 миль на годину *з тим, щоб* зекономити пального.

as late as – *ще, тільки, вже*

Capital punishment was used in Britain **as late as** 1950s. – Смертна кара застосовувалася у Британії *ще* в 1950х роках.

EXERCISE

Task 1. Read the following sentences. Define the functions of the word “as”. Translate the sentences into Ukrainian.

1. The periodic system was accepted as a universal law of nature.
2. As the saying goes, one can judge of an ocean by a drop of water.
3. Some of the doctors are paid almost twice as much as the nurses.
4. This gifted scientist works as director of the newly established research institute.
5. Please let me know your decision as soon as possible.
6. I wouldn't go so far as that.
7. As to our future plans, I think I need only say that the company intends to expand at a steady rate.
8. As to me I prefer to spend my vacation in the South.
9. Just as the two men were leaving, a message arrived.
10. I asked Philip to come with us, as he knew the road.
11. As a train pulls in at a station somewhere at a distance of ten kilometres an operator sees this train on the screen of his television set.
12. As popular as he is, the president hasn't always managed to have his own way.
13. And as for Carl, he always seems to be ill.
14. As this question is of utmost importance, we shall discuss it at once.
15. Beckworth shook his head as if to say 'Don't trust her!'
16. Electricity is a source of light as well as of heat.
17. M. Lomonosov was a complete master of natural sciences as well as of history, philosophy and engineering.
18. As far as we know, the oil that we obtain from the earth will not last more than a few centuries at the present rate of consumption.
19. We went along silently on tiptoe so as not to disturb anyone.
20. It is covered with ice for eight months of the year, often as late as July.
21. This substance does not exist in a pure state as it is unstable.

BUT

1. Слово **but** може бути *сурядним протиставним сполучником* із значенням «але», «а», «однак», «проте».

The experiment was made for the second time, **but** the results obtained did not coincide. – Експеримент провели ще раз, *але* отримані результати не співпали.

2. Слово **but** може бути *прийменником* із значенням «крім», «окрім», «за винятком».

All the cargo **but** one case of bricks arrived undamaged. – Увесь вантаж, *окрім* одного ящика з цеглою, прибув неушкодженим.

Після слів *all, every, any, none, no* і похідних від них *everyone, nothing, anyone* **but** означає «крім», «за винятком».

Everything is clear but one question. – Усе зрозуміло, *крім* одного питання.

При використанні особових займенників для уникнення повторів після **but** вживається особовий займенник в об'єктному відмінку.

Nobody knew the answer but me. – Ніхто не знав відповіді, *крім* мене.

У цьому випадку у формальних контекстах після **but** можна зустріти особові займенники в називному відмінку.

Everyone but he supported the proposal. – Усі, *крім* нього, підтримали пропозицію.

3. Слово **but** може бути *прислівником* із значенням «тільки», «лише».

There is but one way for solving the problem. – Існує *лише* один спосіб рішення цієї проблеми.

4. Слово **but** може бути *іменником*.

But me no buts. – Будь ласка, без *заперечень* (без «але»).

5. Слово **but** може бути *відносним займенником*.

There is no one but knows it. – Немає нікого, *хто б* цього не знав.

В умовних реченнях 2-го і 3-ього типу (Unreal Conditional Sentences і Unreal Conditional Sentences Forever) словосполучення **but for** перекладається словами «*якщо б не*» і вказує на певні обставини, без яких дія не відбулася б (або відбулася б).

I would have failed my exam but for your help. – Я б не склав іспит, *якщо б не* твоя допомога (але ти мені допоміг, і я його склав).

Словосполучення **all but** перекладається словами «*майже*», «*майже повністю*».

I have all but understood the rules. – Я *майже* зрозумів правила.

EXERCISE

Task 1. Read the following sentences. Define the functions of the word “but”. Translate the sentences into Ukrainian.

1. He is a good fellow, to be sure, but he isn't reliable.
2. My brother is small but strong.
3. I love fruit, but I do not like oranges.
4. The shirt was quite expensive, but he decided to buy it.
5. They waited some time for her, but she did not come down again.
6. I came here earlier but you weren't in.
7. All the problems are settled but one.
8. There remains but one unsettled question.
9. They rushed to the hospital, but they were late.
10. I could come any day but Friday.
11. This is but one example of what can happen when things go badly wrong.

12. There is no one here but me.
13. We've invited the boss, but she may decide not to come.
14. It's going to be difficult. Anyway, we can but try.
15. I could see nothing but the spirals of desert dust.
16. "Has he got any experience?" "No, but he's keen to learn."
17. He was unable to swallow anything but liquids.
18. We have relationships of many different sorts – with our children, our parents, our boss and our friends, to name but a few.
19. The purpose of the scheme is not to help the employers but to provide work for young people.
20. They would have married sooner, but they had to wait for her divorce.
21. He is the best player – no ifs, ands, or buts about that.
22. But for the fact that we arrived earlier, we would have missed the flight.
23. I cannot help but laugh at his jokes.
24. My knowledge of German is all but forgotten.
25. We had no option but to hire a car.

BECAUSE/BECAUSE OF

1. Слово **because** може бути *підрядним сполучником* і вводити підрядне причинове речення. У цьому випадку **because** перекладається словами «*тому що*», «*оскільки*», «*бо*».

He was absent from classes **because** he fell ill. – Його не було на заняттях, *тому що* він захворів.

2. Слово **because of** може бути *прийменником*, який перекладається словами «*через*», «*заради*», «*із-за*».

He was not accepted **because of** his age. – Його не прийняли *через* вік.

EXERCISE

Task 1. Read the following sentences. Define the functions of the word "because/because of". Translate the sentences into Ukrainian.

1. We could not make use of this method because of the lack of the necessary information.
2. We did not enjoy the day because the weather was so awful.
3. He had to retire because of ill health.
4. We could not use this method because it was too arduous.
5. Hubert never experienced any fear, and this was partly because he was not particularly intelligent.

6. We spent three hours waiting in the rain because of you.
7. Many exam candidates lose marks simply because they do not read the questions properly.
8. Because of a lack of funds, the project will not continue next year.
9. I decided to go with them, mainly because I had nothing better to do.
10. Flight BA213 has been delayed because of fog.
11. Just because you are my brother doesn't mean I have to like you.
12. All my clothes got wet because of the storm.
13. Just because I don't complain, people think I'm satisfied.
14. He walked slowly because of his bad leg.
15. I did it because he told me to.
16. Because of his wife's being there, I said nothing about it.
17. But, fear is better than apathy because fear makes us do something.
18. Classes have been cancelled today because of a staff meeting.
19. She studies hard because she wants to have good qualifications.
20. Many shops are doing badly because of the economic situation.

BEFORE

1. Слово **before** може бути *прислівником часу* із значенням «*раніший*», «*раніше*» (зазвичай стоїть у кінці речення).

I have never seen him **before**. – Я ніколи не бачив його *раніше*.

2. Слово **before** може бути *прийменником часу* із значенням «*до*», «*раніше*», «*перед*» (зазвичай ставиться перед іменником).

Japan is stronger now than it was **before** the war. – Японія зараз сильніша, ніж *до* війни.

3. Слово **before** може бути *прийменником місця* із значенням «*перед*», «*попереду*» (зазвичай ставиться перед іменником).

He was standing **before** the judge. – Він стояв *перед* суддею.

4. Слово **before** може бути *підрядним сполучником часу* із значенням «*до того, як*», «*перш ніж*» (вводить підрядне речення часу).

We had to make a number of experiments **before** we achieved satisfactory results. – Нам довелося провести низку дослідів, *перш ніж* ми досягли успішних результатів.

EXERCISE

Task 1. *Read the following sentences. Define the functions of the word "before". Translate the sentences into Ukrainian.*

1. The buyer moved for summary judgement before trial.
2. Attackers often scan or probe before attacking.
3. I was thinking before dessert and before we open your presents, we would play this game.
4. Before reaching the town the truck turned into a narrow road which led to the mountains.
5. To prevent damage, discharge static electricity from your body before you touch any of your computer's electronic components, such as a memory module.
6. That compressed air is found to be one of the most uneconomic forms of energy was known before.
7. The ship will arrive at the port of loading before the end of December.
8. Have you known him before?
9. This will be a long road you have before you.
10. Always before he had answered that question with naughty pride.
11. On the morrow Eric went in before the King, and craved a boon.
12. Would she come to see me before I was killed?
13. We are placing this trial order on the condition that the delivery is made before.
14. Those first two are the portraits of mega-jackpot winners years before and after their win.
15. In both cases, you'll need to verify your listing before it will appear on Google.
16. This means that we have now more food available than ever before in human history.
17. The picture of a man before a tank became a symbol of resistance for the whole world.
18. Just before I left New York I decided I could actually renovate my studio.
19. I wanted to show you a quick video of some of this work before I go on.
20. She continued to say she wanted to do it before it was too late.
21. I think you were before me in the queue.
22. He stood before the road.
23. They have not spoken to me before.
24. He knew that the patrols might catch tracks before they were covered with snow.
25. The gentleman in the white waistcoat was also standing before the workhouse.

FOR

1. Слово **for** може бути *сполучником*. Сполучник **for** передує обставинним підрядним реченням причини. Перекладається українською мовою словами «*оскільки*», «*тому що*», «*через те, що*», «*у зв'язку з тим, що*», «*бо*».

One must be very attentive in experimenting, **for** accuracy is indispensable here.
– Потрібно бути дуже уважним, *оскільки* тут необхідна точність.

Складений сполучник **for fear that** передує обставинному підрядному реченню мети (синонім **lest**) та перекладається сполучником «*щоб (не)*».

They wrapped the precious glass in cotton wool **for fear that** it should be broken. – Вони обгорнули ватою скло, яке дорого коштувало, *щоб не* розбилось.

2. Слово **for** може бути *прийменником*. Прийменник **for** є багатозначним. Залежно від його лексичного значення йому відповідають різні прийменники української мови.

Основні лексичні значення прийменника **for**:

✓ **for** вказує на мету – *для, за, на, ради, заради, задля*:

What do you want that money **for**? – *Для* чого вам потрібні ці гроші?

✓ **for** вказує на причину – *через, за, по*; у деяких випадках потребує перекладу іншими прийменниками:

For want of attention he missed this mistake. – *Через* свою неувважність він не помітив цієї помилки.

✓ **for** вказує на напрямок дії – *до, на, у/в*:

The boat is making **for** the shore. – Човен прямує *до* берега.

✓ **for** вказує на те, чим виступає предмет – *як, за*:

This vessel was built **for** a pleasure yacht. – Це судно було побудовано *як* яхта для розваг.

✓ **for** вказує на час, дату – *на*:

I've invited them **for** 9 o'clock. – Я запросив їх *на* 9 годину.

✓ **for** має значення мати, отримати, здобути щось – *на, для, за*:

I paid \$3 **for** a ticket. – Я заплатив 3 долари *за* квиток.

Are you waiting **for** the bus? – Чи ви чекаєте *на* автобус?

✓ **for** вказує на вартість або цінність чогось – *на*:

He got a cheque **for** a hundred pounds. – Він отримав чек *на* сто фунтів.

Складений прийменник **for fear of** перекладається словами «*через побоювання*», «*побоюючись*»:

He put on a warm coat **for fear of** catching cold. – Він одягнув тепле пальто, *побоюючись* застудитись.

Прийменник **for** може бути складовою частиною деяких прислівникових виразів:

• **for all that** – *незважаючи на (все) це, попри (що)...*, *дарма (що)...*:

The man had power and opulence and **for all that** he felt miserable. – Ця людина мала владу і багатство та, *незважаючи на все це*, почувалася нещасною.

• **for instance, for example** – *наприклад*:

Some wild animals are almost completely exterminated, **for instance** lions in the deserts of Africa. – Деякі дикі тварини майже повністю знищені, *наприклад*, леви в пустелях Африки.

• **for ever, for good** – *назавжди*:

In 1492 the Moors had to leave Spain **for ever**. – У 1492 році маврам довелося залишити Іспанію *назавжди*.

• **once and for all** – *раз і назавжди*:

Once and for all I tell you to mind your own business. – *Раз і назавжди я наказую вам не втручатися в чужі справи.*

• **for certain** – *напевно, певна річ, мабуть*:

Nobody as yet knows **for certain** the results of the examination. – Ніхто ще *напевно* не знає результатів іспиту.

Прийменник **for** може бути складовою частиною словосполучення, яке називається **for-phrase** (**for-phrase** = прийменник **for** + іменник (або займенник) + неозначена форма дієслова).

For-phrase, як і окреме слово або підрядне речення, може виконувати функцію будь-якого члена речення, крім присудка (але може бути предикативним членом присудка). Українською мовою **for-phrase** перекладається підрядним реченням.

The riders stopped **for the horses to drink**. – Вершники зупинились, *щоб коні втамували спрагу.*

EXERCISE

Task 1. Read the following sentences. Define the functions of the word “for”.
Translate the sentences into Ukrainian.

1. I've got something else to celebrate and I know you will be glad of this, too, for you've always said that Phuong's interests were what we both wanted.
2. The doctor knew that there was nothing he could do for her.
3. The police force training colleges offer refresher courses and tuition for the officers in order to prepare them for new responsibilities.
4. I've brought him a watch for his birthday.
5. I asked for a blanket to cover myself for I felt cold.
6. For further details, write to this address.
7. The Constitution is the basis for its laws.
8. We had been talking for a good half hour.
9. The state creates conditions for effective medical service accessible to all citizens.
10. Factories stretch for quite a way along the canal.
11. He only smiled, however, and there was comfort in his hearty rejoinder, for there seemed to be a whole sensible world behind it.
12. A meeting was arranged for 18th May.
13. The kidnappers have demanded 1 million pounds for his safe release.
14. A few days later he will be leaving for New York.
15. We had better close the window, for it is rather cold.
16. The diamond was insured for two thousand dollars.
17. The US Constitution provides for the creation of laws by state legislatures and Congress.

18. She finally ran away for fear that he would kill her.
19. He was absent from the University for two weeks because he was at the international conference.
20. He got to the station early, for fear of missing her.
21. We must go, for it is late.
22. Nothing lasts for ever.
23. Anyone accused of a crime, except murder or treason, is entitled to apply for release on bail.
24. The land here isn't any good for agricultural crops.
25. The brook was very high, for a great deal of rain had fallen overnight.
26. Let's settle this matter once and for all.
27. Legal aid for criminal cases in Northern Ireland is free.
28. I knew for certain that no moisture can get in.
29. Visibility was only 200 to 300 metres, for a white mist as thick as milk covered the area.
30. It will be for you to decide what action you should take.
31. His eyes must have had in them something of George Forsyte's sardonic look; for her gloved hand crisped the folds of her frock, her eyebrows rose, her face went stony.
32. He was sent for the doctor.
33. Our students will study English for 3 years.
34. As for rubber it was brought to Europe as the 15th century.
35. A.S. Popov laid the foundation for further inventions leading to the creation of the modern system of broadcasting.

ONCE

1. Слово **once** може бути *прислівником*, що перекладається словами «раз», «один раз», «колись», «одного разу», (для підсилення) «досить», «як тільки».

She was **once** very fond of reading. – *Колись* вона дуже любила читати.

When **once** he understood he went there immediately. – *Як тільки* він зрозумів, він негайно туди пішов.

2. Слово **once** може бути *іменником*, що перекладається словами «один раз».

Once is enough for me. – *Одного разу* з мене цілком досить.

3. Слово **once** може бути *підрядним сполучником*, що вводить підрядне речення часу. У цьому випадку **once** перекладається словами «коли», «якщо».

Once I get him a job, he'll be fine. – *Коли* я знайду йому роботу, у нього буде все добре.

Слово **once** може вживатися у словосполученнях:

• **at once** – *відразу, негайно, разом з тим, у той же час*

When I saw him I recognized him **at once**. – Коли я його побачив, я *відразу* його впізнав.

• **all at once** – *несподівано, усі разом, відразу*

All at once there was a loud banging on the door. – *Несподівано* в двері гучно постукали.

• **for once** – *на цей раз, як виняток*

Be honest **for once**. – *На цей раз* будь чесним.

• **once upon a time** – *колись, давним-давно*

Once upon a time there lived an old king on a small island. – *Колись* на маленькому острові жив старий король.

EXERCISE

Task 1. Read the following sentences. Define the functions of the word “once”. Translate the sentences into Ukrainian.

1. Once in bed, the children usually stay there.
2. I've only met her once.
3. He once had a dozen chiefs and vice presidents reporting directly to him.
4. Staff meetings take place once a week.
5. K. Marx once described religion as the 'opium of the people'.
6. Once the lending facility has been agreed, you can dip into it whenever you want...
7. Mrs. Peterson came in to see Ruth just once.
8. Once a computer became powerful enough to solve this equation, it opened up a complex and very useful field of physics.
9. I wind up my watch once a day.
10. There once lived a man who had three beautiful daughters.
11. Picasso once said, "It takes a long time to become young."
12. He realized at once what had happened.
13. 'Once you have stayed here,' he said, 'you can stay for the rest of your life.'
14. In many plays he performed several roles; in one of them he performed at once eight roles.
15. If any contestants are visually impaired, the host reads the question and four choices all at once, then repeats the choices after the music begins.
16. Once I've found somewhere to live I'll send you my address.
17. Remember that you won't be able to cancel the contract once you've signed.
18. Once she asked me for a favour.
19. Chocolate was once prized as much as gold in Costa Rica and it was once the top export of the country.
20. Once upon a time you used to be able to leave your front door unlocked.
21. For once, the bus came on time.

22. I've only played rugby the once, and I never want to play it again.
23. A lot of practical details needed to be attended to all at once.
24. Just for once, let me make my own decision.

SINCE

1. Слово **since** може бути *прийменником часу*. У цьому випадку **since** перекладається словами «з», «*після*».

We haven't talked **since** Monday. – Ми не розмовляли *після* понеділка.

2. Слово **since** може бути *прислівником часу*, який стоїть наприкінці речення і перекладається словами «з *тих пір*», «з (*від*) *того часу*», «*відтоді*» («*весь час*»).

I haven't seen him **since**. – Я не бачив його з *тих пір*.

Якщо прислівник **since** (синонім **ago**) стоїть після слів, що позначають час, він перекладається прислівником «*тому*».

That event happened more than thirty years **since**. – Та подія відбулася понад 30 років *тому*.

3. Слово **since** може бути *підрядним сполучником часу*. У цьому випадку **since** перекладається словами «з *тих пір, як*», «з (*від*) *того часу, як*», «*відколи*», «*після цього*».

He hasn't written **since** he left. – Він не писав з *тих пір, як* поїхав.

4. Слово **since** може бути *підрядним сполучником причини*, який перекладається словами «*бо*», «*оскільки*», «*тому що*».

He didn't come **since** he was ill. – Він не прийшов, *бо* був хворий.

EXERCISE

Task 1. Read the following sentences. Define the functions of the word "since". Translate the sentences into Ukrainian.

1. We haven't talked since Monday.
2. This couple argued ever since they came back from their honeymoon.
3. I haven't seen her since.
4. I have been happily married for 26 years, since the age of 21.
5. He hasn't written since he left.
6. Since you feel tired, you should rest.
7. Since everything was ready, we didn't want to waste time.
8. Since that time it has become the usual thing to speak of the current as flowing from positive to negative.
9. How long is it since you left school?
10. He went to Kyiv, and we have not seen him since.

11. He came to Lviv two years ago and has lived here since.
12. She (June) had given him nothing of her company for a long time past, not in fact, since she had become engaged to Bosinney.
13. Many expeditions have been there since.
14. What have you been doing since this morning?
15. Almost 300 years have passed since Newton's laws were discovered.
16. We've been working in the garden since lunchtime.
17. Many years have passed since that time.
18. Since he had a certain talent for composition, his English master encouraged him to write little pieces for the college magazine.
19. Since D. Mendeleev arranged the elements in a table, that periodic table has been widely used all over the world.
20. Since I met Maria I've tried to learn Spanish.
21. What have you been doing since I saw you last?
22. Since the party, she has not spoken to him at all.
23. It's been ages since we went to the ocean on holiday.
24. Since the boiling temperature of a liquid depends on the pressure above the liquid, one must be exact when speaking of the boiling point.
25. He went to London last year but I have never heard from him since.
26. Since you are ill, I'll do the job myself.
27. The company has been in its present location since the beginning of the century.
28. Since that time, things have improved steadily for Lucy and Ted.
29. My brother began working last month and he has been very busy since.
30. Since the electrons in the wire constitute the current flow, they will certainly tend to flow from the point of lower potential towards that of higher potential.
31. He has lived in the United States since 2010.
32. He went to England ten years ago and has lived there ever since.
33. Since rubber is non-conductor of electricity, it is used for insulation.
34. Macroeconomic stabilization is necessary, since it is the only way to market reforms.
35. We all noticed how dull she looked since she returned from the interview.

STILL

1. Слово **still** може бути *прикметником*, який перекладається словами «*нерухомий*», «*спокійний*», «*безшумний*», «*тихий*».

Still waters run deep. – У *тихому* болоті чорти водяться.

2. Слово **still** може бути *іменником*, що перекладається словами «*(німа) тиша*», «*безмовність*», «*дистилятор*», «*кадр*», «*реklamний кадр*», «*фотознімок*».

Too bad we don't have some original **stills**. – Шкода, що ми не маємо кілька оригіналів *фотознімків*.

3. Слово **still** може бути *дієсловом*, що перекладається словами «*заглушати*», «*угамовувати*», «*задовольняти*», «*заспокоювати*», «*заспокоюватися*», «*примусити замовкнути*», «*затихати*».

The ground beneath them trembled, then **stilled**. – Земля під ними здригнулася, а потім *затихла*.

4. Слово **still** може бути *прислівником*, що перекладається словами «*все ж*», «*досі*», «*нерухомо*», «*таки*», «*як-не-як*», «*все ще*», «*як і раніше*», «*ще*».

I **still** haven't finished to paint the spare room. – Я *все ще* не закінчив фарбувати кімнату для гостей.

5. Слово **still** може бути *розділовим сполучником*, що поєднує однорідні речення та перекладається словами «*але*», «*все таки*», «*проте*».

Nitroglycerine is a dangerous explosive, **still** it is used in medicine. – Нітрогліцерин є небезпечною вибуховою речовиною, *проте* він застосовується в медицині.

EXERCISE

Task 1. Read the following sentences. Define the functions of the word "still". Translate the sentences into Ukrainian.

1. The weather was bad, still we decided to go.
2. Do you still have Julie's phone number?
3. He stood still and watched as the deer came closer.
4. Clare didn't do much work, but she still passed the exam.
5. It is a beautiful song, still it is also a very tragic one.
6. He stilled their protests with a wave of his hands.
7. Keep still while I tie your shoe.
8. That is an important debate to have, still it is a separate issue.
9. The house was completely still.
10. The hotel was terrible. Still, we were lucky with the weather.
11. It's an old still, but it's so beautiful.
12. She's still down there for all I know.
13. I do not know the reason, still I can guess.
14. After all, your medicine business might be still better
15. Quietness, silence, total still, it is the greatest teacher.
16. Anne was still offering her healing to him and the others, and Rew knew he could not accept it.
17. Dan found biology difficult, and physics harder still.

18. It may even be a philosophical one, still it's definitely not a mathematical one.
19. They still haven't sold their house.
20. There was not a single sound in the still of night.

TILL (UNTIL)

1. Слово **till (until)** може бути *прийменником часу*, який перекладається словами «*до*», «*не раніше*».

He did not write **till** last week. – *До* минулого тижня він нічого не писав.

Прийменник часу **until** більше вживається в офіційному та писемному мовленні, а прийменник часу **till** використовується в розмовному мовленні.

2. Слово **till (until)** може бути *підрядним сполучником*, який вводить підрядне речення часу та має значення «*доки*», «*поки*».

Wait **till** I come. – Почекай(те), *поки* я прийду.

Часто сполучник часу **until** вживається у заперечних реченнях і перекладається словами «*доки не*», «*поки не*», «*до того, як*».

They will not give you a receipt **until** you pay. – Вони не дадуть вам чек, *доки* ви *не* заплатите.

3. Слово **till** може бути *іменником*, що має значення «*шухляда для грошей*», «*каса*» (у прилавку). Як іменник **till** може вживатися з артиклем і в множині.

You keep as much money as you need in the **till** to run your operations. – Тримайте стільки грошей у *своєму розпорядженні*, скільки вам потрібно для проведення операцій.

4. Слово **till** може бути *дієсловом*, яке має значення «*обробляти землю*», «*орати*».

“**To till**” means to prepare land for growing crops, to cultivate. – «*Орати*» означає готувати землю до вирощування сільськогосподарських культур, культивувати.

EXERCISE

Task 1. Read the following sentences. Define the functions of the words “till/until”. Translate the sentences into Ukrainian.

1. Then wait till (until) I get one or two things.
2. The pupils wrote until the bell rang.
3. Maggie kept her face buried until Tom called out.
4. They will stay here until next week.
5. Let's wait until the rain stops.
6. From ten till one we shall have lessons.

7. We stayed at home until the rain stopped.
8. Until the end of this week I shall be very busy.
9. She listened until you said everything.
10. We stayed there till June.
11. He will be on holiday from May 1 until/till May 14.
12. I do not want to watch the movie until I read the book.
13. I won't talk to him until he asks for forgiveness.
14. And then I started rubbing, very, very gently, till some of the edges were quite square.
15. If I go on like this, you will be here till midnight.
16. You can't eat ice-cream till you eat the soup.
17. Till today, I have no idea where those two girls are.
18. I'll wait till you finish.
19. I never tried to understand myself until now.
20. I won't cross the street until the light is green.

DUE

1. Слово **due** може бути *іменником*, який вживається в тих же функціях, що й іменник. Перед словом **due** може стояти артикль або інші означення іменника. У цьому випадку **due** перекладається словами «*належне*»; *pl* «*податки*», «*митні збори*», «*членські внески*».

He received a large reward, which was no more than his **due**. – Він отримав велику винагороду, що було не більше, ніж йому *належало*.

I haven't paid my **dues** yet. – Я ще не заплатив свої *членські внески*.

2. Слово **due** може бути *прикметником*, який вживається у функції означення. У цьому випадку **due** стоїть перед іменником, до якого відноситься. Перекладається словами «*належний*», «*достойний*», «*заслужений*».

With all **due** respect, I disagree completely. – З усією *належною* повагою я повністю не погоджуюсь.

Як прикметник **due** може вживатися у функції іменної частини складеного іменного присудка. У цьому випадку **due** стоїть після дієслова-зв'язки. Перекладається словами «*зобов'язаний*», «*зумовлений*», «*обумовлений*», «*має бути*».

My rent isn't **due** till Wednesday. Я не *зобов'язаний* сплатити свою орендну плату до середи.

His book is **due** to be published in October. – Його книжка *має бути* опублікована в жовтні.

3. Слово **due** може бути *прийменником*: **due to**. У цьому випадку **due** стоїть перед іменником, до якого відноситься. Перекладається словами «*через*», «*внаслідок*», «*дякуючи*», «*беручи до уваги*».

She has been absent from work **due to** her illness. – Вона не була на роботі *через* хворобу.

EXERCISE

Task 1. *Read the following sentences. Define the functions of the word “due”. Translate the sentences into Ukrainian.*

1. In due time we shall present all the data available.
2. The rapid development of rocketry is largely due to K.E. Tsiolkovsky who laid the foundation of the theory of rocket motion.
3. Due to the extensive development of a number of sciences and due to the work on the part of many research institutes and industrial enterprises Ukraine is considered to be a developed industrial country.
4. D. Mendeleev's discovery of the periodic law of chemical elements was as important as Ch. Darwin's theory of evolution for the biological sciences and due to these discoveries there was a rapid growth of these two groups of sciences.
5. Due to application of up-to-date technology we see an increase of labour productivity in industry.
6. Robert failed to pay his dues last year.
7. Attendance at the meeting was small, due in part to the absence of teachers.
8. He was banned for six months for driving without due care and attention.
9. Sixty per cent of the increase of labour productivity in industry is due to mechanization and automation.
10. He accepted all the praise he received as his due.
11. Park entrance dues have gone up to \$15.
12. The restaurant's success was due largely to its new manager.
13. The book is due to be published next year.
14. This young girl has become a very good teacher due to persistence and hard work.
15. The health club charges the annual membership dues.
16. The final results of the experiment are due on December 9.
17. We want the best for each individual child with due regard for the interests of the other children.
18. He accepted all the praise he received as his due.
19. The court of inquiry ruled that the crash was due to the pilot's error.
20. The train is due at five o'clock.
21. Their success was due to their methods of work.

LESS

1. Слово **less** може бути *прикметником*, вищим ступенем порівняння прикметника *little*. Як прикметник **less** перекладається словом «*менший*».

This problem is of **less** importance. – Ця проблема *менш* важлива.

2. Слово **less** може бути *іменником*, що перекладається словами «*менша кількість*», «*сума*» тощо.

I cannot take **less**. – Я не можу взяти *менше* (*меншу кількість*).

3. Слово **less** може бути *прислівником*, вищим ступенем прислівника *little*. Як прислівник **less** перекладається словом «*менше*».

He is **less** clever than his brother. – Він *менш* (*не такий*) розумний, ніж (як) його брат.

4. Слово **less** може бути *прийменником* із значенням «*без*».

A year **less** three days. – Рік *без* трьох днів.

5. **Less** може бути суфіксом для утворення прикметників із значенням відсутності якоїсь якості.

You're too **careless**. – Ви дуже *безпечні*.

EXERCISE

Task 1. Read the following sentences. Define the functions of the word "less". Translate the sentences into Ukrainian.

1. Try to be less impatient.
2. Maybe he would worry less if he understood the situation.
3. People today seem to have less time for each other.
4. You should eat less, drink less and sleep more.
5. In recent years she has appeared in public less frequently.
6. He gave us our money back, less the \$2 service charge.
7. He was less hurt than frightened.
8. Flying is less of a risk than driving.
9. She stayed in hospital for two months less three days.
10. Tickets were less expensive than I had expected.
11. A company's turnover, less its cost of sales, is its gross profit.
12. Social class matters a lot less than it used to.
13. Doctors recommend eating less salt.
14. The map covered less of the area than I'd thought.
15. What is 121 less 36?
16. It's perfectly harmless.
17. They began to spend less and less time together.
18. The message came from no less a person than the prime minister.
19. She knows less than I do about it.
20. 'Will you please come with me?' It was less a request than a command.

LIKE

1. Слово **like** може бути *дієсловом* із значенням «*любити*», «*подобатися*». I've got to make them **like** me. – Я повинна зробити все, щоб *сподобатися* їм.

2. Слово **like** може бути *іменником* із значенням «*щось подібне*», «*рівне*», «*однакове*»; *pl likes* – «*уподобання*», «*нахили*», «*потяг*». У цьому випадку **like** може вживатися в множині та з означеним артиклем.

We all have our own **likes** and dislikes when it comes to food. – Усі ми маємо свої симпатії й антипатії, коли це стосується їжі.

3. Слово **like** може бути *прийменником* із значенням «*як*», «*подібно до*», «*з усіх сил*», «*дуже*», «*надзвичайно*», «*страшенно*».

"I feel **like** a princess in a fairy tale, Mother," Tracy said. – Мамуся, я *як* принцеса в казці, – сказала Трейсі.

4. Слово **like** може бути *прикметником* із значенням «*схожий*», «*подібний*», «*такий*».

How could she even think of herself at a time **like** this? – Як вона могла думати лише про себе в *такий* час?

5. Слово **like** може бути *прислівником* із значенням «*подібно*», «*так*», «*можливо*», «*ймовірно*», «*мабуть*», «*неначе*», «*так би мовити*».

Do not talk **like** that. – Не говоріть *так*.

6. Слово **like** може бути *підрядним сполучником*, який вводить підрядне речення способу дії, із значенням «*як*», «*ніби*», «*немов*», «*якої*».

Don't talk to me **like** you talk to a child. – Не розмовляй зі мною, *як* з дитиною.

EXERCISE

Task 1. Read the following sentences. Define the functions of the word "like". Translate the sentences into Ukrainian.

1. You're really like my mother. She's beautiful, and intelligent, and charming.
2. A group of Japanese tourists fluttered into the salon, chattering like a flock of exotic birds.
3. I like the plan, Gunther. What I don't like is the idea of working with him. This person is a crook.
4. For security reasons, valuable cargo like diamond always arrives at the last minute so it is the last to go and the first to come off.
5. He looked at me like I was mad.
6. Commandant Ramiro, like his counterpart in Paris, was not fond of Americans.
7. To tell you the truth, I wish we had a lot more like him.
8. I almost lived in a house like this with Charles and our baby, Tracy thought.
9. No. But the vice-president likes me.

10. Standing up he looked like a seated frog.
11. In a curious way, the experience she had just gone through had made Tracy feel like a different person.
12. Information is collected through the likes of the FBI, CIA, and Scotland Yard.
13. I have been most successful employing people like yourself.
14. His office was elegantly furnished, and it looked more like an apartment than a place of business, with no desk, just couches, chairs, and tables artfully placed.
15. Big Bertha does not like to hear bad news.
16. And now, Lieutenant Durkin thought, it looks like I've caught one.
17. The house was like a barren shell deserted by the people who had once occupied it.
18. I'm not sure, exactly that Tracy doesn't like Amy. Maybe she just doesn't like children.
19. Soldiers, policemen, and the like were all called in to help with the emergency.
20. After lunch, Amy has a nap, and in the afternoon she likes walking around the grounds of the farm. I think it's so good for a child to see growing things, don't you?
21. She held him close to her, thinking, "Thank goodness Charles isn't like his parents."
22. He looked like a successful man; he was the projection of what his son would be like in thirty years.
23. We like to keep things peaceful here, and we know how to handle troublemakers.
24. I asked Dave if he wanted to go, and he's like, no way!
25. Tracy packed her few belongings and left. I'll never live in a place like this again.
26. He was in his late thirties, with a craggy, intelligent face and sympathetic blue eyes. Tracy liked him immediately.
27. You don't look like the average desperate criminal, Miss Whitney.
28. She does look like a horrible woman.
29. It must be someone who likes you a lot.
30. He wouldn't be involved in anything like this if he weren't sure about it.
31. He changed the subject abruptly. "Do you like travelling?"

ONLY

1. Слово **only** може бути *прикметником*, який стоїть перед іменником. Перед **only** завжди вживається артикль або його заміник. Як прикметник **only** перекладається словом «*єдиний*».

This is the **only** book on the subject. – Це *єдина* книжка на цю тему.

2. Слово **only** може бути *прислівником* із значенням «*тільки*», «*лише*».

Only a president can authorize a nuclear attack. – *Тільки* президент може санкціонувати ядерний напад.

3. Слово **only** може бути *протиставним сполучником*, що поєднує однорідні речення і має значення «*але*», «*тільки*», «*коли б*», «*якби*».

I would do it with pleasure **only** I am too busy. – Я б охоче зробив це, *але* я надто зайнятий.

Слово **only** може бути у складі *сурядного єднального сполучника*, що поєднує однорідні члени речення або окремі речення, із значенням «*не тільки ... але й*».

Not only did she forget my birthday, **but** she **also** didn't even apologise for forgetting it. – Вона *не тільки* забула про мій день народження, *але й* навіть не вибачилася за це.

EXERCISE

Task 1. Read the following sentences. Define the functions of the word "only". Translate the sentences into Ukrainian.

1. Only you can do it.
2. There are only a few cars on the island.
3. It's an interesting job, but it's only temporary.
4. I was the only woman there.
5. I'd offer to help, only I'm really busy just now.
6. They are only small cuts, nothing life-threatening.
7. James is the only person in the office who knows how the printer works.
8. I was the only one who disagreed.
9. He makes good resolutions, only he never keeps them.
10. We use only the best ingredients.
11. I arrived only to find that the others had already left.
12. He is our only child.
13. It is a new car, only it is not very reliable.
14. Cutting costs is the only solution.
15. The car park is for staff only.
16. I would like to participate, only I don't exactly know what to do.
17. She is the only person for this job.
18. We can only hope it won't rain on the day.
19. I could take you. The only thing is Dan might need the car.
20. I was not there, only my brother was.
21. The war caused not only destruction and death but also generations of hatred between the two communities.

THERE

1. Слово **there** може бути *прислівником* із значенням «*тут*», «*на цьому місці*», «*там*», «*туди*».

It is too far to drive **there** and back in one day. – Занадто далеко їхати *туди* і назад в один день.

Let's stop **there** and I'll tell you the rest of the story tomorrow. – Давайте *тут* зупинимося і я завтра розкажу вам решту історії.

2. Слово **there** може бути *займенником* без лексичного значення, що вживається в основному з дієсловом **to be**, а також з іншими дієсловами (*to seem, to exist, to remain, to live, to come, to pass, to fall, etc.*), які вказують на існування і рух. Переклад таких речень, як правило, починають з обставини, а якщо її немає – з присудка. Слово **there** у цьому випадку не перекладається.

There are many universities in our country. – У нашій країні є багато університетів.

There must be easier ways to do this. – Повинні бути легші шляхи, щоб це зробити.

EXERCISE

Task 1. *Read the following sentences. Define the functions of the word "there". Translate the sentences into Ukrainian.*

1. I shall meet you there.
2. Is there any milk left?
3. We could go back to my cottage and have lunch there.
4. Scotland? I've always wanted to go there.
5. There are a few things we need to discuss.
6. Hold it right there and don't move.
7. There seems to be a lack of communication.
8. There remain several questions still to be answered.
9. Can you pass me that glass there?
10. Suddenly there was a loud explosion.
11. Look, there's that bookshop I was telling you about.
12. Who's that man over there?
13. They were all laughing when there came a knock at the door.
14. Are we going to get there before the banks close?
15. Is there any more bread?
16. There is one thing I'd like to ask you.
17. Three months after the operation, the pain was still there.
18. She got a divorce, but her troubles didn't end there.
19. Where there many people at the meeting?
20. There is a lot of traffic in the morning.

WHAT

1. Слово **what** може бути *питальним займенником*, що має значення «*який*», «*що*», «*скільки*».

What are we the better for it all? – *Що* нам з того?

У реченні питальний займенник **what** може виконувати такі функції:

- підмета: **What** is the matter with you? – Що з вами?
- додатка: **What** are you looking for? – Що ви шукаєте?
- означення: **What** river flows through London? – Яка річка протікає через Лондон?

2. Слово **what** може бути *відносним займенником*, що має значення «*той*», «*який*», «*те*», «*що*», «*всілякий*».

Give me **what** books you have. – Дайте мені *ті* книжки, які у вас є.

3. Слово **what** може бути *єднальним* або *сполучним займенником* для з'єднання підрядних підметових, присудкових і додаткових речень з головним. У цьому випадку **what** перекладається словами «*що*», «*який*».

What is worrying me now is the state of her health. – Те, *що* хвилює мене зараз, це стан її здоров'я.

That is **what** I want to ask you. – Це те, *що* я хочу вас попросити.

I don't see **what** you mean. – Я не розумію, *що* ви маєте на увазі.

Єднальний сполучник **what** у підрядному реченні може виконувати такі функції:

- підмета: No one knows exactly **what** happened. – Ніхто точно не знає, *що* трапилось.
- додатка: Do you see **what** I mean? – Ти розумієш, *що* я маю на увазі?
- означення: Do you know **what** film I saw last Sunday? – Чи ти знаєш, *який* фільм я бачив минулої неділі?

4. Слово **what** може бути *окличним словом*, що ставиться разом з виділеним словом (іменником) на початок речення. Після окличного слова **what** із зчислюваними іменниками в однині вживається неозначений артикль. Артикль не вживається перед незчислюваними іменниками і перед зчислюваними іменниками у множині. У цьому випадку окличне слово **what** перекладається словами «*який!*», «*як!*», «*що!*».

What a pretty room this is! – *Яка* це чудова кімната!

What wonderful news this is! – *Що* за чудова новина!

EXERCISE

Task 1. Read the following sentences. Define the functions of the word “what”. Translate the sentences into Ukrainian.

1. He does not know what he wants.
2. What subjects did you enjoy most?
3. I could get you a job here if that's what you want.

4. What you say is not quite true.
5. What a clever boy he is!
6. She gave him what money she had.
7. I'll ask him what he paid.
8. What you need is a good job.
9. What that kid needs is some love and affection.
10. What silly mistakes you have made!
11. What Mr. Dick had told me, or what I had supposed to be a disillusion of his, now came into my mind.
12. What do you think of my painting?
13. What he did was morally wrong.
14. It depends on what books you can find in the library.
15. What annoys me is the way Michael tells about what he's done.
16. What books by Ch. Dickens have you read?
17. What we'll do is leave a note for Mum to tell her we won't be back till late.
18. It is not clear to what extent these views were shared.
19. Show me what you bought.
20. What time does your train leave?

WHICH

1. Слово **which** може бути *питальним займенником*, який вживається для утворення спеціальних запитань і перекладається словами «*який*», «*котрий*», «*хто*», «*що*». Питальний займенник **which** вживається стосовно істот і неістот, коли мається на увазі вибір (*Хто з ... ; Який з ...*).

Which way shall we go? – В *який* бік ми підемо?

Which of them is a doctor? – *Хто з* них лікар?

2. Слово **which** може бути *єднальним (сполучним) займенником* для з'єднання підрядних речень з головним і перекладається словами «*який*», «*котрий*», «*хто*», «*що*».

My friend couldn't remember **which** way to go. – Мій товариш не зміг згадати, в *який* бік йти.

Єднальний займенник **which** вживається в підметових, присудкових і додаткових підрядних реченнях, виконуючи в них функцію підмета, частини складеного присудка та підмета.

He at once saw **which** was the right way. – Він відразу ж побачив, *яка* дорога була правильна.

Єднальний займенник **which** вживається для приєднання інфінітивних зворотів.

He couldn't decide **which** to take. – Він не міг вирішити, *який* взяти.

3. Слово **which** може бути *відносним займенником*, що вживається в підрядних означальних реченнях у функції підмета або додатка. В такому випадку в головному реченні є слово, до якого відноситься відносний займенник. Відносний займенник **which** вживається тоді, коли це слово є назвою предмета чи тварини.

Where is the article **which** you have translated? – Де стаття, *яку* ти перекладав?

EXERCISE

Task 1. *Read the following sentences. Define the functions of the word “which”. Translate the sentences into Ukrainian.*

1. Klark tried to start up his car, which was not an easy task.
2. Which bus must I take to the Zoo?
3. The mice which ran there at night are quiet now.
4. Miranda was sure it was one of them, but was not sure which.
5. Did you see the letter which came today?
6. The twins are so alike I can never tell which is which.
7. Today I slept only 2 hours, which is worse than not sleeping at all.
8. I don't know which of us was the more scared.
9. Now they were driving by the houses which Andy had described.
10. Which of the books do you like best?
11. Which are the most important crops?
12. The house in which we live is in the centre of the city.
13. Our university, which was founded 150 years ago, is one of the oldest educational establishments in Ukraine.
14. Which book are you looking for?
15. The teacher went out of the classroom, which helped Jack to crib out of Matt's copybook.
16. One of the boys kept laughing, which annoyed Jane intensely.
17. He was educated at the local grammar school, after which he went on to Cambridge.
18. Which of you is older?
19. She may have missed the train, in which case she won't arrive for another hour.
20. The house which was completed in 1956, was famous for its huge marble staircase.
21. A polygon which has three sides is called a triangle.
22. He opened the letter which she had brought.

WHILE

1. Слово **while** може бути *іменником*, перед яким стоїть той чи інший маркер іменника. У цьому випадку **while** перекладається словами «*час*», «*відрізок часу*»; **the while** – *поки, доки*; **for a while** – *на час*; **in a (little) while** – *скоро*; **once in a while** – *час від часу*.

It takes a **while** to recover from the operation. – Необхідний *час*, щоб оправитися після операції.

Mr. Thomas will be with you **in a while**. – Містер Томас *скоро* до вас приєднається.

2. Слово **while** може бути *дієсловом* у звороті **to while away (the time)**, що перекладається словами «*проводити (розм. гаяти) час*».

The evenings were **whiled** away in endless games of cards. – Вечори *проходили* в нескінченних іграх в карти.

3. **While** – *багатозначний сполучник*.

Слово **while** може бути *підрядним сполучником часу*, який вводить підрядне речення часу. У цьому випадку **while** перекладається словами «*коли*», «*доки*», «*поки*», «*в той час, як*», «*протягом того часу, як*».

He had an accident **while** he was coming here. – Він потрапив в аварію, *коли* їхав сюди.

Сполучник **while** може стояти перед дієприкметниковим зворотом, що виконує функцію обставини. У такому випадку сам сполучник **while** не перекладається, а дієприкметник перекладається українською мовою дієприслівником недоконаного виду або іншими лексичними засобами.

While returning home they discussed the new ideas. – Дорогою додому (повертаючись додому) вони обговорювали нові ідеї.

Сполучник **while** (синонім **whereas**) може поєднувати однорідні речення, протиставляючи їх. У такому випадку **while** перекладається сполучниками «*тоді як*», «*тим часом як*», «*а*», «*хоча*».

We get letters from my sister almost every week, **while** we have not had from my brother for a long time. – Ми отримуємо листи від сестри майже щотижня, *а* брат не пише нам давно.

EXERCISE

Task 1. Read the following sentences. Define the functions of the word “while”. Translate the sentences into Ukrainian.

1. While playing chess he fell asleep.
2. Where have you been all this while?
3. I have remained poor, while my brother has made a fortune.
4. They arrived while we were having dinner.
5. While reading he fell asleep.
6. Would you look after the children while I do the shopping?

7. I'd like to while away my holidays at some sea-resort.
8. While preparing the report she remembered you.
9. At last he could relax for a while.
10. While I don't like it I'll do it.
11. I haven't seen you for a long while.
12. Schools in the north tend to be better equipped while those in the south are relatively poor.
13. Wait a little while before deciding.
14. While watching television I heard a knock at the door.
15. While there was no conclusive evidence, most people thought he was guilty.
16. We talked quite a while on the phone.
17. He sang to her and looked in her eyes the while.
18. Print out what you've written, and while you're at it make a copy for me.
19. While translating the text she used a dictionary.
20. She continued working all the while keeping an eye on the clock.

CHECK YOURSELF

Task 1. Define the functions of the word “to be”.

1. He is to be there at 11 a.m.
2. I don't know where he is, and he doesn't know where I am.
3. He is doing the best he can.

Task 2. Define the functions of the word “to have”.

1. He has been there twice.
2. The government decided to have the budget cut down.
3. People have to consume goods to satisfy their wants.

Task 3. Define the functions of the word “to do”.

1. They do the same thing.
2. Prices drop and so do profits.
3. Did he or didn't he? That is the question!

Task 4. Define the functions of the word “some”.

1. Here are some of the facts.
2. The books cost some fifty dollars.
3. It was some time before they managed to turn the alarm off.

Task 5. Define the functions of the word “after”.

1. She retired from politics the year after she received the Nobel Prize.
2. I'll see you tomorrow or the day after.
3. The first attack started just after midnight.

Task 6. Define the functions of the word “before”.

1. We import more oil today than ever before.
2. Put that money somewhere safe before it gets stolen.
3. The files are in alphabetical order, so B1 comes before C1.

Task 7. Define the functions of the word “since”.

1. Everything has gone right since.
2. She's been terrified of the sound of aircraft ever since the crash.
3. We've been waiting here since two o'clock.

Task 8. Define the functions of the word “there”.

1. If there are more buyers, there must be more market demand.
2. We flew to Miami and from there to La Paz.
3. There remained several questions still to be answered.

Task 9. Define the functions of the word “all”.

1. What difference does it all make?
2. Fare, toll, tuition, and charge are all examples of price.
3. What is owned by all, is cared for by none.

Task 10. Define the functions of the word “both”.

1. Both of my grandparents are doctors.
2. Both he and his wife enjoy chess.
3. Both girls were university students.

Task 11. Define the functions of the word “what”.

1. What do you think of my painting?
2. What matters is the British people and British jobs.
3. No one knows exactly what happened.

Task 12. Define the functions of the word “less”.

1. Your second point is not less important.
2. As the years went by, he seemed to care less and less about his reputation.
3. It costs much less than to go by bus.

Task 13. Define the functions of the word “once”.

1. Sonya and Ida have once been close friends.
2. They took separate holidays at least once every two years.
3. Mrs. Peterson came in to see Ruth just the once.

Task 14. Define the functions of the word “while”.

1. While she was asleep, thieves broke in and stole her handbag.
2. Mr. Thomas will be with you in a while.
3. Would you look after the children while I do the shopping?

Task 15. Define the functions of the word “still”.

1. Do you still have Julie’s phone number?
2. The house was completely still.
3. The murmurs stilled.

Task 16. Define the functions of the word “only”.

1. The transfer takes place only when the data is complete.
2. I’d offer to help, only I’m really busy just now.
3. He is our only child.

Task 17. Define the functions of the word “like”.

1. He’s growing more like his father every day.
2. They believe that the government does not spend enough money on health, education, and such like.
3. I’m sorry, but, like I say, she’s not here at the moment.

Task 18. Define the functions of the word “but”.

1. He lied to the court not just once, but on several occasions.
2. There’s no one here but me.
3. ‘I don’t want to hear any buts,’ Jo snapped.

Task 19. Define the functions of the word “because”.

1. I decided to go with them, mainly because I had nothing better to do.
2. He had to retire because of ill health.
3. Just because you’re my brother does not mean I have to like you.

Task 20. Define the functions of the word “would”.

1. It would soon be dark.
2. What would you do if you won a million pounds?
3. Claudia would have liked to refuse, but she didn’t dare.

Task 21. Define the functions of the word “should”.

1. If anyone treated me like that, I should complain to the manager.
2. It was an easy test and he should have passed, but he didn’t.
3. We knew that we should be leaving the next day.

Task 22. Define the functions of the word “for”.

1. I asked for a blanket to cover myself for I felt cold.
2. The Constitution is the basis for its laws.
3. We had better close the window, for it is rather cold.

Task 23. Define the functions of the word “due”.

1. In due time we shall present all the data available.
2. She has been absent from work due to her illness.
3. I haven't paid my dues yet.

Task 24. Define the functions of the word “as”.

1. A flat stone was used as a table.
2. I saw Peter as I was getting off the bus.
3. They want peace as much as we do.

Task 25. Define the functions of the word “provided”.

1. The sum of money provided for his education was not very big.
2. The research provided the evidence we needed.
3. I will agree to go provided (that) my expenses are paid.

Task 26. Define the functions of the word “one”.

1. The boy that I stop at and speak to will not be the one you are looking for.
2. There is only one minute left till the end of the classes.
3. One must keep one's word.

Task 27. Define the functions of the word “it”.

1. Here is the map. Look at it and tell me where Kyiv is.
2. It is cold today.
3. I find it necessary to look through these articles.

Task 28. Define the functions of the word “that”.

1. Give me that book, please.
2. She said that she would be glad to see us.
3. This method is more efficient than that of your team.

Task 29. Define the functions of the words “till/until”.

1. I will be in the office until/till 6 o'clock tomorrow.
2. Do not close the window until you leave.
3. We waited until he finished his homework.

Task 30. Define the functions of the word “which”.

1. The movie which you gave me is interesting.
2. Which is your favourite book?
3. The money, with which they bought their new washing machine, came from their savings account

Task 31. Look for the multifunctional words in the sentences and define their functions. Translate the sentences into Ukrainian.

1. George Washington attended the convention only occasionally.
2. It is here that the Government of the day introduces and debates most new legislation, and for any new bill to become law, it must be “passed” (accepted) by the House of Commons, as well as by the House of Lords, and finally signed into law by the Monarch.
3. Parliament cannot act illegally, not anti-constitutionally, as Parliament determines what the law of the land is, and a bill that is passed by Parliament, and signed by the monarch, is by definition constitutional.
4. Citizens have equal Constitutional rights and freedoms and are equal before law.
5. Virtually every state claims to have a constitution, but not every government conducts itself in a consistently constitutional manner.
6. In most Western countries the constitution, using the term in the narrower sense, is a scheme of government that has been deliberately adopted by the people; examples are the Constitution of the United States, drawn up in 1787 and ratified in 1789 and still in essentials unchanged; the constitution of the Weimar Republic or that of the Federal Republic of Germany, brought into force in 1949; and the constitutions that France has had since the Revolution.
7. What Britain has instead is an accumulation of various statutes, conventions, judicial decisions, and treaties which collectively can be referred to as the British Constitution.
8. What the Monarch in Parliament enacts is law.
9. Because the British Constitution cannot be found in any single document, politicians and lawyers have relied on constitutional authorities to locate and understand the constitution.
10. In Britain, Parliament is supreme. It is Parliament, as the representative of the “estates” of the nation – monarchy, aristocracy, church and people – which makes laws.

11. The European dimension to justice issues has become increasingly important in recent years, due to the factors such as increased freedom of movement between the countries and the threat posed by terrorism and serious crimes.
12. A summary procedure covers less serious cases involving a trial where there is no jury – either a sheriff sitting alone, a stipendiary magistrate sitting alone, a justice of the peace sitting alone, or a bench of 3 justices of the peace sitting together.
13. A solemn procedure covers the most serious cases. It involves trial on indictment before a judge or sheriff sitting with a jury.
14. The jurisdiction of the Court of Session (i.e. the civil matters it deals with) as a court of the first instance is broadly the same as the jurisdiction of the sheriff court although there are some matters that can be raised only in the Court of Session – judicial review of decisions by administrative authorities is an example.
15. In Britain the rights of the people do not flow from the constitution but from the judicial decisions from the courts.
16. Unlike France, the United Kingdom does not have separate administrative courts.
17. While the judicial systems of England and Wales are almost similar, the guiding principles, procedure and organization of judiciary in England, Scotland and Northern Ireland differ from one another.
18. Trial by jury in civil cases is common in Scotland but rare in the rest of the United Kingdom.
19. A feature common to all UK legal systems, however and one that distinguishes them from many continental systems is the absence of a complete code, since legislation and unwritten or common law are all parts of the “constitution”.
20. That court has the highest authority to decide points of European Community law.
21. If, however, these rights conflict with an Act of Parliament, the courts can make what is known as ‘a decision of incompatibility’ and the parliament must then decide what to do as a result of this conflict.
22. The appearance of justice is accomplished primarily by providing due process of law. Due process of law refers to the procedures followed by courts to ensure that a defendant’s constitutional rights are not violated.
23. The second purpose of courts is “to appear to do justice.”
24. In some of the geographically smaller and less populous states, there is only one appellate court, the state court of last resort, usually called the state supreme court.
25. Because of shortages of desired goods and the high prices people had to pay when these goods were obtained by legitimate means; smuggling became common.
26. The special courts have been established to handle cases that are difficult for a judge to understand unless he devoted his whole time to this one type of problem.

27. By the Constitution they are required to give a jury trial in all except civil cases involving less than twenty dollars.
28. In all other cases coming within the judicial power of the United States, the Supreme Court's jurisdiction is only appellate one, and is subject to exceptions and regulations by the Congress.
29. After a defendant has been found guilty of a crime by a jury, a judge, or his or her own admission of guilt, the state has the right to impose a criminal sanction or punishment in what is referred to as the sentencing process.
30. As long as judges impose one or a combination of those five punishments (for example, imprisonment and fine or fine and probation) and the sentence type and length are within statutory limits, judges are free to set any sentence they want.
31. Not only does it involve the future, and perhaps the very life, of the defendant, but society looks to sentencing to achieve a diversity of goals.
32. Incarceration has remained the primary mode of punishment for serious offences in the United States since it was introduced early in the nineteenth century. In recent times, prison as a method of punishment has been supplemented by a sentence to community supervision for less serious offenders, while the death penalty is reserved for those considered to be the most serious and dangerous.
33. Because of their personal values and professional goals, and the political climate of their city or county, prosecutors may define their roles differently from those of their counterparts in other places.
34. While the prosecutor has impressive powers, the defence attorney (lawyer) has major responsibilities.
35. The prosecutor is the only actor in the criminal justice system who is involved in all aspects of criminal processing from arrest through disposition.
36. The chemist who will make the examination has the only key to this box.
37. *Corpus delicti* evidence establishes that a crime has been committed.
38. Trial by jury, an ancient Greek tradition was retained, but enslaving debtors was prohibited as were most of the harsh punishments of Draco's code.
39. The ancient Greeks were among the first to develop a concept of law that separated everyday law from religious beliefs. Before the Greeks most civilizations attributed their laws to their gods or goddesses. Instead, the Greeks believed that laws were made by the people for the people.
40. Solon's great contribution to the future good of Athens was his new code of laws. The first written code in Athens, that of Draco, was still in force. Draco's laws were shockingly severe (hence the term *draconian*) – so severe that they were said to have been written not in ink but in blood.
41. Hourly fees are usually much less than would be charged by a privately retained counsel.
42. The courts in the United Kingdom are the King's Courts since the Crown is the historic source of all judicial power.

43. In recent years, the Supreme Court has limited the death penalty to first-degree murder and only then when aggravated circumstances, such as murder for profit or murder using extreme cruelty, are present. The federal government has provisions for granting the death penalty for espionage by a member of the armed forces, treason, and killing during a criminal conspiracy, such as drug trafficking. Some states continue to sentence criminals to death for such crimes as aircraft piracy, ransom kidnapping, and the aggravated rape of a child.
44. The problem of who did it is a simple one when the offender is caught in the act or apprehended in flight from the scene shortly after the crime.
45. The patrol officer has to arrive at the crime scene rapidly because the suspect may still be at or near the scene.
46. The police officer establishes as soon as possible if the crime has been committed.
47. It is necessary to take the photographs of the entire crime scene before something is disturbed.
48. Aerial photography is often used to cover the extensive areas. It shows the routes to the scene as well as how to block the escape routes, avoid the detours during the pursuit, and set up the roadblocks.
49. The investigative notes are generally taken as the information is received or immediately after.
50. Eighteen per cent of the work force in America is operating at less than three-fourths capacity because of drug and alcohol abuse.

Task 32. Look for the multifunctional words in the sentences and define their functions. Translate the sentences into Ukrainian.

1. Transparency is the most essential factor for a stable friendship.
2. If we like those who are similar to us, there is a reasonable chance that they will like us.
3. What about similarity in personality?
4. It has nearly always been found that those who have similar demographic characteristics are more likely to become friends.
5. One of the factors determining interpersonal attraction is attitude similarity.
6. Numerous factors are involved in the formation of interpersonal relationships. It is not possible to consider all the relevant factors, but here are five of the main ones: physical attractiveness, proximity, attitude similarity, demographic similarity, and similarity in personality.
7. Try not to mix friendship with love as it creates problems and misunderstandings.
8. Try to do as much as you can for your friends.
9. Another interesting fact is that different types of cells last for different lengths of time – for example, red blood cells last an average of four months, but bone cells can last for as long as 30 years.

10. And what happens to the old skin cells?
11. The original behaviourists claimed that internal states like cognition, emotions and moods were too subjective to give any credence to and that genetics should have no place in psychology; they believed that observable behaviours were the only factors in psychology worth considering.
12. To explain human thought and behaviour, it is necessary to understand the functions and structure of the brain and the nervous system more generally.
13. Plato used to talk about things being inborn or native to an individual, as contrasted with those characteristics that were acquired through experience. The unit of communication between one generation and the next is the gene.
14. Laboratory experiments on both humans and other animals. Ethical guidelines strongly determine what can and cannot be done to humans and other animals.
15. The biological or somatic approach to the treatment of mental disorders suggests that psychological problems can be treated in the same way as physical problems.
16. The biological approach attempts to explain behaviour as the direct product of interactions within the body.
17. The essence of the behavioural approach is the assumption that all behaviour is learned and that when we are born we are like a blank slate, or *tabula rasa*. Experience and interactions with the environment make us what we are. We become what we become as a result of forming stimulus-response units of behaviour in reaction to the environment.
18. The best known example is social learning theory which was an attempt by Albert Bandura to reformulate learning theory to include a role for cognitive factors. The principle of social learning theory is that we learn through indirect rewards (which requires some cognitive activity) as well as through direct rewards.
19. The two approaches can be investigated by looking at identical twins that have been either raised together or raised apart after being separated at birth.
20. S. Freud founded developmental psychology, proposed one of the first systematic theories of personality, and devised a form of therapy that was unsurpassed for over 80 years.
21. S. Freud's psychodynamic approach is used as an explanation for attachment, and also as a model of abnormality and an explanation for eating disorders.
22. On the other hand, one of the strengths of the behavioural approach is that it only focuses on behaviour that can be tested and observed, which makes it very useful in experiments under laboratory setting where behaviour can be observed and verified.
23. A. Bandura has also noted that while reward and punishment substantially shape one's personality, cognition has as much impact as they do.

24. For example, the reason for a person committing murder may be the fact that his violent father has always physically punished him since childhood. Nevertheless, the behavioural approach argues that most human behaviour is mechanical, and one's personality is simply the product of the stimuli and responses.
25. In this respect it could be argued that the psychodynamic perspective is unfalsifiable as its theories cannot be empirically investigated.
26. Also, while the theories of the psychodynamic approach may not be easily tested, this does not mean that it does not have strong explanatory power.
27. A "neo-Freudian" psychologist basically agrees with the principles of psychoanalysis but has further adapted the theory. Neo-Freudians produced psychoanalytic theories that placed less emphasis on biological forces and more on the influences of social and cultural factors.
28. S. Freud's theory is also highly determinist because it suggests that infant behaviour is determined by innate forces and adult behaviour is determined by childhood experiences.
29. The role of women in humanistic psychology is a complex one.
30. The cognitive perspective has been criticized as being overly mechanistic and ignoring social, motivational, and emotional factors. It is mechanistic because cognitive explanations themselves are based on the behaviour of machines.
31. For many years cognitive psychology took a back seat to the domination of psychology by behaviourism.
32. Some more recent developments in cognitive psychology have aimed to focus less on reductionist explanations.
33. Since 1950s, the cognitive approach has assumed a central place in psychological research and theorizing. One of its foremost pioneers is Jerome Bruner, who, together with his colleague Leo Postman, did important work on the ways in which needs, motivations, and expectations affect perception.
34. Jean Piaget said that the principal goal of education was to create people who were capable of doing new things, not simply or repeating what other generations had done. Cognitive psychologists are interested in how people understand, diagnose and solve the problems. The cognitive research mainly focuses on how our brains process information and the research tends to take place in the laboratory but not in the real-life settings.
35. Cognitive psychology assumes that humans have the capacity to process and organize information in their mind. It is concerned less with visible behaviour and more with the thought processes behind it. Cognitive psychology tries to understand the concepts such as memory and decision making.
36. Humanistic psychology promotes a positive approach to human behaviour and one that emphasizes individual responsibility.

37. During the late 1960s and 1970s, many women were attracted to humanistic psychology because of its philosophy, practices, and promises of self-fulfilment.
38. The affective factors in language learning are divided into two types. The first one is the individual factors including anxiety, inhibition, extroversion and introversion, self-esteem and motivation, etc. The second one is the rational factors including comprising empathy, classroom transaction, cross-cultural processes and so on.
39. The humanistic approach views personal growth and fulfilment as a basic human motive, and argues that objective reality is less important than subjective perception and understanding.
40. Because behavioural theory emphasizes that individuals and animals learn new behaviour through classical and operant conditioning, behaviourism is applied in areas like gender role development, behavioural therapy and modification, and treatment of phobias.
41. What was important for a behaviourist analysis of human behaviour was not language acquisition so much as the interaction between a language and overt behaviour.
42. Social constructionists propose that once you accept that purportedly objective data, like the kind of data collected in an experiment, are actually as subjective as the most subjective kind of research, then one can move forward and establish new methods for making qualitative analyses more rigorous.
43. Once you have a question in mind, begin looking for information relevant to the topic and its theoretical framework.
44. Social constructionism, like humanistic psychology, is another source of change in the attitudes of psychologists to research.
45. The evolution of characteristics because of their mating benefits, rather than because of their survival benefits, is known as *sexual selection*.
46. In terms of non-human animal behaviour, evolutionary explanations may be more appropriate because behaviour is less governed by experience (the behavioural approach), and less by conscious thought. In humans it is highly questionable to what extent our behaviour really is determined in this way.
47. One must remember that many other approaches in psychology are equally as deterministic as the evolutionary one (such as the biological or behavioural approaches).
48. The physical reality is the same, but the way we experience it is related to what we bring to the event.
49. Since this common sense knowledge is negotiated by people, human typifications, significations and institutions come to be present as part of an objective reality, particularly for the future generations who were not involved in the original process of negotiation.

50. As you become well-informed about your topic and prior research on the topic, your knowledge should suggest a purpose for your thesis.

Task 33. Look for the multifunctional words in the sentences and define their functions. Translate the sentences into Ukrainian.

1. There is a little exaggeration in saying that international monetary developments affect all individuals as workers, consumers, travellers, businessmen producing goods for domestic or foreign markets, and investors at home or abroad.
2. Despite the public's recent discovery of the Paris Club, this forum has existed since 1956, when Argentina agreed to meet in Paris with official creditors to find a mutually acceptable basis for rescheduling payments due on officially supported export credits. Debt rescheduling is a form of debt reorganization in which debtors and creditors negotiate to defer payments of a principal and interest falling due in a specified interval for repayment on a new schedule.
3. If you are one of the many people who plan to start your own business, one of the decisions you will need to make is the legal form of the organization.
4. A corporation makes it easier to hold property over long periods of time since its existence is not generally threatened by the death, bankruptcy, or retirement of an individual owner.
5. A series of statutes and regulations to govern credit transactions have been enacted because the use of credit by consumers was widespread.
6. The credit laws are designed to increase consumer's knowledge before they enter into credit transactions and to give consumers certain rights.
7. A bank was originally a bench set up in the marketplace for the exchange of money. In a commercial sense, a bank is an establishment where money is received on deposit to be repaid on demand or at notice, as may be arranged, and where loans are negotiated, bills discounted, and general financial business transacted.
8. A movement in the exchange rate may benefit an individual in one of his roles but leave him worse off in another. The individual as a consumer may have a different view of and a different interest in what happens in the international monetary sphere from that of the individual as a worker.
9. International monetary relations are governed by the rules of the Articles of Agreement of the International Monetary Fund and also by agreements and consultations among nations through other international institutions: the General Agreement on Tariffs and Trade (GATT), the Organization for Economic Cooperation and Development (OECD), the Bank for International Settlements (BIS), the United Nations Conference on Trade and Development (UNCTAD), the World Bank Groups and other organizations.

10. The main reason is that the nations that participate in it are politically independent but economically and financially interdependent.
11. Nations may have an absolute or a comparative advantage in producing goods and services because of factors of production (notably raw materials), climate, division of labour, economies of scale, and so forth.
12. But after a century of business in London the Lombards had to leave: they loaned money to kings who did not repay the loans, and eventually made the bankers bankrupt.
13. Banking developed, but Lombard Street, a narrow street in the City of London where Italian bankers settled in the fifteenth century, is still the centre of British banking.
14. The place of the commercial banks in the British economy is a very important one.
15. The investment banks in the USA are similar, but they can only act as intermediaries offering advisory services, and do not offer loans themselves. Investment banks make their profits from the fees and commissions they charge for their services.
16. Yet the distinction between commercial and investment banking has become less clear in recent years.
17. Accurate budget evaluation is more necessary now than ever before.
18. The balance sheet shows a lot of useful financial information, but it does not show everything. A firm's sales, costs, and profits for a given period are shown in an income statement.
19. Financial accounting is only making its first steps in our country and we are having lots of teething problems. How does your accounting meet the needs of the users?
20. What basic principles ensure the provision of such information in the manner the market requires?
21. As far as I know, these concepts are recognized internationally.
22. The directors of every company have a duty to prepare annual accounts.
23. Because of its potential Ukraine is an industrial-agricultural country. But since its independence Ukraine has confronted some economic problems. The national economy of Ukraine is considered to be in transition now on its way to a market-based one. The situation today is better but the main features of our economy today are still inflation, high prices, growing unemployment and others.
24. I think that one of the most important tasks of this department is to forecast revenues (as from sales), the costs and expenses that the company will have, as well as its profits.
25. Ukraine possesses considerable potential in such sectors of economy as machine engineering, aerospace, telecommunications, textile, clothing, footwear, and agriculture (due to its unique black soil). Furthermore, Ukraine

has a powerful defence industry, significant scientific potential and has shown considerable achievements in the field of designing brand new technologies that meet international standard requirements.

26. At present due to new economic and political conditions our industry tends to grow and develop from year to year.
27. But services industry outputs 65 per cent, while manufacturing accounts for 21 per cent.
28. America exports about 550,000 million worth of farm products each year, it produces as much as half the world's soybeans and corn, and vegetable oil.
29. However, the Company Act 1985 does provide alternative accounting rules which permit companies to recognize the full impact of inflation and changing prices in their accounts.
30. Another example of currency which was once in international circulation is the coins of Alexander the Great and some Greek kings.
31. A free market system is one in which decisions about what to produce and in what quantities are decided by the market, that is, by buyers and sellers negotiating prices for goods and services.
32. In learning about monetary policy, the first thing one must understand is the role of the Federal Reserve Bank (the Fed). In the USA the Fed is one of the sources of money; it can add or subtract money from the economy as it sees fit. For example, the Fed can simply produce more dollars or cut the amount it lends to banks, if it thinks one of those actions is warranted.
33. The Bank continues to respond well to market dynamics both at home and abroad. The Bank's aim is to ensure the continued prosperity of the group by means of its dedication to service and by expanding the scope of its activities, both geographically and functionally.
34. The Bank of England in some of its functions serves as an agent of the government and it is through the bank that monetary policy is implemented.
35. A private limited company is controlled by a Board of Directors elected by the shareholders – one share, one vote. Shares can be transferred only with the agreement of other shareholders and cannot be offered for sale to the general public.
36. Companies generally use an investment bank to underwrite the issue, i.e. to guarantee to purchase all the securities at an agreed price on a certain day, if they cannot be sold to the public.
37. A commercial banker would be shocked at the thought of lending only to shareholders, and only to the least creditworthy ones.
38. Investment banks in the USA are similar, but they can only act as intermediaries offering advisory services, and so not offer loans themselves.
39. By 1900, the lead in accounting developments, provided earlier by the English, began to shift to Americans. Since the turn of the last century, spearheaded by

the accounting profession in the United States, accounting has experienced dynamic growth.

40. Some people are clearly good at management, and others are not. Some people will be unable to put management techniques into practice. Others will have lots of technique, but few good ideas. Outstanding managers are rather rare.
41. If you come to a country for a short period of time (a few months), and do not have much money, you would better open a chequing account only and get a cheque card.
42. The selection of target markets (customers groups) is based on the results of market research, but after that, three items should be carefully evaluated before selecting a final target market or markets: 1) are you able to offer a product or service that will meet the requirements of the target market(s), i.e. satisfy the customers group(s); 2) are you able to do so better than your competitors can; 3) is the market large enough to be profitable.
43. The strategy must be very flexible, because only a flexible strategy permits taking into account market conditions, which are constantly changing.
44. Profit maximization means that a business organization will not only try to make a profit, but it will try to make as large a profit as possible.
45. When we speak about maximizing profits as being the principal objective of a business, we should remember that we are talking about private sector organizations only.
46. Speaking about the industry of Ukraine, two branches should be mentioned as primary in importance.
47. Every Vice-President is responsible for the operation of one or more departments. Executive departments may vary, depending on the company and its activity, but some that are found most frequently are Production, Marketing, Finance, Personnel (Human Resources), and Research and Development (R&D),
48. A very interesting form of business is franchising, because it combines some advantages of both corporations and small businesses, such as sole proprietorship or partnership.
49. Only customers of the bank can get a loan from it because the bank has developed confidence in them as a sound financial investment.
50. The borrower must pay back the principal (the sum of money loaned) plus the interest on it. For business loans, the principal and the interest are due by the end of the term of the loan.

Task 34. Read the text. Look for the multifunctional words in the text and define their functions. Choose the answer from a)-d) which you think fits best to the text. Translate the text into Ukrainian.

ESSENCE OF LAW

Law is a body of official rules and regulations. The ancient Romans are responsible for our present concept of law. The Romans believed in law and order. That was the only way they could rule such a vast empire. They took many of the best laws from other civilizations. These laws were combined into a new system that people could understand. Many laws today have stood the test of time because they have good reasons behind them. The most precious privileges of a Roman citizen were the guarding of a person, property, and rights and immunity from torture or violence in the trying of a case. The law protected the individual from the state. The Roman emperor named Antonius said that if there was doubt about guilt or innocence, the case should be resolved in favour of the accused. The Romans believed that a person was innocent until proven guilty.

English common law has also influenced the laws of today. This kind of law is based on the customs and habits of the people of England. It was called common law because the laws were commonly applied throughout the kingdom of ancient England. England was once a province of the Roman Empire, and the two systems of law mixed together. Laws are not as complicated and confusing as they seem. They are based on common sense.

Law is generally found in constitutions, legislation, and judicial decisions. Law is used to govern a society and to control the behaviour of its members. The nature and functions of law have varied throughout the history. In modern societies some authorized body such as a legislature or a court makes the law. It is supported by the coercive power of the state, which enforces the law by means of appropriate penalties or remedies.

Law serves a variety of functions. For example, contract law regulates everything from buying a bus ticket to trading on derivative markets. Property law defines rights and obligations related to the transfer and title of personal and real property. Trust law applies to assets held for investment and financial security, while tort law allows claims for compensation if a person's rights or property are harmed. If the harm is criminalized in a statute, criminal law offers means by which the state can prosecute the perpetrator. Constitutional law provides a framework for the creation of law, the protection of human rights and the election of political representatives. Administrative law is used to review the decisions of government agencies, while international law governs affairs between sovereign states in activities ranging from trade to environmental regulation or military action.

Laws limit the powers of government and help to provide some degree of freedom that would not otherwise be possible. Law has also been used as a mechanism for social change; for instance, at various times laws have been passed to improve the quality of individual life in matters of health, education, and welfare.

Law has several aims. They are all connected with making society more stable and enabling people to flourish. One way of doing this is to set up an official framework of compulsion. Law forbids certain ways of behaving, like murder, libel, and parking on double yellow lines, and requires others, like paying income tax. If

people disobey the rules law threatens them with something unpleasant, like being punished or having to pay compensation.

The second aim is to provide facilities for people to make their own arrangements. Laws guarantee to people who buy and sell goods, make wills, take employment, form companies and so on that the state will if necessary enforce these arrangements.

The third aim is to settle disputes about what law is and whether it has been broken. Taking these three aims together, we see that law not only threatens those who do what it forbids but also promises to protect people's interests. It imposes restrictions on them but also gives them certain guarantees.

A very important aim of law is to settle what the system of government is to be. For the last few hundred years we have been mainly governed by sovereign states. That is changing. We are now increasingly governed, indirectly or directly, by international bodies (for example, through treaties such as those setting up the European Union). But the state still occupies the centre stage, especially when it comes to enforcing laws.

Law is a living thing and it changes through the course of history. Changes are brought about by various factors such as invasion, contact with other races, material prosperity, and education, the advent of new machines or new ideas or new religion. Law responds to public opinion and changes accordingly.

1. Many laws today have stood the test of time ...

- a) although they have good reasons behind them.
- b) or they have good reasons behind them.
- c) because they have good reasons behind them.
- d) only they have good reasons behind them.

2. A very important aim of law is to settle ...

- a) when the system of government is to be.
- b) that the system of government is to be.
- c) since the system of government is to be.
- d) what the system of government is to be.

3. Law imposes restrictions on those who do what it forbids ...

- a) because gives them certain guarantees.
- b) but also gives them certain guarantees.
- c) but only gives them certain guarantees.
- d) that also gives them certain guarantees.

4. Law forbids certain ways of behaving, ...

- a) some murder, libel, and parking on double yellow lines.
- b) for murder, libel, and parking on double yellow lines.
- c) like murder, libel, and parking on double yellow lines.
- d) with murder, libel, and parking on double yellow lines.

5. Law has also been used ...

- a) for a mechanism of social change.
- b) about a mechanism for social change.

- c) while a mechanism for social change.
- d) as a mechanism for social change.

6. Criminal law offers means ...

- a) by that the state can prosecute the perpetrator.
- b) by which the state can prosecute the perpetrator.
- c) by what the state can prosecute the perpetrator.
- d) by whom the state can prosecute the perpetrator.

7. In modern societies ... such as a legislature or a court makes the law.

- a) no authorized body;
- b) none authorized body;
- c) another authorized body;
- d) some authorized body.

8. The Romans believing in law and order ...

- a) was one of the ways they could rule such a vast empire.
- b) was the only way they could rule such a vast empire.
- c) was such a way they could rule such a vast empire.
- d) was like a way they could rule such a vast empire.

9. Law is a living thing ...

- a) and he changes through the course of history.
- b) and she changes through the course of history.
- c) and it changes through the course of history.
- d) and they change through the course of history.

10. The second aim of law is to provide facilities ...

- a) for people to make their own arrangements.
- b) to people to make their own arrangements.
- c) by people to make their own arrangements.
- d) through people to make their own arrangements.

Task 35. *Read the text. Look for the multifunctional words in the text and define their functions. Choose the answer from a)-d) which you think fits best to the text. Translate the text into Ukrainian.*

INTERPERSONAL RELATIONSHIPS

There are several types of interpersonal relationships, ranging from romantic relationships to casual friendships in the workplace.

Why are you attracted to one person rather than another? Numerous factors are involved in the formation of interpersonal relationships. It is not possible to consider all the relevant factors, but here are five of the main ones: physical attractiveness, proximity, attitude similarity, demographic similarity, and similarity in personality.

Physical attractiveness. The first thing that we generally notice when meeting a stranger is his/her physical appearance. This includes how he/she is dressed and whether he/she is clean or dirty, and it often includes an assessment of his/her physical attractiveness. People tend to agree with each other about whether someone is

physically attractive. Women whose faces resemble those of young children are often perceived as attractive. For example, females with relatively large and widely separated eyes, a small nose, and a small chin are regarded as more attractive. However, wide cheekbones and narrow cheeks are also seen as attractive, and these features are not usually found in young children. Men having features such as a square jaw, small eyes, and thin lips are regarded as attractive by women. These features can be regarded as indicating maturity, as they are rarely found in children. Males and females both agree that physically attractive individuals are poised, sociable, interesting, independent, exciting, and sexually warm. Physical attractiveness is of importance in influencing initial attraction for other people.

Proximity. Proximity or nearness is an important factor in determining our choice of friends because proximity determines who you are likely to meet. Friendships and relationships are more common between individuals living close to each other, but so are antagonistic relationships. Most of the enemies of residence in apartment blocks also live close by.

Attitude similarity. One of the factors determining interpersonal attraction is attitude similarity. For example, friendships are much more likely to develop between students who share the same beliefs and attitudes than between those who do not. Attitude similarity has much more of an effect on interpersonal attraction when the attitudes are of importance to the individuals.

Demographic similarity. Several studies have considered the effects of demographic variables (for example, age, sex, social class). It has nearly always been found that those who have similar demographic characteristics are more likely to become friends.

Similarity in personality. Reasonable similarity in physical attractiveness, attitudes, and demographic variables is found in friends, engaged couples, and married couples. What about similarity in personality? One possibility is that people who have similar personalities are most likely to become involved with each other – *Birds of a feather flock together*. Another possibility is that dissimilar people are most likely to become friends or to marry – *Opposites attract*. Similarity in personality is important and people tend to be intimately involved with those who are like themselves.

Why is similarity so important? First, if we like those who are similar to us, there is a reasonable chance that they will like us. Second, communication is easier with people who are similar. Third, similar others may confirm the rightness of our attitudes and beliefs. Fourth, it makes sense that if we like ourselves, then we should also like others who resemble us. Fifth, people who are similar to us are likely to enjoy the same activities.

It is also important to consider how relationships are maintained and ultimately why some of them fail. Various factors contribute to the maintenance of friendships and relationships. These factors include self-disclosure, commitment, various maintenance strategies, and the following of relationships rules. In contrast, a decline in the level of self-disclosure is typically associated with a reduction in the strength of a relationship. Dissolution tends to be explained in terms of the typical sequence of

events that may be followed when a relationship breaks down, as well as the factors that may contribute to such breakdown.

There is a wide variety of different relationships: between friends, between acquaintances, and between relatives especially parents and children. Perhaps the most obvious and important relationship is romantic involvement as in marriage.

There are large differences in interpersonal relationships between cultures. The relationships that individuals form depend on their personal needs and attitudes, the cultural context in which they live, and so on. It is expected in Western societies (especially in the USA) that individuals will make their own decisions and take responsibility for their own lives. In Eastern societies, in contrast, it is expected that individuals will regard themselves mainly as part of family and social groups, and that their decisions will be influenced strongly by their obligations to other people. An American says "How does my heart feel?" A Chinese asks "What will other people say?"

1. Physical attractiveness is of importance ...

- a) in influencing initial attraction to other people.
- b) in influencing initial attraction through other people.
- c) in influencing initial attraction for other people.
- d) in influencing initial attraction against other people.

2. Perhaps the most obvious and important relationship is ...

- a) romantic involvement when in marriage.
- b) romantic involvement as in marriage.
- c) romantic involvement since in marriage.
- d) romantic involvement all in marriage.

3. It makes sense that if we like ourselves, ...

- a) then we but also like others who resemble us.
- b) then we once also like others who resemble us.
- c) then we should also like others who resemble us.
- d) then we less also like others who resemble us.

4. Friendships and relationships are more common between individuals living close to each other, ...

- a) or so are antagonistic relationships.
- b) but so are antagonistic relationships.
- c) since so are antagonistic relationships.
- d) for so are antagonistic relationships.

5. Women ... are often perceived as attractive.

- a) whose faces resemble that of young children;
- b) whose faces resemble these of young children;
- c) whose faces resemble only of young children;
- d) whose faces resemble those of young children.

6. The relationships that individuals form depend on their personal needs and attitudes, ...

- a) the cultural context in which they live, and so on.

- b) the cultural context in that they live, and so on.
- c) the cultural context in all they live, and so on.
- d) the cultural context in some they live, and so on.

7. People who are similar to us ...

- a) are likely to enjoy all activities.
- b) are likely to enjoy both activities.
- c) are likely to enjoy less activities.
- d) are likely to enjoy the same activities.

8. The first thing ... is his/her physical appearance.

- a) once we generally notice when meeting a stranger;
- b) that we generally notice when meeting a stranger;
- c) what we generally notice when meeting a stranger;
- d) while we generally notice when meeting a stranger.

9. Proximity or nearness is an important factor in determining our choice of friends ...

- a) like proximity determines who you are likely to meet.
- b) there proximity determines who you are likely to meet.
- c) because proximity determines who you are likely to meet.
- d) after proximity determines who you are likely to meet.

10. ... is attitude similarity.

- a) All the factors determining interpersonal attraction;
- b) Both factors determining interpersonal attraction;
- c) Those factors determining interpersonal attraction;
- d) One of the factors determining interpersonal attraction.

Task 36. *Read the text. Look for the multifunctional words in the text and define their functions. Choose the answer from a)-d) which you think fits best to the text. Translate the text into Ukrainian.*

7 TYPES OF BANKS AND THEIR FEATURES

A bank is a financial establishment or institution that deals with different types of money transactions. Banks are vital to a country's economy as they help a single person with their assets as well as small and big businesses. Way back in the ancient times of Mesopotamia, it was discovered that the people stored assets and valuable items in the temples and royal palaces. Around 2000 BC in Babylon, it was found that there were records that those valuable items could be transferred to anyone using a receipt that indicated it was properly and legally transferred. Some temples also were believed to store their valuables, as it was considered sacred and safe from misdeeds. Loans were also present during those times as well as traders that managed in buying and selling goods, which improved their economy. Over time, merchant bankers were properly recognized. These merchants specialized in offering their services, such as doing other people's payments and managing their assets.

Banks can safely store customers' money and can also lend money to them, with interest. There are plenty of benefits a bank provides, such as protection of money if a

person decides to open an account using a bank. A small amount of interest is also given in compensation for letting the bank use the money for investments, such as loans. Banks are also transparent regarding customers' accounts. Users can track their transactions, and can ask for assistance if a problem occurs. Additionally, they have debit cards that allow the user to withdraw any amount using an automated teller machine (ATM) and a credit card. Banks are important because they help a lot of people as well as businesses, and both can use them to make payments and any other transactions. Furthermore, banks lend money helping the economy in the process.

7 types of banks and their features are as follows:

- **Credit Unions:** A credit union is an institution that is non-profitable but gives the same basic benefits to its members.
- **Investment banks:** An investment bank serves lots of large corporations, firms and buys shares to resell to investors, and even governments.
- **Commercial banks:** Commercial banks are the financial organizations that receive deposits, provide security to the accounts, and give loans.
- **Retail banks:** A retail bank is a bank that only lends help to small businesses and companies and consumers.
- **Savings and loan associations:** The savings and loan associations are an institution that mainly helps individuals with their residential mortgages or properties.
- **Community development banks:** The purpose of community development banks is to provide help to individuals that live in low socioeconomic places.
- **Online and neobanks:** Online and neobanks are online banks without physical branches. The bank is popular because anything can be done online, and it is convenient and hassle-free.

Credit unions

Credit unions are a non-profit institution that is operated and owned by the individuals who pool their money to run the credit union. It offers the same services as a normal bank, but credit unions offer their services at a lower interest rate. To acquire the benefits of credit unions, a person needs a membership. Shareholders will pool their money to help their members get a loan and obtain other services. The remaining money is then invested to earn interest. Credit unions provide high savings rates, lower interest rates on borrowing, and lower fees. These are good benefits that a member can get because the institution is not profiting on their savings, but still offers them a lower interest rate for any type of loans. However, credit unions have risks such as credit risk, interest risk, liquidity risk, and strategic risk. An example of these risks is credit risk, which means that it would be bad for the institution if one member stops paying what they owe, and it will greatly affect the assets of the institution. Nevertheless, many people are willing to take the risks because of the benefits they can get as long as they follow the rules of the institution.

Investment banks

Investment banks focus primarily on big corporations, governments, and firms to provide them with the complicated financial assistance that will help their client business grow. They also act as a bridge that is linked between the stockholder and the company. Investment banks do not take deposits of money because their main goal is

to trade and sell the shares of a corporation to an investor. Investment banks find a possible investor to buy shares of the company. Their benefits also include finance and asset management, researching data about companies that will likely buy a share, and trading and sales of the shares for their clients. Despite its benefits, it also has a lot of risks to think about. An example of the main risk in investment banks is their market and liquidity risk. Market risk would mean a client might experience losses because of the changes in prices at the market. While liquidity risk stands for clients not being able to sell their shares at a reasonable price or even not selling the share at all. Regardless of these risks, investment banks still provide their clients with services that are beneficial to them, and it can outweigh the risks.

Commercial banks

Commercial banks are financial institutions where individuals and businesses can do their banking. A commercial type of institution accepts deposits, opening, and checking of accounts, as well as getting financial assistance through loans. Commercial banks operate by profiting from their clients, from service fees, monthly service payments of clients, loans, and fees from safe deposit boxes. Through commercial banks, individuals can safely store and track their money, loans that can greatly help businesses, online banking transactions, can use automated machines using debit cards provided by a specific bank. These banks are also accessible to anyone as they have a lot of branches. However, clients still may face various risks in using a commercial bank. Some of these risks include credit risk, operational risks, and liquidity risks. Despite the risks, banks have their own risk management that will lessen the probability of the risks.

Retail banks

Retail banks operate the same way as traditional banks, but only offer their services to public individuals. A retail bank provides basic bank services to individuals that wish to manage their money. Some of their service products also include term and fixed deposits, and foreign currency accounts. Retail banks also offer their customers debit cards, and credit cards to build credit scores that will allow a person to access better borrowing terms. Customers can also apply for different loans. The main risk of using a retail bank is credit risk, since it offers lots of loans that can lead to excessive debt. Operational risks can also happen to either employees or customers. What a retail bank can provide is the main reason a person uses its services.

Savings and loan associations

A savings and loans association is a financial institution that provides the necessary financial aid to the people. Their primary focus is on helping the customers to get mortgage loans to purchase property. It also accepts deposits for savings accounts, and the organization will use it as an investment in what they lend to the responsible borrowers. Although their main focus is on mortgages and loans, savings and loan associations also give basic bank services. It has debit and credit cards that will help their customers increase their eligibility for loans. The risks that are associated with savings and loan associations are interest rates on loans, credit risks, and operational fraud. People use the organization so that they can gain the funds needed to purchase property.

Community development banks

Community development banks are institutions that are operated by the private sector. The community development bank operates differently than any other bank because community development banks do not take money deposits from clients. They offer assistance for personal and business reasons, but their main objective is to lend help with lower interest rates to low-level socioeconomic places across a given area. It gives the less fortunate places the possibility to improve and catch up with other thriving places. They don't focus on making a profit, but want everyone to thrive in a community. The risks of a community development bank are that it is prone to corruption from its employees. Community development institutions are a great help that does not focus on one individual, but on improving the situation of everyone.

Online and neobanks

Online banking and neobanks are both banks that can be accessed online, but online banking is an action of a customer to access their accounts online without going to the bank's physical branch. Meanwhile, neobanks are banks that do not have any physical branches and are completely available online. That's why online and neobanks are banks that are most convenient for everyone who hates going out or does not have time. Due to neobank service being online, it gives them an opportunity to save more money, because of it they have a lower fee, and it also creates plenty of products. It is also easy to create an account without signing any papers. Online and neobanks provide savings and checking accounts, payment, transfer of savings, financial education tools as well as budgeting help. The risk for online and neobanks is if their system is not protected by the Federal Deposit Insurance Corporation. It is important that the user reads the terms and agreement before opening an account. Online banking is secure as long as it is under the Federal Deposit Insurance Corporation. Users tend to use online and neobanks because of their convenience and smooth transactions.

How does a Bank work?

A bank is a financial institution that manages the money of its clients. It works by securing the money deposits of the clients and offering them services. There are two types of clients a bank will have. They're called a saver, and a borrower, a saver is the one who deposits the money. Borrowers are clients that apply for loans, and if they have a good credit score they have a good chance of approval. When a borrower gets a loan, the bank will profit because of the interest that is associated with the loans. The money will be returned to the savers account and provide them with interest for letting the bank use their money for loan transactions. Users must understand that a bank is to be able to use the bank's benefits to its fullest extent. Banks make everyone's life much easier, because they help each person in dealing with money, investments, and properties. The assistance and services that they provide to the public will also help the economy by exchanging goods. Banks are also responsible for making money for its country and can exchange money in foreign currency. They are also highly protected by the Federal Reserve System and it guarantees that the bank follows the rules and regulations of the country.

What kind of financial institution do most people deal with?

The most common financial institution the public uses is a commercial bank. It is because commercial banks offer lower service fees that enable clients to keep their accounts open without worrying about them being closed. Their services are not limited as they offer plenty of products to their clients. They provide savings protection, CD investments, properties, and business loans, as well as advanced banking technology. These benefits help their clients improve the way they manage their money and investments.

Which type of bank is popular in America and UK?

The type of bank that is popular in America and the UK is a commercial bank. The reason for it being popular in these countries is that it provides excellent products that are suitable for almost everyone. There are a lot of businesses and large corporations in these countries, and when they use a commercial bank, it offers them liquidity in the market and gives them more advantages in managing their assets.

What are the types of Banking System?

Banks offer financial assistance to anyone, and they take the deposits of their clients, secure their funds, and then offer loans and other benefits to customers. There are a lot of different types of banking systems, and they serve different purposes. The three main banking systems of a bank are the unit, branch, and group banking. Banks that are small, independent and located in a secluded place and that don't have any other branches are called unit banking. However, branch banking has a variety of services, which are provided to branches of the bank. Meanwhile, the group banking system is offering a benefit to their group of employees.

Are commercial banks non-profit?

Commercial banks are profitable banks. They gain through profiting from the services charges they give to the customers. It is possible because of their low charges that enable them to attract more people to open an account with their bank. Commercial banks also get high interest on the loans that are given to their clients.

1. The services of commercial banks are not limited ...

- a) but they offer plenty of products to their clients.
- b) while they offer plenty of products to their clients.
- c) still they offer plenty of products to their clients.
- d) as they offer plenty of products to their clients.

2. A bank is a financial institution ...

- a) should it manage the money of its clients.
- b) that manages the money of its clients.
- c) still it manages the money of its clients.
- d) after it manages the money of its clients.

3. ... , it gives people an opportunity to save more money.

- a) Before neobank service being online;
- b) After neobank service being online;
- c) Due to neobank service being online;
- d) While neobank service being online.

4. ... is the main reason a person uses its services.

- a) That a retail bank can provide;
- b) What a retail bank can provide;
- c) Only a retail bank can provide;
- d) After a retail bank can provide.

5. Branch banking has a variety of services, ...

- a) which are provided to none branches of the bank.
- b) which are provided to several branches of the bank.
- c) which are provided to all branches of the bank.
- d) which are provided to some branches of the bank.

6. ... also include term and fixed deposits, and foreign currency accounts.

- a) All of the service products of retail banks;
- b) Both of the service products of retail banks;
- c) What of the service products of retail banks;
- d) Some of the service products of retail banks.

7. Banks make everyone's life much easier, ...

- a) still they help each person in dealing with money, investments, and properties.
- b) because they help each person in dealing with money, investments, and properties.
- c) but they help each person in dealing with money, investments, and properties.
- d) before they help each person in dealing with money, investments, and properties.

8. The client of a bank is called a saver, and a borrower, ...

- a) a saver is a man who deposits the money.
- b) a saver is a borrower who deposits the money.
- c) a saver is a woman who deposits the money.
- d) a saver is the one who deposits the money.

9. Users of banks can track their transactions, ...

- a) and can ask less assistance if a problem occurs.
- b) and can ask but assistance if a problem occurs.
- c) and can ask for assistance if a problem occurs.
- d) and can ask some assistance if a problem occurs.

10. Banks are important because they help a lot of people as well as businesses,

...

- a) and all can use them to make payments and any other transactions.
- b) and both can use them to make payments and any other transactions.
- c) and one can use them to make payments and any other transactions.
- d) and some can use them to make payments and any other transactions.

REFERENCES

1. Акмалдінова О.М., Будко Л.В., Фатеева С.П. Практична граматики англійської мови: навч. посібник. К.: НАУ, 2016. 148 с.
2. Верба Г.В., Верба Л.Г. Довідник з граматики англійської мови. К.: Освіта. 1995. 320 с.
3. Зеленська О.П. Англійська мова (граматика): Навчальний посібник. Методичні поради та практичні завдання для самостійної роботи. Для курсантів і студентів усіх факультетів. Львів: Львівський державний університет внутрішніх справ. 2007. 96 с.
4. Зеленська О.П. Law. Book 1: Навчальний посібник з англійської мови для студентів юридичних факультетів. К.: Вид-во Європейського університету, 2015. 211 с.
5. Зеленська О.П. Mastering Psychology English: Підручник з англійської мови для здобувачів вищої освіти освітнього ступеня «магістр» факультетів психології. К.: Вид-во Європейського університету, 2020. 330 с.
6. Морська Л.І. Вправи з граматики англійської мови: Навчальний посібник. Тернопіль: Астон, 2009. 162 с.
7. Чорноватий Л.М., Ковальчук Н.М. Пригоди в ущелині Пенкадер: Посібник з вивчення англійських прийменників та фразових дієслів для студентів вищих закладів освіти. Вінниця: Нова книга. 2004. 368 с.
8. Шерік А.Д., Старко В.Ф. Англійські прийменники для українців. К.: Видавничий дім «Києво-Могилянська академія». 2005. 87 с.
8. abcfinance.co.uk/bank/types/
9. <https://www.cambridge.org/core/books/cambridge-grammar-of-the-english-language/A78402ABF5176AD283494180BCA2046F>
10. Longman dictionary of contemporary English. Harlow, Essex (England): Pearson Education Limited, 2005. 1951 p.

Навчальне видання

О.П. ЗЕЛЕНСЬКА

доктор педагогічних наук, кандидат філологічних наук, професор,
академік Національної академії наук вищої освіти України
та Міжнародної академії освіти і науки

**MULTIFUNCTIONAL WORDS
IN THE ENGLISH LANGUAGE**

НАВЧАЛЬНИЙ ПОСІБНИК З АНГЛІЙСЬКОЇ МОВИ

**ДЛЯ ЗДОБУВАЧІВ ВИЩОЇ ОСВІТИ
ОСВІТНЬОГО СТУПЕНЯ «МАГІСТР»
І ОСВІТНЬО-НАУКОВОГО СТУПЕНЯ
«ДОКТОР ФІЛОСОФІЇ»**

Видавництво Європейського університету

Підписано до друку 30.06.2023. Формат 70×100 1/16.

Папір офсетний. Гарнітура NewtonCST.

Ум. друк. арк. 5. Обл.-вид.арк. 5.

Тираж 100 прим. Зам. № 84.

Друк: поліграфкомбінат Європейського університету

03115, Україна, Київ-115, вул. Депутатська, 15/17.

Реєстраційне свідоцтво ДК № 3833 від 14.07.2010 р.

