

**МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ  
НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ “ЧЕРНІГІВСЬКА ПОЛІТЕХНІКА”**

**Кафедра іноземної філології**

**ENGLISH FOR ARCHITECTURE AND CIVIL ENGINEERING**

Методичні вказівки

до практичних занять та самостійної роботи

здобувачів вищої освіти спеціальностей 191 *Архітектура та містобудування*,  
192 *Будівництво та цивільна інженерія*, 193 *Геодезія та землеустрій*, 022

*Дизайн*

першого рівня вищої освіти (бакалаврат)

(частина 1)

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**English for architecture and civil engineering:** методичні вказівки до практичних занять та самостійної роботи здобувачів вищої освіти спеціальностей *191 Архітектура та містобудування, 192 Будівництво та цивільна інженерія, 193 Геодезія та землеустрій, 022 Дизайн* першого рівня вищої освіти (бакалаврат) (частина 1) / Укл.: О. В. Ніколаєнко, Т. О. Ушата, Гречок Л.М.. Чернігів : НУ «ЧП», 2024. 83 с.

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## Вступ

Методичні вказівки з англійської мови **English for architecture and civil engineering (частина 1)** призначені для практичних занять та самостійної роботи здобувачів вищої освіти спеціальностей *191 Архітектура та містобудування, 192 Будівництво та цивільна інженерія, 193 Геодезія та землеустрій, 022 Дизайн*.

Основною метою методичних вказівок є розвиток не лише навичок читання та розуміння оригінальної літератури з фаху англійською мовою, розширення словникового запасу, а й формування соціальних навичок (soft skills), навичок реферативного та анотувального перекладів – все те, що необхідно здобувачам вищої освіти для здійснення комунікації в професійній сфері в сучасних умовах.

Навчальний матеріал охоплює загальні поняття, основні напрямки й принципи архітектури, будівництва, геодезії, особливості планування, умови впровадження загального планування та етапи його реалізації на основі відповідної методології та стратегії. Кожен розділ базується на тексті для вивчаючого читання, що дозволяє ознайомитися з професійною термінологією, поглибити знання в професійній сфері. Тлумачення термінів та понять в текстах та переклад активної лексики, що подається в кожному розділі, полегшують сприйняття та розуміння інформації.

Різноманітні вправи спрямовані на перевірку розуміння прочитаного, опанування лексики фахової тематики, формування професійної іншомовної комунікативної компетенції. Розроблений навчальний матеріал забезпечує цілісне послідовне засвоєння фахової лексики, розвиток навичок усного мовлення та набуття вмінь роботи з професійною термінологією. Навчальний матеріал розташований за принципом від простого до складного у послідовності, що забезпечує активне засвоєння лексики та формування тематичного фахового словника.

Методичні вказівки розраховані на здобувачів вищої освіти, які володіють базовою граматиною англійської мови.

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## Module 1

### FROM THE HISTORY OF CONSTRUCTION AND ARCHITECTURE

#### Task 1.

A) Read a paragraph and underline unknown words. Try to understand their meaning using context clues:

Construction History is the history of how we construct the world around us. It is not restricted to buildings but also includes the construction of civil engineering and infrastructure. So it includes bridges, sewers, power stations, mills etc. as well as conventional buildings. Construction is an ancient human activity. It began with the purely functional need for a controlled environment to moderate the effects of climate. Constructed shelters were one means by which human beings were able to adapt themselves to a wide variety of climates and become a global species.

B) Match a word and its definition:

<b>restrict</b>	the general development of a situation, or the situation, feelings, and opinions that exist at a particular time;
<b>infrastructure</b>	the conditions that you live or work in and the way that they influence how you feel or how effectively you can work;
<b>conventional</b>	(a building designed to give) protection from bad weather, danger, or attack;
<b>ancient</b>	the result of a particular influence;
<b>environment</b>	to limit the movements or actions of someone, or to limit something and reduce its size or prevent it from increasing;
<b>effect</b>	of or from a long time ago, having lasted for a very long time;
<b>shelter</b>	being traditional and ordinary;
<b>climate</b>	the basic systems and services, such as transport and power supplies, that a country or organization uses in order to work effectively.

C) Complete the following sentences with the words from the activity B:

Improvements are being made to the region's decrepit \*\*\*1\*\*\*.

The office is quite bright and airy - it's a pleasant working \*\*\*2\*\*\*.

The government has \*\*\*3\*\*\* freedom of movement into and out of the country.

They had to wait ten minutes for the anaesthetic to take \*\*\*4\*\*\* before they stitched up the cut.

He despises their \*\*\*5\*\*\* attitudes.

They opened a \*\*\*6\*\*\* to provide temporary housing for the city's homeless.

The war has badly damaged the country's \*\*\*7\*\*\*.

History, \*\*\*8\*\*\* and modern, has taught these people an intense distrust of their neighbours.

For preschoolers, the most stimulating \*\*\*9\*\*\* are bright, airy, and offer daily outdoor activities.

This lever \*\*\*10\*\*\* the movement of the wheel.

When the air raid siren went off people ran to their \*\*\*11\*\*\*.

Autosuggestive techniques can help in the treatment of diseases which cannot be cured by \*\*\*12\*\*\* medicine.

He said something to the \*\*\*13\*\*\* that he would have to change jobs if the situation continued.

I don't think we should expand our business in the current economic \*\*\*14\*\*\*.

The industry was accused of having invested little in workers, plant or \*\*\*15\*\*\*.

Millions of years ago, changes in the earth's \*\*\*16\*\*\* caused animal and plant life to diversify.

The \*\*\*17\*\*\* Britons inhabited these parts of England before the Roman invasion.

We're trying to protect the \*\*\*18\*\*\* from pollution.

**D) Read the paragraph again and discuss the questions with your partners:**

1. What is construction?
2. What is the reason that the ancient people began to build shelters?
3. What do people build around? Why?

**Task 2.**

**THE HISTORY OF ENGINEERING**

The concept of engineering has existed since ancient times as humans devised fundamental inventions such as the pulley, lever, and wheel. Each of these inventions is consistent with the modern definition of engineering, exploiting basic mechanical principles to develop useful tools and objects.

The term engineering itself has a much more recent etymology, deriving from the word “engineer”, which itself dates back to 1325, when an engine’er (literally, one who operates an engine) originally referred to “a constructor of military engines”. In this context, now obsolete, an “engine” referred to a military machine, i. e., a mechanical contraption used in war (for example, a catapult). Notable exceptions of the obsolete usage which have survived to the present day are military engineering corps, e.g., the U.S. Army Corps of Engineers.

The word “engine” itself is of even older origin, ultimately deriving from the Latin ingenium, meaning “innate quality, especially mental power, hence a clever invention”.

Later, as the design of civilian structures such as bridges and buildings matured as a technical discipline, the term civil engineering entered the lexicon as a way to distinguish between those specializing in the construction of such non-military projects and those involved in the older discipline of military engineering.

**Task 3. Discuss the following questions with your partners:**

- How long does the concept of engineering exist?

- Which types of devices are known since ancient times?
- Are these inventions consistent with modern engineering?
- Which etymology does the term “engineering” have?
- When does the term engineer date back?
- What did the term “engineer” originally mean?
- What does the word “engine” mean?
- When did the term “civil engineering” enter the lexicon?

**Task 4. Find the Ukrainian equivalents to the following words and phrases:**

Obsolete, referred to, who operates an engine, literally, dates back, deriving from, recent, useful tools, to develop, basic mechanical principles, exploiting, definition, is consistent with, wheel, lever, pulley, fundamental inventions, existed, devised, humans, ancient times, since, concept, involved in, to distinguish, matured, hence, innate quality, origin, survived, notable, exception, contraption, engineering corps.

**Task 5. Find the English equivalents to the Ukrainian ones:**

Поняття, інженерне мистецтво, давні часи, вигадувати, винаходити, визначення, співпадати, використовувати, основні принципи механіки, розробляти, корисні інструменти, термін, новий, походить від, датується, буквально, стосується чогось, конструктор, застарілий, війна, хитромудрий винахід, внутрішня якість, теперішній час, помітне виключення, застаріле використання, дожити до, сила розуму, розумний винахід, розробка, увійти у вжиток, спосіб, розмежувати, невійськовий.

**Task 6. Decide whether it is true or false:**

1. The term “civil engineering” entered the lexicon as a way to distinguish between those specializing in the construction of such non-military projects and those involved in the older discipline of military engineering.
2. The design of civilian structures such as bridges and buildings matured as a humanitarian discipline.
3. The word “engine” itself is of even older origin, ultimately deriving from the Greek.
4. The term engineering itself has a much more recent etymology.
5. The concept of engineering has never existed.

**Task 7. Fill in the gaps with the words from the box:**

<i>pulley</i>	<i>since ancient times</i>	<i>exploiting</i>	<i>engineer</i>
<i>ultimately</i>	<i>the design</i>	<i>involved in</i>	<i>term</i>

1. The **\*\*\*\*** civil engineering entered the lexicon as a way to distinguish between those specializing in the construction of such non-military projects and those **\*\*\*** the older discipline of military engineering.
2. Later, as **\*\*\*** of civilian structures such as bridges and buildings matured as a technical discipline.
3. The word “engine” itself is of even older origin, **\*\*\*** deriving from the Latin *ingenium*, meaning “innate quality, especially mental power? Hence a clever invention”.
4. The term engineering itself has a much more recent etymology, deriving from the word **\*\*\***.
5. Each of these inventions is consistent with the modern definition of engineering, **\*\*\*** basic mechanical principles to develop useful tools and objects.
6. The concept of engineering has existed **\*\*\*** as humans devised fundamental inventions such as the **\*\*\***, lever and wheel.

**Task 8. Complete the sentences:**

1. Later, as the design of civilian structures such as ....
2. The word “engine” itself is ...
3. Notable exceptions of the obsolete usage...
4. The term engineering itself has ....
5. The concept of engineering has existed...

**Task 9. Read the paragraph, fill in the gaps, and give a title to the paragraph by reasoning your choice:**

<i>caves</i>	<i>design</i>	<i>material</i>	<i>complex</i>	<i>aesthetic</i>
<i>endeavor</i>	<i>elegant</i>	<i>artefact</i>	<i>evolution</i>	<i>heritage</i>
<i>societal</i>	<i>visual</i>	<i>as long as</i>	<i>capacity</i>	<i>perception</i>

The history of architecture is about **\*\*\*1\*\*\*** the history of humanity itself, and probably just as **\*\*\*2\*\*\***. The exact origin of architecture could be said to date to the Neolithic period, around 10 000 BC, or simply when people stopped living in **\*\*\*3\*\*\*** and started handling the way they want their houses to look and feel like. The architecture that we’re talking about today is commonly assessed through **\*\*\*4\*\*\*** terms and subject to ocular **\*\*\*5\*\*\***, but this urge to **\*\*\*6\*\*\*** an architectural **\*\*\*7\*\*\*** was fueled by much more than the mere need for **\*\*\*8\*\*\*** appeal. Architecture has proven to be many things – comfy, **\*\*\*9\*\*\***, modern, brutal, indexical, vernacular – and yet, one of its most interesting aspects is its **\*\*\*10\*\*\*** to reflect the spirit of time, in a way that might be even more substantial than how we see it happen with art. The parallelism of history of architecture to human history is justified by its strong **\*\*\*11\*\*\*** presence that serves as the best physical evidence of **\*\*\*12\*\*\*** change. Just looking at the buildings made in different places at a different moment in time would help us understand the **\*\*\*13\*\*\*** of architecture and our past without using any words.



Human actions were embodied in architecture, and further clarified through the persistent \*\*\*14\*\*\* to protect some of the built \*\*\*15\*\*\*, and to decide to let the rest of it fade and decay.

**Task 10. Write ten questions to the texts. Discuss the text with your partners.**

**Task 11. Summarize the texts Task 2 and Task 9 by using the following phrases:**

The article under discussion is devoted to the problem ... – Стаття, що ми обговорюємо, присвячена проблемі...

The author in the article touches upon the problem of ... – У статті автор говорить про проблему ...

The article under discussion may be divided into several logically connected parts which are ... – Статтю можна поділити на декілька логічних взаємопов'язаних частин ...

The message of the article is that .../ The main idea of the article is ... – Основна ідея статті полягає у тому, що ...

In conclusion I'd like to ... – Підсумовуючи можна сказати, що ...

My own attitude to this article is ... – Моє власне ставлення до статті є...

I fully agree with / I don't agree with – Я повністю (не) згоден з...

I have found the article dull / important / interesting /of great value for ...because ....– Я вважаю, що стаття нудна / важлива / цікава / має велике значення для ...тому, що ....

(e.g. - I have found the article useful for those who are prospect land use planners, because it touches main principles of the science. – Я вважаю статтю корисною для майбутніх землевпорядників, так як вона зачіпає основні принципи науки.)

**Task 12. Act out a dialogue.**

### Architecture

- What is architecture?
- Architecture is the art and the science of building.
- Can you say what the basic principles in architecture are?
- Oh, they are convenience, strength and beauty. You see, about 2000 years ago the Roman architect Vitruvius called these principles. They are always present in the best structures.
- So, an architect is to achieve an integration of these principles in his work, isn't he?
- You are quite right.
- There are different architectural styles: Gothic, Baroque, Classicism, Neoclassicism, Modern. Do they reflect a man's desire for something new?
- First of all, they reflect different social functions. Each generation write its history in buildings. For example, medieval towns were designed and built for

protection. The Baroque city is organized for show. American metropolis says:  
“Finance must dominate”.

- I see. As to modern architecture, it is characterized by simplicity of line and design.

## Module 2.

### CAREER IN CONSTRUCTION AND ARCHITECTURE

#### Task 1. Lead-in: Discuss with your partner in short:

1. Who is involved in a construction project?
2. Who is a tradesperson?
3. Who is a subcontractor?

#### Task 2. Match tradepeople with the words in the box.

*carpenter*  
*painter*

*concrete finisher*  
*plumber*

*electrician*  
*roofer*

*glazier*  
*welder*



Source: *English for Construction 1* Evan [Frendo](#)

#### Task 3. Match the English word combinations with the Ukrainian equivalents:

- |                              |                                    |
|------------------------------|------------------------------------|
| 1. to complete on schedule   | a. армувати кладку                 |
| 2. to build a partition      | b. керувати проєктом               |
| 3. to reinforce masonry      | c. обробляти поверхню              |
| 4. to apply a varnish        | d. мати відношення до будівництва\ |
| 5. to install insulation     | e. обирати професію                |
| 6. to supervise a project    | f. закінчити за графіком           |
| 7. to install sewerage       | g. наносити штукатурку             |
| 8. to relate to construction | h. закрювати вікно                 |
| 9. to apply finisher         | i. встановлювати ізоляцію          |
| 10. to apply plaster         | j. зводити перегородку             |
| 11. to select an occupation  |                                    |

12. to glaze a window

к. прокладати каналізацію  
1. наносити лакове покриття

**Task 4. Use phrases from Task 3 and write a paragraph (5-7 sentences) on the topic “Professions in Civil engineering”**

**Task 5. Read the text and complete the gaps:**

<i>training</i>	<i>degrees</i>	<i>careers</i>	<i>responsibility</i>	<i>educational</i>
<i>technical</i>	<i>process</i>	<i>unskilled</i>	<i>apprenticeship</i>	<i>experience</i>
<i>routes</i>	<i>skilled</i>	<i>qualifications</i>	<i>profession</i>	<i>vocational</i>

There are many **\*\*\*1\*\*\*** to the different **\*\*\*2\*\*\*** within the construction industry which vary by country. However, there are three main tiers of careers based on **\*\*\*3\*\*\*** background which are common internationally:

**\*\*\*4\*\*\*** and semi-skilled – general site labour with little or no construction **\*\*\*5\*\*\***;

**\*\*\*6\*\*\*** – on-site managers who possess extensive knowledge and **\*\*\*7\*\*\*** in their craft or **\*\*\*8\*\*\***;

**\*\*\*9\*\*\*** and management – personnel with the greatest educational qualifications, usually graduate **\*\*\*10\*\*\***, trained to design, manage and instruct the construction **\*\*\*11\*\*\***.

Skilled occupations in the UK require further education qualifications, often in **\*\*\*12\*\*\*** subject areas. These qualifications are either obtained directly after the completion of compulsory education or through “on the job” **\*\*\*13\*\*\*** training. In the UK, 8500 construction-related apprenticeships were commenced in 2007.

Technical and specialised occupations require more **\*\*\*14\*\*\*** as a greater technical knowledge is required. The professions, like a civil engineer, a building services engineer, a project manager, a quantity surveyor structural engineer and others hold more legal **\*\*\*15\*\*\***.

**Task 6. Read the text again and discuss the questions with your partners:**

1. Are construction careers the same in different countries?
2. What is the first tier of construction careers characterized by?
3. What is specific of the second tier of construction careers?
4. What is the third tier of construction careers based on?
5. How are further education qualifications obtained in Britain?
6. How many construction-related apprenticeships were commenced in Britain in 2007?
7. What professions require more legal responsibility and why?

**Task 7. Tell your groupmates about any construction career you? Your relatives or friends made. (5-7 sentences)**

## Task 8. Read the text about an architect's workplace.

### A. In short discuss with your partners the following questions:

1. What changes have occurred in recent years in a career of an architect?
2. Are all an architect's office staff computer trained and multi-skilled? Why yes/no?

### B. Read the text and answer the questions Task 8 (C):

#### Vocabulary:

drawing board – дошка для креслення

tee-square – рейшина

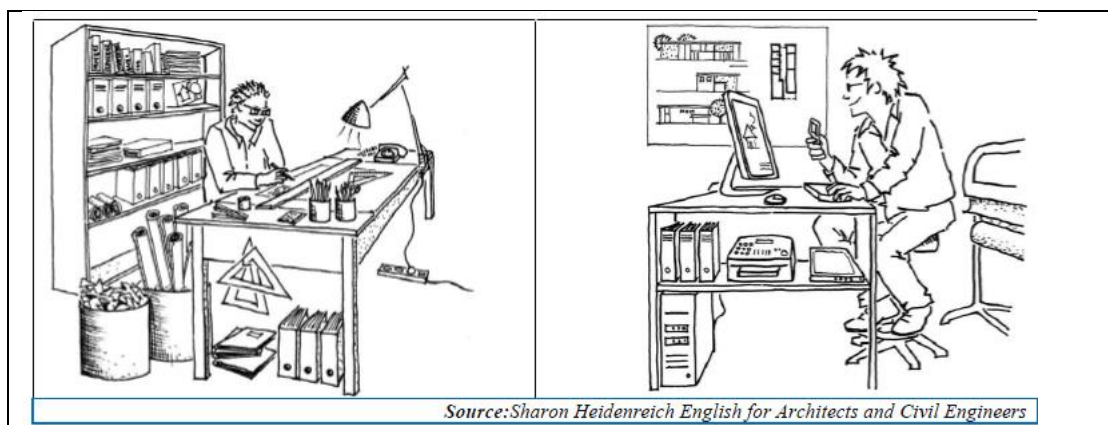
stencil – трафарет, шаблон

filling cabinet – шафа для документів

dyeline – світлокопія креслення

drawing ink – чорнила для креслення

cable clutter – безлад з кабелів різних пристроїв



Architects who have been in practice for more than 15 years are fully aware of the changes, which have taken place due to information technology. Over the years, drawing boards, tee squares, stencils and tracing paper have been replaced by computer applications. There is no longer a need for large filing cabinets to store dyelines. Today the originals are nicely stored on disks and printed out on plotters when required. Changes are simply made by a mouse click without requiring razor blades to remove the drawing ink once used to make the drawings.

Nowadays, all office staff are computer trained and multi-skilled in that they not only prepare their own drawings, but also draw up diagrams and charts, as well as write a lot of their own letters and e-mails. The cable clutter, which once occupied much of the floor space behind and under tables and desks, has disappeared since introduction of wireless equipment. Wireless phones, printers, monitors and keyboards bring great flexibility to once very rigid office arrangements. Despite all these changes, architecture is one profession which will never be able to cope as a paperless office. Paper and pencils will always remain the architect's first tool. A pencil is small, quick, totally independent of electricity and able to express such a lot in a small space of time.

### C.

1. What things have been replaced by computer applications?
2. What changes have occurred in recent years?
3. Are all office staff computer trained and multi-skilled nowadays?

**Task 9. Read the text and get ready for the presentation in PowerPoint of “The world of professions in Civil Engineering”:**



A man, who has been an apprentice for some years in a building trade and has therefore enough skills to be considered a skilled worker at his trade, is called tradesman or craftsman. He may be a carpenter-and-joiner, bricklayer, mason, slaterand-tiler, plumber, electrician, house painter, glazier, floor-andwall tiler, plasterer, paper-hanger, steeplejack, hot water fitter and so on.

Bricklayer is a tradesman who builds and repairs brickwork, lays and joints salt glazed stoneware drains, sets, chimney pots, manhole frames and fireplaces. He renders brickwork, including the insides of manholes. A sewer and tunnel bricklayer is a specialized bricklayer. In some districts of Great Britain, bricklayers also fix wall and flooring tiles and slating and lay plaster and granolithic floors. But elsewhere these are plasterer's specialities.

Carpenter is a man who erects wood frames, fits joints, fixes wood floors, stairs and window frames, asbestos sheeting and other wallboard. He builds or dismantles wood or metal formwork. The two trades of carpenter and joiner were originally the same, and most men can do both, but specialize in one or the other. In the USA the term "carpenter" includes a joiner. The word is derived from the French word charpente, which means a wood or metal framework.

Joiner is a man who makes joinery and works mainly at the bench on wood, which has been cut and shaped by the machinists. His work is finer than the carpenter's, much of it being highly finished and done in a joinery shop which is not exposed to weather . In Scotland a joiner is a carpenter-and-joiner.

Mason is a stone worker or stone setter. In Scotland and the USA a bricklayer is usually also a mason. A fixer or a fixer mason or a builder mason is a mason who sets prepared stones in walls, whether the stone be only facing or to the full wall thickness.

Plasterer is a tradesman who may be a fibrous plasterer or a plasterer in solid work. The latter lays successive coats of plaster or rendering and fixes fibrous plaster such as mould cornices and wall pattern. He can use a horsed mould, erect lathing for plaster, and apply stucco.

A construction manager, or CM, provides services similar to those of general contractor, but represents client's interest during all phases of the building process — design as well as construction. They are usually paid a negotiated fee for the scope of services rendered. For example, working with the architect during design, the CM provides updated cost projections so that a client will know probable costs, which the project evolves. A general contractor, however, doesn't usually enter the scene until after the design is complete. The CM decides who bids the job, picks up the request for invitation to bid, evaluates the bids, and awards work to the most reasonable bidder. The CM also prepares contracts and sends them out to the subcontractors. The owner signs the contracts with each subcontractor, unlike a general contractor who signs these contracts. As a result, the subcontractors are under the CM's direction. The CM may also be responsible for the safety of workers on the construction site.

**Task 10. Read the text, put 10 questions and get ready for a discussion with your partners.**

**Task 11. Summarize the texts Task 2 and Task 9 by using the following phrases:**

The article under discussion is devoted to the problem ... – Стаття, що ми обговорюємо, присвячена проблемі...

The author in the article touches upon the problem of ... – У статті автор говорить про проблему ...

The article under discussion may be divided into several logically connected parts which are ... – Статтю можна поділити на декілька логічних взаємопов'язаних частин ...

The message of the article is that .../ The main idea of the article is ... – Основна ідея статті полягає у тому, що ...

In conclusion I'd like to ... – Підсумовуючи можна сказати, що ...

My own attitude to this article is ... – Моє власне ставлення до статті є...

I fully agree with / I don't agree with – Я повністю (не) згоден з...

I have found the article dull / important / interesting / of great value for ... because ... – Я вважаю, що стаття нудна / важлива / цікава / має велике значення для ... тому, що ....

(e.g. - I have found the article useful for those who are prospect land use planners, because it touches main principles of the science. – Я вважаю статтю корисною для майбутніх землевпорядників, так як вона зачіпає основні принципи науки.)

## Module 3

### PLANNING, SURVEYING AND EXCAVATION

#### Task 1.. Discuss the questions:

1. What is planning? What do you usually plan in your life?
2. What essentials does any plan have? Why?

#### Task 2. Read the text, complete it with the following vocabulary and get ready to retell the key idea to your partner:

*Akin to, achieve, success, plan, dreams, opinions, specific, powerful, life, vary, minority, fail, planning, discipline*

There are so many varying \_\_\_1\_\_\_ on the keys to \_\_\_2\_\_\_ and leading a meaningful, happy, and fulfilling \_\_\_3\_\_\_. Working hard, having \_\_\_4\_\_\_, and sacrificing are just a few examples. However, I believe that one of the integral factors necessary to be successful at anything is \_\_\_5\_\_\_.

If you ask a large group of people what they would like to \_\_\_6\_\_\_ in their lives, the answers will \_\_\_7\_\_\_ considerably. However, if you ask the same group of people if they have developed a \_\_\_8\_\_\_ plan to achieve their goals, it is more than likely that only a small \_\_\_9\_\_\_ have taken the time to do just that. In other words, while all of us have desires and \_\_\_10\_\_\_, very few of us have actually taken the time to write down a specific plan detailing how to go about achieving them.

Planning your life is one of the most \_\_\_11\_\_\_ and effective ways to attain what you want. Nobody plans to \_\_\_12\_\_\_; they simply fail to \_\_\_13\_\_\_. Put another way, failing to plan is \_\_\_14\_\_\_ planning to fail.

#### Task 3. Read and memorize the new vocabulary:

<b>chance (n.)</b>	можливість, шанс
<b>comprehensive (adj.)</b>	вичерпний, повний
<b>design (v.)</b>	проекувати, планувати, розробляти
<b>request (n.)</b>	вимога, прохання
<b>creditworthiness (n.)</b>	кредитоспроможність
<b>sequence (n.)</b>	послідовність
<b>merchandising (n.)</b>	збільшення об'єму продажу
<b>inventory (n.)</b>	інвентаризація
<b>approach (n.)</b>	підхід, концепція, метод
<b>conviction (n.)</b>	переконання, ствердження
<b>commitment (n.)</b>	забов'язання
<b>unexpectedness (n.)</b>	несподіваність
<b>abundantly (adv.)</b>	рясно, з надлишком
<b>suitability (n.)</b>	відповідність



#### **Task 4. Read and translate the text. Title it and give reasons for your choice:**

Chances of success for any business are greatly increased when attention is first directed to a comprehensive plan. When a land use plan is made for any new farm the land use planners should design a comprehensive planning. If financial assistance is necessary to be got from bankers, trade creditors, or investors, their first request will be to see the total plan. With it they can visualize the creditworthiness of the farm.

There is no one sequence of steps in planning that is agreed upon by all the authorities in any field. The most important thing in planning even a small farm is that all phases of its operations must be considered. The land surveyor planning a new farm should have very definite ideas about profits, financing, accounting, records, merchandising plans, location, market and customers, general method of operation, policies, advertising and promotion, amount and type of expenses, break-even-point, legal form of management, and inventory valuation methods, among other factors.

The desired income approach to the entire planning process suggests that the land use planner's first question should be, "How much profit do I expect to receive from this farm in return from investing my time, and money in it?" This approach is based on the conviction that this question has been neglected much too often by new farm planners. No commitments, contracts, or obligations relative to a new farm should be undertaken without a clear idea of what profits are possible over at least the first year of operations.

The more we know about the circumstances around us, the better we can prepare the firm to protect itself against different unexpectedness.

Using the desired income approach one should take into consideration important steps in planning. To complete a projected income statement the land use planner should determine what profit he wants from this firm, recognizing the time he will give and the investment he will have.

With the profit figure clearly in mind, it is possible, using statistics that are abundantly available, to calculate the production volume that is necessary to produce that particular profit.

It is also necessary to survey and test the market. The land use planner should involve close study of the production needs of the farm and make proper decisions on how they are to be met. Here he decides whether to rent or buy the farm, whether to buy delivery trucks or and on what terms. He should also decide whether to hire a delivery service or eliminate such service at all.

The land use planner has to study the location and the particular site chosen for specific characteristics. Too many small farms are located in space without any analysis of the suitability of that space as a location for the specific type of farm planned. Planners should not only study the characteristics of the legal forms of organization, they should also seek out the true management advantages. Merchandising plan should be also taken into account. Merchandising is a broad

term. It is popularly known today as “the total marketing concept”. It covers many things – plans for presenting products to customers, lines of product, sales promotion plans, and other associated activities. An adequate system of land uses should be established. Proper land uses are, essential to decision making by the land use planners.

**Task 5. Read, translate the following word-combinations and learn them by heart. Compose as many sentences in Ukrainian as possible and make your partner translate them into English:**

- |  |  |
|--|--|
| 1. підраховувати об'єм виробництва     | 11. досліджувати та випробувати ринок    |
| 2. спрямовувати увагу на               | 12. усувати                              |
| 3. брати до уваги                      | 13. підхід                               |
| 4. геодезист                           | 14. єдина послідовність кроків           |
| 5. фінансова допомога                  | 15. методи інвентаризації                |
| 6. перший рік роботи підприємства      | 16. бути узгодженим                      |
| 7. залучити ретельне вивчення (чогось) | 17. реклама та просування (стимулювання) |
| 8. точка рівноваги                     | 18. законні форми управління             |
| 9. вичерпний план                      | 19. кредитоспроможність                  |
| 10. вкладати гроші та час              | 20. звіт                                 |

**Task 6. Match the words with their explanations:**

- |                            |   |
|----------------------------|---|
| 1. <b>business</b>         | a) a collection of information shown in numbers; the science of collecting, classifying and analyzing such information.                           |
| 2. <b>planning</b>         | b) the positive gain from an investment or business operation after subtracting for all of loss.  |
| 3. <b>investor</b>         | c) spatial location of a building, facility, or structure; domicile, controlling jurisdiction, or location of a firm or trust for legal purposes. |
| 4. <b>creditworthiness</b> | d) the activity of making, buying, selling or supplying things for money; commerce; trade.  |
| 5. <b>profit</b>           | e) a creditor's measure of an individual's or company's ability to meet debt obligations.   |

- |                            |  |
|----------------------------|--|
| <b>6. break-even-point</b> | f) the process of setting goals, developing strategies, and outlining tasks and schedules to accomplish the goals.   |
| <b>7. statistics</b>       | g) contract involving transfer of the possession and ownership (title) of a good or property, or the entitlement to a service, in exchange for money or value. |
| <b>8. rent</b>             | h) the point at which cost or expenses and revenue are equal: there is no net loss or gain.  |
| <b>9. site</b>             | i) an individual who commits money to investment products with the expectation of financial return.  |
| <b>10. sales</b>           | j) compensation paid by a tenant (or lessee) to the property owner (or lessor) for use or occupancy of a property.   |

**Task 7. Fill in the sentences with the missing words and expressions:**

*Profits, the legal forms of organization, a comprehensive plan, unexpectedness, merchandising, the total plan, the production needs, the creditworthiness, the particular site, all phases.*

1. Chances of success for any business are greatly increased when attention is first directed to ... .
2. If financial assistance is necessary from bankers, trade creditors, or investors, their first request will be to see ... .
3. With the help of the total plan the bankers, trade creditors, or investors can visualize ... of the farm.
4. The most important thing in planning even a small farm is that ... of its operations must be considered.
5. No commitments, contracts, or obligations relative to a new farm should be undertaken without a clear idea of what ... are possible over at least the first year of operations.
6. The more we know about the circumstances around us, the better we can prepare the farm to protect itself against different ... .
7. The land use planner should involve close study of ... of the farm and make proper decisions on how they are to be met.
8. The land use planner has to study the location and ... chosen for specific characteristics.
9. Planners should not only study the characteristics of ..., they should also seek out the true management advantages.

10.... or “the total marketing concept” covers many things – plans for presenting products to customers, lines of product, sales promotion plans, and other associated activities.

**Task 8. Make up a short text using the following expressions:**

*A comprehensive plan, financial assistance, bankers, a small farm, the land surveyor, market and customers, legal form of management, advertising and promotion, a particular profit, sales promotion plans.*

**3.4. Replace the underlined words with their synonyms from the right.**

Chances of success for any business are greatly increased when **attention** is first directed to a comprehensive plan.

If financial assistance is necessary from bankers, trade creditors, or investors, their first request will be to see the total plan.

The most important **thing** in planning even a small farm is that all **phases** of its operations must **be considered**.

How much **profit** do I expect to receive from this farm in return from investing my time, and money in it?

The more we know about the **circumstances** around us, the better we can prepare the farm to protect itself against different **unexpectedness**.

It is also necessary to **survey** and test the market. Merchandising is a **broad** term.

support, gain,  
stages,  
extensive,  
happenings,  
examine, taken  
into  
account,  
notion, get,  
suddenness

**Task 9. Translate the following sentences from Ukrainian into English:**

1. Генеральний (вичерпний) план допомагає створити уявлення про кредитоспроможність фермерського господарства.
2. Плануючи нове фермерське господарство, землевпорядник повинен чітко уявляти обсяг майбутнього прибутку та фінансування.
3. Жодні угоди, контракти або забор'язання не повинні укладатися без виразного уявлення про можливий прибуток, принаймні, у перший рік роботи.
4. Маючи в своєму розпорядженні точні цифри про прибуток, використовуючи статистичні дані, можливо підрахувати необхідний обсяг продажів.
5. Землевпорядник повинен ретельно вивчити виробничі потреби ферми і прийняти відповідні рішення щодо їх задоволення.

**Task 10. Find antonyms among the following words.**

Success, first, definite, profit, advertising, question, receive, relative, better, abundantly, promotion, indefinite, worse, give, misfortune, loss, last, answer,

foreign, scarcely.

**Task 11. Answer the following questions to the text and develop a dialogue with your partner:**

1. Due to what the chances of success for any business are greatly increased?
2. What will be the first request when financial assistance is necessary from bankers, trade creditors, or investors? Why?
3. Is there any sequence of steps in planning?
4. What definite ideas should the land surveyor have when planning a new farm?
5. What does the income approach mean to the entire planning process?
6. What should a land use planner take into consideration in order to calculate the production volume that is necessary to produce a particular profit?
7. The land use planner should involve close study of the production needs of the farm and make proper decisions on how they are to be met. What kind of decisions does the author speak about?
8. Why does the land use planner have to study the location and the particular site chosen for specific characteristics?
9. What should planners study along with the characteristics of the legal forms of organization?
10. What does merchandising or the term of “the total marketing concept” relate to?

**Task 12. Use the word at the end of each gap to form a new word (adjective, noun, verb, adverb) with which to fill the gap.**

We earn our \_\_\_ (LIVE) in America today in peaceful\_\_\_\_\_ (COMPETE) with people all across the Earth. Profound and (POWER) forces are shaking and (MAKE) our world, and the urgent question of our time is whether we can make change our friend and not our enemy. This new world has already (RICH) the lives of millions of Americans who are able to \_\_\_ (COMPETITION) and win in it. But when most people are working harder for less, when others cannot work at all, when the cost of health care devastates families and threatens to \_\_\_ (BANK) our enterprises, great and small, when the fear of crime robs law abiding citizens of their (FREE), and when millions of poor children cannot even imagine the lives we are calling them to lead, we have not made change our friend.

**Task 13. Project work**

Make up a comprehensive survey of an agricultural farm you were asked to plan. Don't forget about main steps of planning.

**Task 14. Summarize the text using the following phrases:**

The topic of the article is ... – Тема статті ...

The article under discussion is devoted to the problem ... – Стаття, що ми обговорюємо, присвячена проблемі...

The author in the article touches upon the problem of ... – У статті автор говорить про проблему ...

The article under discussion may be divided into several logically connected parts which are ... – Статтю можна поділити на декілька логічних взаємопов'язаних частин ...

The message of the article is that .../ The main idea of the article is ... – Основна ідея статті полягає у тому, що ...

In conclusion I'd like to ... – Підсумовуючи можна сказати, що ...

My own attitude to this article is ... – Моє власне ставлення до статті є...

I fully agree with / I don't agree with – Я повністю (не) згоден з...

I have found the article dull / important / interesting /of great value for ...because ....– Я вважаю, що стаття нудна / важлива / цікава / має велике значення для ...тому, що ....

(e.g. - I have found the article useful for those who are prospect land use planners, because it touches main principles of the science. – Я вважаю статтю корисною для майбутніх землевпорядників, так як вона зачіпає основні принципи науки.)

## Module 4.

### BUILDING MATERIALS

**Task 1. Read, study and try to memorize words and word combinations. Look the words up in a dictionary:**

assemble	concrete
availability	prestressed concrete
concrete	proof
decay	property
durable	protect
dwelling	range
fabric	recycle
floor	reinforced concrete
frame	resist
hardness	shape
impact	sound
influence	strength
insulate	structural
mortar	substitute
porosity	support
possess	tightness
precast	workability

**Task 2. Read the text “Materials Used for Structural Purposes” and be ready to answer the questions under it.**

#### Materials Used for Structural Purposes

Materials to be used for structural purposes should meet several requirements depending upon their practical uses. In most cases it is important that they should be hard, durable, fire-resistant and easily fastened together. We determine whether a material is good for building purposes judging by its qualities. At all times it was important to know how the most commonly used materials – steel, stone, wood and brick – differed in hardness, durability and fire resistance.

**Wood** is the most ancient structural material. It is light, cheap and easy to work. But wood has certain disadvantages: it burns and decays.

**Stone.** Stone belongs to one of the oldest building materials used by man. Primitive stone structures were the earliest types of human dwellings. Stone has many properties owing to which it is widely used for building purposes. They are mechanical strength, compactness, porosity, sound and heat insulation and fire-resistance. Stone is widely used for foundations, walls and steps of buildings, for supports of piers and bridges, and for finishing and decorating all sorts of structures.

**Bricks.** Bricks as a structural material were known many thousand years ago and are used as a substitute for other materials found in natural state. Bricks are hard and easily fastened together with the help of mortar which makes them suitable for construction purposes. A brick building is strong, durable and weather resistant. It has, however, certain disadvantages. First, its foundation requires durability and takes up a much larger space than that of a wooden structure and is consequently more expensive. Second, the process of constructing a brick building is very slow and requires much skilled labour on the site. Such limitations of bricks led to the development of steel frame technique which allows an easy assembly of structural parts and makes possible the use of new materials.

**Steel.** As structural material steel has come into general use with the development of industry, its manufacture requiring special equipment and skilled labour. Steel largely displaced wood and bricks as basic materials in construction. Its technique has combined the best principles of the older methods.

**Concrete.** Concrete is one of the most important materials. Concrete is a mixture of cement, sand and crushed stone, made into a paste with water. It forms a hard durable mass and is largely used for the foundations and walls of houses, and for structures under water.

**Plastics** combine all the fine characteristics of a building material with good insulating properties. That is why the architects and engineers have turned to them to add beauty to modern homes and offices.

**Task 3. Discuss the questions with your partner:**

1. What are the properties of the building materials?
2. What are the most commonly used building materials?
3. Do building materials differ from each other?
4. What is the most ancient building material?
5. Is concrete an artificial or natural building material?
6. When do the architects and engineers turn to plastics?

**Task 4. Match the noun(s) on the left with a suitable item on the right. Use each item once only:**

<ol style="list-style-type: none"> <li>1. mortar</li> <li>2. bricks</li> <li>3. steel</li> <li>4. clay</li> <li>5. the boards</li> <li>6. reinforced concrete</li> <li>7. a moulding</li> <li>8. the brickwork strength</li> <li>9. a binder</li> </ol>	<ol style="list-style-type: none"> <li>a. were put down as a floor</li> <li>b. depends on the material quality</li> <li>c. is strengthened by bars</li> <li>d. is used to form clay bricks</li> <li>e. has high tensile strength</li> <li>f. is used in adhesive applications</li> <li>g. was pressed into steel moulds</li> <li>h. acts as a cementing material</li> <li>i. are put together to form a wall</li> <li>j. is plastic</li> </ol>
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**Task 5. Replace the underlined words with the words below:**

*process*  
*aggrate*

*timber*  
*produce*

*due to*  
*board*

*bend*  
*lasting*

*apart from*  
*concerning*

1. Thanks to this project? Small companies can manufacture affordable building materials locally, using their own resources.
2. We have a problem with the air temperature in this room. It is too cold. This is because of inadequate thermal insulation.
3. They encouraged the research activities on approaches and methods with regards to building materials and construction technology.
4. The properties of concrete are directly related to those of its constituents.
5. That was a new method to treat cement-based building materials hydrothermally.
6. Reinforced concrete comes cheap and will support structures for a long amount of time, but it is considered to be less strong and durable than brick buildings.
7. Various building materials and auxiliary building materials can be manufactured from waste glass in an environmentally sound way. Except for light-weight concrete and plaster these are, above all, glass wool mats for purposes of sound and heat insulation.
8. Modern western style home is often built with lumber frames and fitted with bricks.
9. Wood is used for construction purposes when cut or pressed into lumber, such as planks.
10. They are studying an elastic bend of a beam under load.

**Task 6. Discuss these questions with your partners:**

1. What naturally occurring and man-made building materials do you know?
2. What areas is the use of building materials usually segmented into?
3. What is the longest lasting building material?
4. What is specific of wood used in construction?
5. What types of bricks do you know? What are the advantages of bricks?
6. What materials are bricks made from?
7. Why is concrete the predominant building materials in this modern age?
8. What materials is concrete made from?
9. What type of buildings is metal used for?
10. What did glass as a building material provide people with?
11. What do you know about the use of plastics for construction purposes?

12. What insulation materials are used in buildings?
13. Are there any environmental problems of using and producing building materials?

**Task 7. Summarize the text using the following phrases:**

The topic of the article is ... – Тема статті ...

The article under discussion is devoted to the problem ... – Стаття, що ми обговорюємо, присвячена проблемі...

The author in the article touches upon the problem of ... – У статті автор говорить про проблему ...

The article under discussion may be divided into several logically connected parts which are ... – Статтю можна поділити на декілька логічних взаємопов'язаних частин ...

The message of the article is that .../ The main idea of the article is ... – Основна ідея статті полягає у тому, що ...

In conclusion I'd like to ... – Підсумовуючи можна сказати, що ...

My own attitude to this article is ... – Моє власне ставлення до статті є...

I fully agree with / I don't agree with – Я повністю (не) згоден з...

I have found the article dull / important / interesting /of great value for ...because ....– Я вважаю, що стаття нудна / важлива / цікава / має велике значення для ...тому, що ....

(e.g. - I have found the article useful for those who are prospect land use planners, because it touches main principles of the science. – Я вважаю статтю корисною для майбутніх землевпорядників, так як вона зачіпає основні принципи науки.)

**Task 8. Read the text “Roman Concrete” and answer the questions:**

1. What do you know about the Baths of Caracalla, the Panthenon, John Smeaton, and Portland cement? If you know little, search for the information and get ready for presentations in class.
2. What components was roman concrete made from?
3. Why was concrete regarded as a revolutionary material?
4. What is the difference between Roman concrete and modern structural concrete?
5. Why have many Roman structures survived to the present day?
6. What techniques did the Romans use in their structures?
7. When was the secret of Roman concrete lost?
8. Who pioneered the re-use of concrete?
9. What aggregates are used in modern concrete?

During ther Roman Empire, Roman concrete was made from quicklime, pozzolana, and an aggregate of pumice. Concrete, as the Romans knew it, was in effect

a new and revolutionary material. Laid in the shape of arches, vaults and domes, it quickly hardened into a rigid mass, free from many of the internal thrusts and strains which trouble the builders of similar structures in stone or brick.

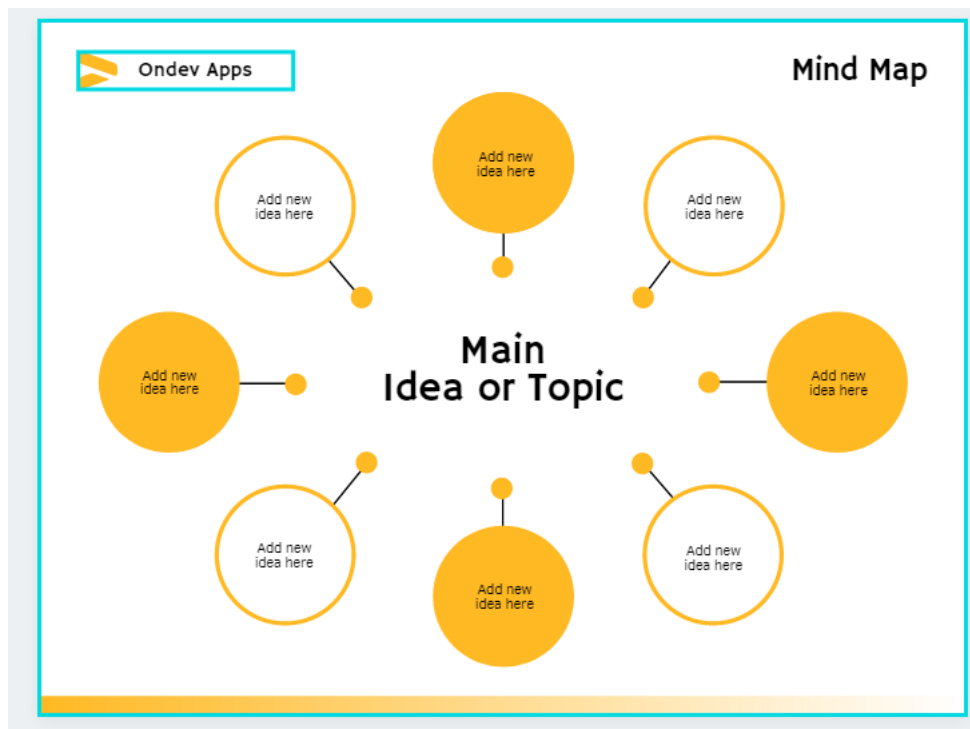
Modern structural concrete differs from Roman concrete in two important details. First, its mix consistency is fluid and homogeneous, allowing it to be poured into forms rather than requiring hand-layering together with the placement of aggregate, which in Roman practice, often consisted of rubble. Second, integral reinforcing steel gives modern concrete assemblies great strength in tension, whereas Roman concrete could depend only upon the strength of the concrete bonding to resist tension.

The widespread use of concrete in many Roman structures has ensured that many survive to the present day. The Baths of Caracalla in Rome are just one example of the longevity of concrete, which allowed the Romans to build this and similar structures across the Roman Empire. Many Roman aqueducts and Roman bridges have masonry cladding to a concrete core, a technique they used in structures such as the Pantheon, the dome of which is concrete.

The secret of concrete was lost for 13 centuries until 1756, when the British engineer John Smeaton pioneered the use of hydraulic lime in concrete, using pebbles and powdered brick as aggregate. Portland cement was first used in concrete in the early 1840s.

**Task 9. Group work. Read each paragraph separately, make a glossary of the main notions and give their definitions, identify the key idea of each paragraph is. Represent your findings in class.**

**Task 10. Group work. Convert the text into a mind map text and present your report in class.**



**Task 11. Write a paraphrase of the text (5-7 sentences) using five tips for paraphrasing:**

### **Tips for Paraphrasing**

A paraphrase is a report in your own words of what someone else has said in a source text.

**Step 1.** Read the text for general meaning.

**Step 2.** Read the text again in more detail. Guess the meaning of unknown words if possible, or look them up in a dictionary.

**Step 3.** Write notes on the main points that are relevant to your work, and look for information that can be cut.

**Step 4.** Write a paraphrase based on your notes. Make sure there is an appropriate reference to the source text.

**Step 5.** Revise the paraphrase: change words that appeared in the original text, reorder information, cut detail where possible, and combine two or more sentences into one.

**Task 12. Read and translate the text using a dictionary:**

### **DURABILITY, WORKABILITY, AND WATERPROOFNESS**

**Durability** of any material is that property which indicates whether the material will remain the same or not, even though it may be subjected to loads sufficient to destroy it. Durability of concrete is affected by:

- alternate wetting and drying;
- freezing and thawing (промірзання и відтаювання);
- heating and cooling (нагрівання и охолодження);
- capillary water;
- the dissolving of the cement by certain acids (кислоти);
- chemical reaction between certain constituents of aggregates and the alkalies (луга) in high-alkali Portland cement.

**Workability** (ефективність, продуктивність, придатність) is that property of freshly mixed concrete which is measured in terms of (з точки зору) convenience of placing, handling, and finishing. The degree of necessary workability will depend on the nature of the work being done. There are a number of factors affecting workability:

- cement
- water
- aggregate

- mixing
- admixtures

**Waterproofing** (водонепроникність) of concrete is desirable in order to increase the durability of it. Concrete that absorbs water is easily subjected to disintegration (розпад, руйнування), owing to the wetting and drying action or to freezing and thawing while wet. Waterproofing of concrete may be accomplished at any of the following ways:

- special waterproof cement;
- admixtures;
- richer mixtures and careful gradation of the aggregate;
- small amounts of mixing water;
- proper curing;
- application of bituminous coatings to the surface.

**Task 13. Give the definitions for the following terms:**

- Durability
- Waterproofing
- Workability

**Task 14. Look through the text and discuss the questions with your partners:**

1. What factors influence the durability of concrete?
2. What factors affect workability of building material?
3. How can builders make waterproofing of concrete?
4. Is water an enemy of concrete? Why yes/no?
5. Are acids dangerous for concrete? Why yes/no?

## GRAMMAR PRACTICE

### The Verb Дієслово

Дієслово – частина мови, яка означає дію або стан. Воно має особові та не особові форми.

Особові форми дієслова мають категорії особи, числа, часу, стану (активного та пасивного) та способу дії; виступають у реченні лише у функції присудка. В англійській мові є 3 способи дієслова:

1. Дійсний спосіб показує, що дія розглядається як реальний факт у теперішньому, минулому і майбутньому: Peter speaks (spoke/will speak) English.
2. Наказовий спосіб висловлює спонукання до дії, тобто наказ, прохання, пораду та ін.: Come in! Give me your dictionary.
3. Умовний спосіб показує, що мовець розглядає дію не як реальний факт, а як щось допустиме чи бажане: If I were you, I would not go there.

#### Основні форми дієслова:

I– інфінітив (Infinitive)

II– минулий неозначений час (Past Indefinite Tense);

III– дієприкметник минулого часу (Past Participle або Participle II); IV–

дієприкметник теперішнього часу (Present Participle або Participle I).

Неособові форми дієслова – інфінітив, герундій, дієприкметник.

### Часи дієслова

В англійській мові є чотири групи часів дієслова (кожна з них має форми теперішнього (Present), минулого (Past), і майбутнього (Future) часу; а також Future-in-the-Past – майбутній час в минулому):

I - Indefinite (Simple) Tenses – неозначені часи;

II - Continuous (Progressive) Tenses – тривалі часи; III - Perfect Tenses – перфектні (доконані) часи;

IV - Perfect Continuous Tenses – перфектно-тривалі часи.

Кожна група часів вживається для вираження дії, що відбувається в певний час за певних обставин.

#### **Дієприкметник теперішнього часу (Participle I)**

Participle I – це неособова форма дієслова, що має властивості прикметника, дієприслівника та дієслова. Утворюється шляхом додавання суфікса **ing** до основи дієслова: **to speak - speaking** той, хто каже; кажучи; **to rest - resting** відпочиваючий, відпочиваючи. Перекладається дієприкметником активного стану теперішнього часу або дієприслівником недоконаного виду.

Додавання суфікса – ing призводить до змін в основі дієслів, які закінчуються на:

1) наголошену голосну + приголосну:

*stop – stopping; begin – beginning; prefer – preferring*

2) голосну + **l**:

*travel – travelling; compel – compelling*

3) **-ie**: *lie – lying; die – dying; tie – tying*

4) приголосну + **e**:

*come – coming; make – making*

Примітка: кінцева літера **-y** не змінюється:

*fly – flying; play – playing*

Дієприкметник може виконувати такі функції в реченні:

1) обставини:

**Looking through the journal she found many interesting articles.** Продивляючись журнал, вона знайшла багато цікавих статей.

2) означення:

**The student reading the journal is my friend.** Студент, який читає журнал - мій друг.

3) може бути частиною присудка. В цьому випадку Participle I разом з дієсловом **to be** є присудком речення в одному з тривалих часів:

**I'll be waiting for you at 8 p.m.** Я чекатиму тебе о 8-ій вечора.

### Форми Participle I

Active Voice

Passive Voice

Present

writing

being written

Дія одночасна з

Participle

дією присудка

Perfect Participle

having written

having been

Дія, що передує

written

дії присудка

Present Participle може виражати дію

1) одночасну з дією, вираженою дієсловом-присудком:

Reading the English article

Читаючи цю

англійську статтю,

a) I wrote out a lot of new words;

я виписав багато нових слів;

b) I'll write out a lot of new words.

я випишу багато нових слів.

Participle I може відноситись до теперішнього, минулого чи майбутнього часу.

2) що відноситься до теперішнього часу, незалежно від часу дієслова-присудка:

The students working in the field from Kyiv.

Студенти, що працюють у same полі, прибули з Києва.

3) що передуює дії, вираженій присудком, якщо ці дії відбуваються одна за одною. У такому значенні в Participle I вживаються такі дієслова, як to arrive, to enter, to open, to close, to see, to hear, to receive та ін.

Participle I перекладається дієприслівником минулого часу, а дієслово-присудок в англійській мові вживається в Past Simple:

Coming home (When he came  
he began to work.

Прийшовши додому, він почав  
працювати.

### Тренувальні вправи

**1. Визначте, в якому з речень дієприкметник I вжито у функції обставини:**

1. They often worked on the farms being students. 2. The girl writing the test is my neighbour. 3. Peter is painting the ceiling of his room now.

**2. Прочитайте та перекладіть речення. Зверніть увагу на Participle I в ролі означення та обставини:**

1. The chemists dealing with this problem exchange information.
2. Hydrogen and oxygen combine chemically, forming the molecule H<sub>2</sub>O.
3. We increased the reaction rate increasing temperature.
4. They were sitting at the table discussing the article.
5. While (when) exploring the island, they found some plants never seen before.
6. Speaking at the conference he paid particular attention to this problem.

**3. Переробіть речення з складнопідрядних на прості, використовуючи Participle I в ролі означення:**

*e.g. The man who sells newspapers showed me the way to the post-office. The man selling newspapers showed me the way to the post-office.*

1. The students who spend their holidays in the country help the farmers with their field work.
2. Many students who learn English are members of our English club.
3. The man who is making the report is my father.
4. The women who are working in the field will go to the exhibition.
5. Most trees which grow near our building are broadleaved.
6. The girl who is going along the street is my friend.

**4. Переробіть речення з складнопідрядних на прості, використовуючи Participle I в ролі обставини:**

*e. g. When he reads English articles he writes out new words. Reading English articles he writes out new words.*

1. When I go to the Institute I usually meet our dean.
2. When they arrived in London, they went sightseeing the city.
3. When the students worked at this problem, they had to read many English journals.
4. While I was waiting for you, I read this article.
5. When my friend studied at the University, he published several scientific articles.

### Дієприкметник минулого часу (Participle II)

Participle II є пасивним дієприкметником, який має лише одну форму і



вживається тоді, коли іменник або займенник, до якого він відноситься, позначає об'єкт вираженої дії. Форма Participle II стандартних дієслів збігається з формою минулого часу цих дієслів: **to open відчиняти; opened відчинив; opened відчинений**.

Форма Participle II нестандартних дієслів утворюється різними шляхами: зміною кореневих голосних, кінцевих приголосних тощо. У таблиці нестандартних дієслів дієприкметник II завжди перебуває на третьому місці: **to write – wrote – written**.

У реченні Participle II може виконувати такі функції:

1) означення:

**The article translated by our students was very interesting.**

Стаття, перекладена нашими студентами була дуже цікавою.

2) обставини причини:

**Packed in strong cases, goods arrived in good condition.**

Упаковані в міцні ящики, товари прибули в хорошому стані.

3) обставини часу, що в українській мові відповідають підрядним реченням часу. Такі обставинні дієприкметникові звороти вводяться за допомогою сполучників when, while:

**When given the journal read the article about environment protection.**

Коли вам дадуть журнал, прочитайте статтю про охорону навколишнього середовища.

### Тренувальні вправи

#### 1. Визначте, в якому з речень вжито Participle II:

1. Peter solved a difficult problem. 2. Have you already solved this problem? 3. The problem solved by my friend was very difficult.

#### 2. Прочитайте та перекладіть речення. Зверніть увагу на Participle II в ролі означення та обставини:

1. The problems discussed at the conference are of great interest to us.
2. The data obtained must be checked.
3. These scientific articles translated by our students are rather difficult.
4. When translated into Ukrainian these articles will be of great interest to our students.
5. When done this experiment will give good results.
6. Water becomes ice when cooled.
7. Asked whether he intended to return soon, he replied that he would be away for about three months.
8. The Opera House built many years ago is one of the finest buildings in our city.
9. They sent me some illustrated catalogues.
10. The improved methods of work gave good results.

### 3. Переробіть речення з складнопідрядних на прості, використовуючи **Participle II** в ролі означення:

*e. g. They study at the university which was founded 100 years ago. They study at the university founded 100 years ago.*

1. I received a telegram which was sent yesterday.
2. The problem which was solved by our students is rather difficult.
3. The method which was used is very important for this experiment.
4. The decisions which were adopted at the conference are supported by our scientists.
5. The cotton which is grown here is of good quality.
6. The machines which are made at this plant are exported to many countries of the world.

### Sequence of Tenses

#### Узгодження часів

Узгодження часів (заміна часових форм) застосовується в підрядних реченнях, якщо дієслово у головному реченні стоїть в одному з минулих часів. Якщо дієслово-присудок у головному реченні стоїть у теперішньому або майбутньому часі, то у підрядних реченнях час вживається за змістом речення.

#### Основні правила узгодження часів

Часова форма присудка у підрядному реченні, необхідна за змістом:

##### Present Simple

I know (that) he **lives** in Paris.  
(Я знаю, що він живе в Парижі.)

##### Present Continuous

I think (that) she **is waiting** for me in the reading-room.  
(Я думаю, що вона чекає на мене у читальній залі)

##### Present Perfect Continuous

I know (that) he **has been living** in Paris since 1995.  
(Я знаю, що він живе в Парижі з 1995 р.)

Часова форма присудка у підрядному реченні, на яку замінюється:

##### Past Simple

I knew (that) he **lived** in Paris.  
(Я знав, що він живе в Парижі.)

##### Past Continuous

I thought (that) she **was waiting** for me in the reading-room.  
(Я думав, що вона чекає на мене у читальній залі)

##### Past Perfect Continuous

I knew (that) he **had been living** in Paris since 1995.  
(Я знав, що він живе в Парижі з 1995 р.)

### **Past Simple**

She says, "He **left** Kyiv three days ago."

(Вона каже: "Він виїхав з Києва три дні тому.")

### **Present Perfect**

I think she has already written the article.

(Я думаю, що вона вже написала статтю.)

### **Past Perfect<sup>1</sup>**

He says, "I **had worked** by 8 o'clock."

### **Future Tenses: Future Simple**

She said, "I **will write** a letter to my brother."

### **Future Continuous**

He said, "I **will be writing** the composition the whole evening."

### **Future Perfect**

He said, "I **will have done** it by 6 o'clock."

### **Future Perfect Continuous**

He said, "I'll **have been translating** the text for an hour when she comes."

(Він сказав: "Я перекладатиму

### **Past Perfect**

Sha said (that) he **had left** Kyiv three days before.

(Вона сказала, що він виїхав з Києва три дні тому.)

### **Past Perfect**

I thought she had already written the article.

(Я думав, що вона вже написала статтю.)

### **Past Perfect**

He said (that) he **had worked** by 8 o'clock."

### **Future-in-the-Past: Future Simple-in-the-Past**

She said (that) she **would write** a letter to my brother."

### **Future Continuous-in-the-Past**

He said (that) he **would be writing** the composition the whole evening. **Future Perfect-in-the-**

### **Past**

He said (that) he **would have done** it by 6 o'clock."

### **Future Perfect Continuous-in-the-Past**

He said (that) he **would have been**

Past Perfect та Past Perfect Continuous залишаються без змін.

### **Випадки, коли правила узгодження часів не застосовуються:**

1. Якщо в підрядному реченні мова йде про вічні істини або загальновідомі факти – переважно вживається Present Simple:  
The teacher told the children that water boils at 100 degrees centigrade.

2. Якщо в реченні точно зазначено час виконання дії (обставиною часу чи підрядним реченням часу), то ця дія виражається за допомогою Past Simple та Past Continuous:

He said that his parents **graduated** from the University in 1988. I thought that you **were working** in the library at five o'clock yesterday.

She said that she **was working** when I rang her up.

3. Дієслово-присудок в підрядних реченнях причини, а також в

означальних та порівняльних підрядних реченнях може вживатися в Present і Future:

He told me about the book which you **are reading**.

He refused to go to the theatre as he **will have** an examination in History in a few days.

He was once stronger than he **is** now.

4. Дієслова must, should та ought вживаються в підрядному реченні без змін незалежно від часової форми дієслова-присудка головного речення:

She tells (told) him that he should consult a doctor. He says (said) that I ought to visit my grand-parents.

The teacher tells (told) the children that they mustn't cross the road against the red light.

### Непряма мова (Indirect Speech)

При перетворенні прямої мови на непряму утворюється складнопідрядне речення з підрядним додатковим реченням із сполучником **that** або без нього:

He says, "I have read this book"                      He says (that) he has read that book. Якщо вказано особу, до якої звернено пряму мову і вживається *to say* з прийменником *to*, то перед непрямою мовою **to say to** замінюється на дієслово **to tell**:

She says to me, "I saw him yesterday"

She tells me (that) she saw him the day before.

При перетворенні прямої мови на непряму вказівні займенники, деякі обставини місця і часу змінюються на наступні:

this	that
these	those
now	then
here	there
today	that day
yesterday	the day before
the day before yesterday	two days before
tomorrow	the next day
the day before tomorrow	two days later
ago	before
next	the next
last (year)	the previous (year)

Непрямі запитання (**Indirect Questions**) мають структуру розповідного речення: з прямим порядком слів.

Загальні запитання замінюються підрядними реченнями із сполучниками **if** або **whether**:

We asked him, "Do you know this girl?" - We asked him **if/(whether)** he knew that girl.

При відтворенні непрямою мовою *спеціальних запитань* – питальні слова стають сполучними словами:

He asked me, "**Where** do you live?"                      He asked me **where** I lived.

I asked him, "Why have you come so late?"

I asked him why he had come so late.

**Наказовий спосіб** дієслова при перетворенні в непряму мову наказових речень замінюється **інфінітивом**. Дієслово **to say** замінюється на **to tell, to order**, а при проханні – на **to ask**:

She said to him, "Come at five o'clock."

She told him to come at five o'clock.

He said to me, "Don't go there."

He told me not to go there.

I said to her, "Please give me a glass of water."

I asked her to give me a glass of water.

### Тренувальні вправи

**Вправа 1. Перекладіть наступні речення українською, визначте час присудків та поясніть вживання часів:**

1. I didn't expect that you would come two days later. 2. The mother was angry with the children because they had been making a terrible noise since early morning. 3. He said that he was there in 1945. 4. They knocked because they didn't know that the children were sleeping then. 5. When she woke up in the morning she saw that it had already stopped raining. 6. I learnt from this book that elephants never forget.

**Вправа 2. Поставте присудок головного речення в Past Simple, зробивши всі необхідні зміни в реченні:**

1. I can't understand why you are doing this. 2. He doesn't like the shoes he bought last year. 3. I am surprised that you finished the work yesterday. 4. They look at the picture she has drawn today. 5. She can't tell the time because her watch has stopped. 6. He knows that you have received a letter from Helen. 7. I know you are a person I can trust completely.

**Вправа 3. Розкрийте дужки, поставивши дієслово у відповідному часі та стані:**

1. He posted the letter he (to write) two days before. 2. He said he (to leave) tomorrow morning. 3. I knew they (to wait) for me at the metro station and I decided to hurry. 4. He says that he (to know) the laws of the country. 5. He thought that all his dreams (to come) true very soon, when he finished school. 6. He understood why she (not to come) the previous evening. 7. She promised that she (to answer) all the questions at the conference.

**Вправа 4. Замініть пряму мову на непряму:**

1. "I'm waiting for my parents," Nick said. 2. Mary said, "I didn't recognize him." 3. "I was here with my friends," said Jane. 4. "Do you have a photograph of your son with you?" Helen asked. 5. "You should be careful," my friend said to me. 6. "The

Sun isn't a planet, it is a big star," the teacher explained. 7. "Don't make so much noise, will you?" the neighbour said to Pete. 8. "I promise I'll write to you as soon as I arrive, Jane," said Nick. 9. She asked, "Are there skyscrapers in London?" 10. "Why didn't you say that to me?" she asked her boyfriend.

### Пасивний стан дієслова (Passive Voice)

В англійській мові дієслово має дві форми стану: активний (Active Voice) – коли підмет (особа чи предмет) в реченні виконує дію та пасивний (Passive Voice) – коли підмет (особа, предмет) підлягає дії з боку іншої особи чи предмета, тобто є не суб'єктом, а об'єктом дії.

Порівняйте:

*Captain Cook discovered Australia. Australia was discovered by Captain Cook.*

У пасивному стані суб'єкт дії здебільшого не вказується, оскільки в центрі уваги знаходиться особа чи предмет, на які спрямована дія: *They will not deliver the new sofa on Monday.*

*The new sofa will not be delivered on Monday.*

Особливо це стосується випадків, коли підмет виражений одним із наступних слів: people, one, someone/somebody, they, he, etc.

Зазначення виконувача дії або діючої сили дається у формі прийменникового звороту з прийменником *by*:

*This experiment was conducted **by** our research workers. The rate of chemical reaction is influenced **by** many factors.*

Слід пам'ятати про дієслова, що вживаються з прийменником *by*: *To judge by* – судити по кому, судити з чого, міркувати; *to mean by* – мати на увазі; *to take by* – взяти (тримати, схопити) за, та ін.

Для позначення предмета, за допомогою якого виконується дія – вживається прийменник *with*:

*The paper was cut **with** a knife.*

*The letter was written **with** a ball-pen.*

В українській мові тільки перехідні дієслова вживаються в пасивному стані; і підметом речення пасивного стану може бути тільки прямий додаток з відповідного речення активного стану:

Студент написав тест. Тест був написаний студентом.

В англійській мові з дієсловами, наприклад, такими як *to ask, to bring, to tell, to send, to show, to teach, to promise, to offer, to give, to pay, to lend*, що приймають два додатки, можна утворювати пасивний стан двома шляхами:

Active: Someone sent me flowers. Passive:

a) I was sent some flowers.

a) Some flowers were sent for me.

В англійській мові навіть неперехідні дієслова, що потребують прийменникового додатка, можуть вживатися в пасивному стані, причому прийменник зберігає своє місце після дієслова:

They laughed **at** him.

He was laughed **at**.

Вони сміялися з нього.

З нього сміялися.

They can depend **on** Bill.  
можуть покластися на Білла.

Bill can be depended **on**. Вони  
На Білла можна покластися.

### Утворення пасивного стану дієслова

Часові форми пасивного стану утворюються за допомогою дієслова **to be** у відповідному часі, особі, числі та дієприкметника минулого часу (the past participle) смислового дієслова:

#### **to be + past participle (pp)**

<b>Tense Form</b>	<b>Indefinite</b>		<b>Continuous</b>
<b>Present</b>	I am He	} asked	I am
	is We are		He is } being asked We are
<b>Past</b>	I	} was	I am
	He } We were		He is } being asked We are
<b>Future</b>	I shall (will)	} be	
	He } We		asked
<b>Future in the Past</b>	I	} would	
	He } We		be asked

<b>Tense Form</b>	<b>Perfect</b>		<b>Perfect Continuous</b>
<b>Present</b>	I have He	} been	Замість відсутніх форм Perfect Continuous вживаються форми
	has We } have		
<b>Past</b>	I	} had been	Perfect
	He } We		
<b>Future</b>	I	} will have been	
	He } We		
<b>Future in the Past</b>	I	} would have	
	He } We		

Часові форми пасивного стану вживаються за тими самими правилами, що й відповідні часи активного стану.

## SIMPLE (INDEFINITE) PASSIVE TENSES

Tense	Affirmative	Interrogative	Negative
<b>Present Simple</b>	The office <u>is cleaned</u> twice a week.	Is the office <u>cleaned</u> twice a week?	The office <u>is not cleaned</u> twice a week.
<b>Past Simple</b>	The office <u>was cleaned</u> yesterday.	<u>Was</u> the office <u>cleaned</u> yesterday?	The office <u>was not cleaned</u> yesterday.
<b>Future Simple</b>	The office <u>will be cleaned</u> next day.	<u>Will</u> the office <u>be cleaned</u> next day.	The office <u>will not be cleaned</u> next day.

1. Часи групи Simple пасивного стану виражають одноразову, повторювану або постійну дію в теперішньому, минулому або майбутньому часі:

а) TV is watched all over the world. б) Jim's car was stolen last night.

в) His portrait will be painted by a famous artist.

2. Present Simple вживається для вираження майбутньої дії в підрядних реченнях часу та умови:

а) I shall be very glad if my article is published in the newspaper. Я буду дуже радий, якщо моя стаття буде опублікована в газеті.

б) The director will sign the documents when they are checked.

Директор підпише документи, коли вони будуть перевірені.

3. Як і в активному стані, вживання часів в підрядному реченні, що залежить від головного з дієсловом-присудком в минулому часі, підпорядковується правилам послідовності часів:

а) I knew that very interesting articles were published in the magazine.

Я знав, що в цьому журналі друкуються дуже цікаві статті. б) He said that the bridge would be built next year.

Він сказав, що міст побудують в наступному році.

в) Mary said that she would show us the article when it was typed. Мері сказала, що покаже нам статтю, коли вона буде опублікована.

4. Присудку в активному стані, що виражений словосполученням одного з модальних дієслів must, can (could), may (might), should, ought, to have, to be з інфінітивом активного стану, відповідає в пасивному звороті словосполучення цього ж модального дієслова з інфінітивом пасивного стану:

а) You ought to translate this article at once. Вам слід перекласти цю статтю відразу. The article ought to be translated at once. Цю статтю слід перекласти відразу.

б) They must finish their work as soon as possible.

Вони повинні закінчити свою роботу якомога швидше. Their work must



be finished as soon as possible.

Їх робота повинна бути закінчена якомога швидше.

5. Пасивні звороти з формальним підметом **it**.

Звороти, що складаються із займенника **it** і дієслова в пасивному стані

– **it is said, it was said, it is reported, it was reported** та ін., відповідають в українській мові дієсловам в 3-ій особі множини з неозначено-особовим значенням: *кажуть, казали, повідомляють, повідомляли* та ін. в таких зворотах **it** є формальним підметом і немає самостійного значення:

а) It is reported that the delegation has arrived in Kyiv. Повідомляють, що делегація прибула в Київ.

б) It was expected that he would return soon.

Сподівалися, що він скоро повернеться.

У таких зворотах часто зустрічається сполучення модального дієслова з інфінітивом пасивного стану: **it can be said** *можна сказати*, **it should be mentioned** *слід нагадати*, **it was be expected** *треба було очікувати* та ін.

**Тренувальні вправи**

**Вправа 1. Перекладіть українською мовою речення з дієсловами в пасивному стані, при потребі починайте переклад з прийменників:**

1. This engineer's design was much spoken of at the conference.
2. This research was given particular attention because of its prime importance for the development of this branch of physics.
3. This book is written mainly for researchers.
4. New electronic devices are dealt with in this article.
5. New methods will be developed as a result of this experimental work.
6. The First Congress of Biochemistry was held in Cambridge in 1949.
7. The opening plenary session was followed by a concert.

**Вправа 2. Поставте запитання до поданих речень:**

1. The Houses of Parliament were built *in the nineteenth century*.
2. *Twenty* people were hurt in the train crash.
3. *Three* teenagers were given an award for bravery yesterday.
4. The telephone was invented by Bell *in 1876*.
5. *20,000* cars will be produced next year.
6. *Ten* pictures have been stolen from the National Gallery.
7. During the centuries *the famous Tower of London* was used as a fortress, a royal residence and a prison.

**Вправа 3. Заповніть пропуски необхідною формою дієслова:**

1. These pictures are beautiful. They ... (paint) by my father while he was on holiday last summer.
2. Volkswagen cars ... (make) in Germany.
3. The Pyramids ... (build) by the Ancient Egyptians.
4. Those flowers are great. They ... (send) to her yesterday by one of her fans.

5. Who does the washing-up in your house? The dishes ... (wash) by my brother and then ... (dry) by my sister.
6. Who looks after your baby when you're at work? Well, he ... (look after) by my mother.
7. When will I have my car? It ... (deliver) to your house the day after tomorrow.

**Вправа 4. Перетворіть подані речення з активного стану на пасивний:**

1. They use a computer to do that job nowadays.
2. Where will your company send you next year?
3. The pop star sang the song.
4. They won't take him home after the party.
5. Tom didn't break the window.
6. Mary sent Peter a birthday card.
7. His mother cooked this delicious turkey.
8. An international company publishes these books.

**Вправа 5. Перетворіть подані речення з активного стану на пасивний, звертаючи увагу на модальні дієслова з інфінітивом пасивного стану:**

1. You must take the dog for a walk.
2. We should eat this cake immediately.
3. You ought to put these clothes away.
4. I have to finish my homework tonight.
5. You must tidy your bedroom.
6. They should inform the citizens as soon as possible.
7. You can use this saucepan for cooking spaghetti.
8. He must finish the project by Friday afternoon.
9. You must post these letters today.
10. Employers must pay all travel expenses for this training course.

**CONTINUOUS (PROGRESSIVE) PASSIVE TENSES**

Часи групи Continuous (or Progressive) пасивного стану, як і активного, виражають тривалу дію, що відбувається в якийсь момент або період часу в теперішньому чи минулому часі. Майбутній час – Future Continuous – в пасивному стані не вживається.

**Present Continuous Passive:** A very interesting film is being shown on TV.

**Past Continuous Passive:** An ice hockey game was being shown on TV when he returned home.

Present (Past) Continuous Passive утворюються за допомогою допоміжного дієслова to be в Present (Past) Continuous Active Voice та дієприкметника минулого часу основного дієслова.

Tense	Affirmative	Interrogative	Negative
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<b>Present Continuous</b>	The office <u>is being cleaned</u> now.	Is the office <u>being cleaned</u> now?	The office <u>is not being cleaned</u> now.
<b>Past Continuous</b>	The office <u>was being cleaned</u> when the boss arrived.	<u>Was the office being cleaned</u> when the boss arrived?	The office was not being cleaned when the boss arrived.
<b>Future Continuous</b>	-	-	-

Як і в активному стані, дієслова, що не виражають дію як процес, як правило, не вживаються в формі Continuous. До них відносяться дієслова, що виражають відчуття: *to see, to smell, to hear, to seem, to taste*; волевиявлення: *to refuse, to prefer, to object, to agree, to disagree, to deny, to impress, to promise*; бажання: *to wish, to want, to desire*; почуття: *to like, to hate, to love*; розумову діяльність: *to know, to understand, to believe, to doubt, to see (= 'understand')*, *to imagine, to realise, to suppose, to remember, to think (= 'have an opinion')*, *to forget, to recognise*; дієслова, що виражають відношення між предметами: *to be, to belong, to concern, to involve, to consist, to contain, to depend, to lack, to need, to include, to owe, to possess, to weigh (= 'have weight')*, та ін.

### Тренувальні вправи

**Вправа 1. Прочитайте та перекладіть речення. Зверніть увагу на форми часу дієслів в пасивному стані:**

1. Excuse the mess, the house is being painted. 2. I felt as if I was being watched. 3. The roof is being repaired by a friend of ours. 4. A multistoried house is being built near our school. 5. The children are being taught by Mr. Rice at the moment. 6. I think the film is being shown on TV now. 7. The factory was still being built when we came to that place.

**Вправа 2. Підкресліть присудки в реченнях. Перетворіть речення у Passive Voice, звертаючи увагу на часову форму дієслів:**

1. Some people are considering a new plan.

A new plan is being considered.

2. The grandparents are watching the children.

The children \_\_\_\_\_ by their grandparents.

3. The author is writing a new book.

A new book \_\_\_\_\_ by the author.

4. They are planting the trees in the garden.

The trees \_\_\_\_\_ in the garden.

5. According to one scientific estimate, we are losing 20,000 species of plants and animals each year due to the destruction of rain forests. According to one scientific estimate, 20,000 species of plants and animals\_\_each year due to the destruction of rain forests.

**Вправа 3. Утворіть питальну та заперечну форми речень:**

1. The sick man is being operated on. 2. The network of transmitting stations is being built in this region now. 3. The children are making a birthday cake in the kitchen. 4. The road is being repaired by our workers. 5. The film was being shown from 7 till 9. 6. The orchestra was being conducted by our music teacher. 7. Water-power stations are being built on the Mountain Rivers. 8. Students from about 30 countries are being trained at Kyiv University.

**Вправа 4. Замініть наступні речення на Passive Voice:**

1. Someone is organizing a student trip to the art museum. A student trip to the art museum\_\_\_\_\_.

2. We couldn't use our classroom yesterday because someone was painting it. We couldn't use our classroom yesterday because \_\_\_\_\_.

3. Someone is considering Jack for the job. Jack \_\_\_\_\_ for the job.

4. The police are questioning two boys in connection with the accident. Two boys \_\_\_\_\_ by the police in connection with the accident.

5. Look! Someone is feeding the seals. The seals\_\_\_\_\_.

### PERFECT PASSIVE

1. Часи групи Perfect пасивного стану, як і активного, виражають дію,

що передує іншій дії або якомусь моменту в теперішньому, минулому або майбутньому часі. Крім цього, перфектні часи, особливо Present Perfect Passive, вживаються для підкреслення результату дії, що відбулася. The windows **have** still not **been repaired**. – Вікна ще не відремонтовані. I was thinking of all that **had been said**. – Я думав про все, що було сказано. The goods **have** just **been examined** by the customs officers. – Товари щойно оглянуті (були оглянуті) митниками.

2. Present (Past, Future) Perfect Passive утворюються за допомогою допоміжного дієслова **to be** в Present (Past, Future) Perfect та дієприкметника минулого часу основного дієслова.

Tense	Affirmative	Interrogative	Negative
<b>Present Perfect</b>	The office <u>has been cleaned</u> today.	<u>Has</u> the office <u>been cleaned</u> today?	The office <u>has not _____ been cleaned</u> today.
<b>Past Perfect</b>	The office <u>had been cleaned</u> by two o'clock.	<u>Had</u> the office <u>been cleaned</u> by two o'clock?	The office <u>had not _____ been cleaned</u> by two o'clock.
<b>Future Perfect</b>	The office <u>will have _____ been</u> cleaned by the time we come.	<u>Will</u> the office <u>have _____ been</u> cleaned by the time we come?	The office <u>won't have _____ been cleaned</u> by the time we come.

**Future Perfect-in-the-Past Passive** утворюється так само, як і Future Perfect Passive, але замість допоміжних дієслів **shall/will** вживаються відповідно **should/would**.

Future Perfect-in-the-Past Passive: I (we) should have been invited.  
He (she, you, they) would have been invited.

1. Замість Present Perfect Continuous та Past Perfect Continuous, які не мають форм пасивного стану, відповідно вживаються Present Perfect і Past Perfect Passive.

The dissertation **has been discussed** for two hours.

Дисертація обговорюється уже дві години.

The dissertation **had been discussed** for two hours when he came. Дисертація вже обговорювалась дві години, коли він прийшов.

2. Як і в активному стані, в підрядних обставинних реченнях часу та умови для вираження майбутньої дії замість форми Future Perfect Passive вживається форма Present Perfect Passive:

**After** the goods **have been examined** we shall take them to the ware- house.

Після того як товари будуть оглянуті, ми відвеземо їх на склад.

3. Узгодження, як і в активному стані, вживання часів в підрядному реченні з дієсловом-присудком в минулому часі, з правилами послідовності часів.

I knew that the plant **had been** Я знав, що завод будується вже

**built** for two years. два роки.  
 She showed me the article which **had been translated** by her brother. Вона показала мені статтю, яка була перекладена її братом.  
 He said that the house **would have been built** by January. Він сказав, що будинок (вже) буде **have** побудований (побудують) до січня. She said that you **would have** a new film before he left. новий фільм, до того як він піде. Вона сказала, що вам покажуть **been shown**

### 3. Perfect Infinitive Passive та модальні дієслова. Perfect Infinitive Passive вживається:

- після модальних дієслів **must** і **may** для вираження припущення, що дія вже здійснилася:

The letter **may have been sent** to the wrong address.

Лист, мабуть, був відісланий за неправильною адресою.

- після дієслів **can**, **cannot** для вираження здивування, сумніву з приводу того, що дія могла здійснитися:

Can this work **have been done** in such a short time? Невже ця робота була зроблена за такий короткий строк?

- після дієслів **should**, **would**, **could**, **might**, **ought** та **was (were)** для вираження дії, яка повинна була б чи могла б здійснитися, але не здійснилася:

The goods **were to have been delivered** at the beginning of May. Товари повинні були бути доставлені на початок травня (але не були доставлені).

The windows **should have been cleaned** yesterday. Вікна слід було (потрібно було) вимити вчора.

### Тренувальні вправи

#### Вправа 1. Прочитайте речення та перекладіть їх. Зверніть увагу на Passive Voice:

1. Jim didn't know about the change of plans. He hadn't been told.
2. During the last decades a great number of researchers have been involved in the study of cancer problems.
3. Various ideas have been proposed to explain the origin of the moon.
4. An advertisement have not been placed in the newspaper yet.
5. I'm not going to the party. I haven't been invited.
6. In recent years much of our interest has been centred round the problem of the evolution of comets.
7. The letters have already been posted by the time the boss came in.
8. He said that he would show us the letter when it was typed.
9. This room looks different. Has it been painted since I was last here?
10. A tree was lying across the road. It had been blown down in the storm.

#### Вправа 2. Підкресліть перфектну форму дієслова. Закінчіть речення відповідною часовою формою дієслова у пасивному стані:

1. They have changed the date of the meeting

The date of the meeting has been changed.

2. The chef hasn't made dinner.

The dinner \_\_\_\_\_.

3. Brian told me that somebody had attacked and robbed him in the street. Brian told me that he \_\_\_\_\_.

4. The doctor had already told him to go on a diet. He \_\_\_\_\_.

5. They have been built excellent shelters for tourists in these mountains.

Excellent shelters for tourists \_\_\_\_.

6. Richard has offered Helen a watch.

Helen \_\_\_\_\_.

### Вправа 3. Утворіть питальну та заперечну форми речень:

1. The light has not yet been turned off.

2. He has been told everything, so he knows what to do now.

3. The door has been left open.

4. The article will have been published by the time you arrive.

5. This crop had been sown by the end of the month.

### Неособові форми дієслова

#### (Non-Finite Forms of the Verb)

Неособові форми дієслова (non-finite forms of the verb) – інфінітив (the Infinitive), герундій (the Gerund), дієприкметник (the Participle) – не мають граматичних ознак особи, числа і способу, не виражають часу дії, тому не можуть бути присудком речення, а можуть тільки входити до його складу. Вони вказують лише на співвіднесеність у часі дії, що вони виражають, до дії присудка: одночасна вона чи передує їй.

#### The Infinitive (Інфінітив)

Інфінітив – це неособова форма дієслова, яка тільки називає дію і відповідає на запитання *що робити?, що зробити?* – **to read** читати; **to understand** розуміти.

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

#### Форми

#### інфінітиву

#### Active

#### Passive

#### Indefinite

to write to come

to be written

#### Continuous

to be writing to be coming

-

<b>Perfect</b>	to have written to have come	to have been written
<b>Perfect Continuous</b>	to have been writing to have been coming	-

Якщо дієслово не вживається в пасивному стані або в формі Continuous, то кількість форм інфінітива відповідно менша. Ознакою інфінітива в англійській мові є частка

**to**. Частка **not**

перед інфінітивом вказує на заперечну форму.

Але слід пам'ятати, що в деяких випадках інфінітив вживається без частки to:

- 1) після модальних дієслів (окрім дієслова *ought*);
- 2) в об'єктному інфінітивному звороті після дієслів: **to see, to hear, to feel, to watch, to observe, to notice; to let, to make;**
- 3) після виразів **would rather, would sooner, had better...**

Значення і вживання форм інфінітиву

I. Інфінітив у формі **Indefinite** вживається:

1. Якщо дія, яку він виражає, одночасна з дією, вираженою дієсловом-присудком речення:

**I am sorry to hear it.**

Мені прикро чути це.

**He was glad to see them.**

Він був радий бачити їх.

**It will be very interesting to read these books.**

Буде дуже цікаво прочитати ці книжки.

2. З дієсловами, що вказують намір, надію та ін. Indefinite Infinitive означає дію, майбутню щодо відношення до дії, вираженої дієсловом-присудком:

**I hope to see you on Monday.**

Я сподіваюсь побачитися з вами в понеділок.

**I want to make a report.**

Я хочу зробити доповідь.

3. З модальними дієсловами Indefinite Infinitive часто виражає майбутню дію:

**They may come tomorrow.**

Може, вони прийдуть завтра.

II. **Continuous Infinitive** виражає тривалу дію, що відбувається одночасно з дією, вираженою дієсловом-присудком:

**It was pleasant to be driving a car again.**

Приємно було знову вести автомобіль.

III. **Perfect Infinitive** виражає дію, що передує дії, вираженій дієсловом-присудком:



### **I was pleased to have done something.**

Я була задоволена, що я дещо зробила.

З модальними дієсловами **should, ought, could, might** у стверджувальній формі, а також після **was/were** в модальному значенні Perfect Infinitive показує, що дія не відбулася:

### **He should have stayed at home.**

Йому слід було залишитися вдома (але він не залишився).

### **He was to have done it.**

Він мав зробити це (але не зробив).

Таке саме значення має Perfect Infinitive після минулого часу дієслів **to expect** сподіватися, чекати; **to hope** надіятися; **to intend** мати намір та ін.:

### **I hoped to have found him at home.**

Я сподівався застати його вдома (але не застав).

IV. **Perfect Continuous Infinitive** виражає тривалу дію, що відбувалася протягом певного часу перед дією, вираженою дієсловом-присудком:

### **I am happy to have been living in Kyiv for 25 years.**

Я щасливий, що 25 років живу в Києві.

V. Інфінітив вживається в активному стані, якщо іменник або займенник, до якого він відноситься, означає суб'єкт дії, вираженої інфінітивом:

### **But they don't want to play with me.**

Але вони не хочуть гратися зі мною.

Інфінітив вживається в пасивному стані, якщо іменник або займенник, до якого він відноситься, означає об'єкт дії, вираженої інфінітивом:

**She didn't want to be found.** Вона не хотіла, щоб її знашли.

VI. Інфінітив також вживається:

1. Після таких дієслів, як: **advise, afford, agree, appear, attempt, decide, dare, forget, fail, expect, hope, manage, offer, plan, pretend, promise, refuse, seem, tend, threaten, want, etc.**

e.g. He refused to answer my questions. I hope to see you again soon.

He promised not to be late.

## **Інфінітивні конструкції**

### **Складний підмет (Суб'єктний інфінітивний комплекс)**

Інфінітив вживається в суб'єктному інфінітивному звороті – **Complex Subject** - ("складний підмет"), де іменник чи займенник стоїть в загальному відмінку:

а) після таких дієслів в пасивному стані, як: *say, report, think, believe, expect, consider, suppose, see, hear, feel, notice, observe, watch, order, allow, permit, etc.*

e. g. Mark was seen to cross the street. Бачили, як Марк переходив вулицю.

He was made to do it. Його примусили це зробити. The Moon is known to be the

Earth's                      Відомо, що Місяць - satellite.                      супутник Землі.

He is known to be a good poet.                      Кажуть, що він хороший поет.

б) після наступних дієслів в активному стані: *seem, appear (здаватися), happen, chance (трапитися), turn out, prove (виявлятися)*:

e.g. They seemed not to listen to their teacher. Здавалося, що вони не слухали свого вчителя. He appears to be a good psychologist.

Здається, він хороший психолог.

в) після словосполучень *to be sure, to be certain, to be likely, to be unlikely*:

e. g. They are likely to meet often.

Вони, мабуть, часто зустрічатимуться. He is unlikely to change his mind.

Несхоже, щоб він передумав. They are sure to win the match.

Вони обов'язково виграють цей матч.

### **Складний додаток (Об'єктний інфінітивний комплекс)**

Інфінітив вживається в конструкції: Verb + Pro(noun) + Infinitive

– в об'єктному інфінітивному звороті (**Complex Object**), де додатком (object) є іменник у загальному відмінку або особовий займенник в об'єктному відмінку, після якого вживається інфінітив, що виражає дію, яку виконує або якої зазнає особа чи предмет, позначений цим іменником або займенником.

Цей об'єктний інфінітивний зворот (Complex Object) вживається:

1) після дієслів: *consider, believe, think, find, know, expect, suppose, want, wish, desire, like, would like, dislike, hate, intend, request, ask (просити), allow, permit, recommend, cause, force, make* (примушувати), *let* (веліти, дозволяти):

e. g. Mr. Lee expected them to be here at ten o'clock. The police ordered the driver (him) to stop.

2) після дієслів to make, to let, to see, to hear, to feel, to watch, to observe, to notice – частка **to** перед інфінітивом не вживається:

e. g. I saw Mark cross the street. Я бачив, як він переходив вулицю. They made him do it. Його примусили це зробити.

Об'єктний інфінітивний зворот перекладається на українську мову здебільшого підрядним додатковим реченням, де іменник чи займенник відповідає підмету, а інфінітив – присудку цього підрядного речення.

### **For+ Інфінітив**

Інфінітив вживається також в прийменниковому інфінітивному комплексі – в конструкції "for + noun/pronoun + infinitive" (де займенник вживається в об'єктному відмінку):

e. g. They asked for the data (them) to be published. Вони просили, щоб ці данні були опубліковані.

For this work to be done successfully conditions must be favourable. Для того щоб ця робота була виконана успішно, необхідні сприятливі умови.

Цей інфінітивний зворот може знаходитися в будь-якій частині речення. На українську мову частіше за все перекладається підрядним реченням з сполучником "щоб/для того щоб".

### Функції інфінітива в реченні

1. Інфінітив може вживатися в реченні в ролі підмета:  
e. g. To apply fertilizers is very important for growing crops in this region.  
Вносити добрива (внесення добрив) – дуже важливо для вирощування врожаїв в цьому регіоні.
2. Інфінітив може вживатися в ролі предикатива (іменної частини складного присудка):  
e. g. The point is to achieve the aim. Головне – досягти мети.
3. Інфінітив може вживатися в ролі частини дієслівного складного присудка:
  - а) з модальними дієсловами:  
e. g. They must do it at once.
  - б) з дієсловами, що вживаються з інфінітивом іншого дієслова (to want, to wish, to try, to intend, to expect, to hope та ін.):  
e. g. He wants to read a newspaper.
  - в) з дієсловами, що означають початок або продовження дії (to begin, to start, to continue та ін.):  
e. g. She began to look through the journals on her speciality.
4. Інфінітив може вживатися в ролі додатка до дієслів та прикметників:  
e. g. She asked me to speak loudly.  
I'll be happy to accept your invitation.
5. Інфінітив може вживатися як обставина мети:  
e.g. We often use heating (in order) to increase the reaction rate.  
Ми часто використовуємо нагрівання для того, щоб підвищити швидкість реакції.
6. Інфінітив також вживається як означення:  
e.g. He described some phenomena to be observed there only in winter. Він описав деякі явища, які можна спостерігати тільки взимку

### **Тренувальні вправи**

#### **1. Перекладіть українською, звертаючи увагу на форму інфінітиву:**

1. She wants to be invited to the party. 2. They must be working in the garden. 3. We expect them to have returned. 4. She is said to have been working at school for many years.

#### **2. Поставте дієслова у відповідній формі інфінітиву. Перекладіть речення українською:**

1. This film turned out (show) ... in our club last month.
2. He is expected (take part) ... in the conference next week.

3. Pluto is known (discover) ... in 1930.
4. We expect them (return) ... in 2 days.
5. This question is likely (discuss) ... tomorrow.
6. We know this phenomenon (explain) ... by astronomers in the distant past.

**3. Поставте частку *to* перед інфінітивом там, де це необхідно:**

1. I think you ought ... apologize. 2. Make him ... speak louder. 3. Help me ... carry this bag. 4. My son asked me ... let him ... go to the theatre. 5. I must ... go to the country. 6. He said that she might ... come in the evening. 7. She was made ... repeat the song.

**4. Прочитайте та перекладіть наступні речення з об'єктним інфінітивним комплексом. Зверніть увагу на вживання або відсутність частки *to* перед інфінітивом:**

1. We expected her to return.
2. He allowed me to use his car.
3. I expect you to be on time.
4. The doctor told me to take these pills.
5. I want you to be happy.
6. I saw my friend run down the street.
7. I heard the rain fall on the roof.
8. I heard a famous opera star sing at the concert last night.
9. She watched the children play in the yard.
10. His parents intended him to go with them to the farm.

**5. Доповніть речення, поставивши, де необхідно, частку *to* перед інфінітивом та займенники в об'єктному відмінку:**

1. The teacher made ... (he/ to learn) the poem by heart.
2. I wanted ... (they/ to work) here.
3. They expect ... (we/ to answer) the letter at once.
4. You noticed ... (she/ to approach) the river.
5. I heard ... (he/ to read) it aloud.
6. His parents want ... (he/ to become) an agronomist.
7. We watched ... (they/ to play) in the yard.
8. You forced ... (he/ to do) the exercise again.
9. I let ... (she/ to leave) the room.
10. The rain ... (we/ to go) home.

**6. Перефразуйте наступні складнопідрядні речення в прості, вживаючи Complex Subject (суб'єктний інфінітивний зворот). Зверніть увагу на форму інфінітиву:**

e.g. It is reported that the delegation arrived in Paris on the 10<sup>th</sup> of September. – *The delegation is reported to have arrived on the 10<sup>th</sup> of*

September.

1. It is known that he works hard.
2. It is said that she has been teaching chemistry at our University for thirty years.
3. It seems that our students are working in the field.
4. It is believed that this house was built in the 19th century.
5. It is supposed that his article will be published next week.
6. It turned out that the translation was very difficult.
7. It was supposed that the weather would be fine in May.

### The Participle (Складні форми дієприкметника)

Перфектний дієприкметник (Perfect Participle)

Perfect Participle має дві форми — активного та пасивного стану. Форма активного стану утворюється за допомогою Present Participle допоміжного дієслова to have і Past Participle основного дієслова: **having asked**.

Форма пасивного стану Perfect Participle утворюється за допомогою having been і Past Participle основного дієслова: **having been asked**. Неперехідні дієслова не мають форми пасивного стану (напр. to go):

<u>Форми</u>	<u>Active</u>	<u>Passive</u>
Perfect	having asked	having been asked
	having gone	

### Значення та вживання

Perfect Participle виражає дію, яка передує дії, вираженій дієсловом-присудком. Perfect Participle відповідає українському прислівнику доконаного виду:

**Having learned** about it, they stopped speaking. Дізнавшись про це, вони припинили розмову.

Perfect Participle Active вживається тоді, коли іменник чи займенник, до якого він відноситься, означає суб'єкт вираженої ним дії:

**Having taking** the book, he left the library. Взявши книгу, він вийшов з бібліотеки.

Пасивна форма дієприкметника.

(Present Participle Passive та Perfect Participle Passive)

Пасивна форма дієприкметника вживається тоді, коли іменник чи займенник, до якого він відноситься, означає об'єкт вираженої ним дії. Present Participle Passive вживається для вираження дії, що відбувається на теперішній момент чи теперішній період часу, на відміну від Past Participle, який виражає дію, що відбувається звичайно, взагалі.

The question now **being discussed** at the meeting is very important.

Питання, що обговорюється зараз at the meeting, - дуже важливе.

The large house **being built** in our city is very beautiful.

Велика будівля, що будується на street is very beautiful.



є найважливішою.

They went quickly out of the house, **he accompanying her to the station.**

Вони швидко вийшли з дому, і він провів її до вокзалу.

### Тренувальні вправи

#### 1. В якому з речень вжито Perfect Participle?

1. While reading an interesting English story she used a dictionary.
2. Entering the room we found nobody there.
3. He looked through the newspaper received this morning.
4. Having cleaned the room they went shopping.
5. The contract signed last year is useful for both sides.

#### 2. Прочитайте та перекладіть українською:

1. Having finished the experiment he described its results in his article
2. Having solved many scientific and technical problems, our scientists could launch the first spaceship in outer space.
3. Having travelled about the country nearly two months, he returned to the capital.
4. The questions now being discussed at the meeting are very important.
5. Having collected all the material, she was able to write her report to the conference.
6. Having been sent to the wrong address, the letter didn't reach them.
7. Yesterday the professor told us about the experiments now being carried on in his laboratory.

#### 4. В якому реченні незалежний дієприкметниковий зворот слід перекласти підрядним реченням з сполучником «після того як»?

1. This crop being used for different purposes, man cultivates it all over the world.
2. Water covers nearly three fourths of the Earth, most being sea water.
3. The distribution of water on our planet varying greatly, some places get too much water or too little.
4. The experiments having been carried out, they started new investigations.
5. The bridge being destroyed, we couldn't cross the river.

### The Gerund (Герундій)

Герундій - це неособова форма дієслова, що має властивості дієслова та іменника. Як і інфінітив, герундій називає дію: reading — читання, seeing — бачення.

В українській мові немає форми, яка відповідала б герундію. Слова читання, бачення - іменники, що утворились від дієслів, але вони не мають граматичних ознак дієслова. Герундій перекладається іменником, інфінітивом, дієприкметником, дієсловом, підрядним реченням.

Дієслівні властивості Герундій має такі дієслівні властивості:

- 1) герундій перехідних дієслів вживається з прямим додатком: I like **reading books**. Я люблю читати книжки.  
She began **preparing food**. Вона почала готувати їжу.

2) герундій може мати означення, виражене прислівником:  
They continued **listening attentively**. Вони продовжували уважно слухати.

3) герундій має неозначену й перфектну форми, вживається в активному і пасивному стані. Форми герундія співпадають з формами дієприкметника.

<u>Форми</u>	<u>Active</u>	<u>Passive</u>
Indefinite	writing	being written
Perfect	having written	having been written

Неозначена форма герундія (Indefinite Gerund) вживається:

а) для вираження дії, одночасної з дією, вираженою дієсловом-присудком речення:

He sat without **turning** his head. Він сидів, не обертаючись, б) для вираження дії безвідносно до якогось певного часу:

**Seeing is believing.** Бачити — значить вірити.

в) після дієслів to intend, to suggest, to insist та деяких інших Indefinite Gerund виражає майбутню дію по відношенню до дії, вираженої дієсловом-присудком:

He insisted on **telling** her about it. Він наполягав на тому, щоб розказати їй про це.

г) для вираження дії, що передує дії, вираженій дієсловом-присудком, зокрема після дієслів to thank, to forget, to remember, to excuse, to apologize, а також після прийменників on і after:

I don't remember **seeing** her. Я не пам'ятаю, щоб я бачив її.

Перфектна форма герундія (Perfect Gerund) виражає дію, що передує дії, вираженій дієсловом-присудком речення:

Thank you for **having helped** me. Спасибі, що допомогли мені. Герундій вживається в пасивному стані, якщо іменник чи займенник, до якого він відноситься, позначає об'єкт вираженої ним дії:

He does not come without **being invited**.

Він не приходять, якщо його не запрошують. She remembers **having been showing** this article.

Вона пам'ятає, що їй показували цю статтю.

Функції герундія в реченні.

Герундій у реченні може виконувати такі властиві іменнику синтаксичні функції:

1) підмета:

**Smoking** is harmful. Палити - шкідливо.

2) предикатива:

His hobby is **collecting** stamps. Його улюблене заняття - колекціонувати поштові марки.

3) додатка (прямого і прийменникового):



Forgive my **saying** it.  
She is fond of **painting**.

Пробач мені те, що я сказав.  
Вона полюбляє малювати.

- 4) обставини (мети, причини, умови, часу, способу дії): She improved the text **by changing** a few sentences.

Вона покращила текст, замінивши декілька речень. They never obtain high yields **without applying** fertilizers.

Вони ніколи не отримають високих врожаїв, не застосовуючи добрив.

### Вживання

- 1) Після дієслів: to avoid, to finish, to suggest, cannot help, to enjoy, to excuse, to forgive, to postpone, to delay, to mind, та ін. - вживається тільки герундій (з усіх неособових форм дієслова):

We finished **dressing**. Ми закінчили одягатися.

- 2) Після дієслів та дієслівних словосполучень з прийменниками: to leave off, to give up, to go on, to keep on, to put off, to insist on, to agree to, to prevent from, to thank for, to be busy in, to be capable of, to be fond of, to be proud of, to be surprised at, та ін.:

Mary left off **ironing**. Мері перестала прасувати.

Fancy **going** for a walk in such weather. Уявіть собі прогулянку в таку погоду.

- 3) Після прикметників **worth** та **busy** (з дієсловом to be):

These fertilizers **are worth buying**. Ці добрива варто купити. Yesterday he **was busy working** in the garden. Вчора він був зайнятий роботою в саду.

- 4) Герундій або інфінітив вживається після таких дієслів, як: to begin, to start, to continue, to propose, to like, to try, to refuse, to intend, to forget, to remember, to prefer:

The children **began playing**. = The children **began to play**.

*Порівняйте:*

- (1) stop + gerund: When the professor entered the room, the students stopped talking. (The room became quiet.)

(2) stop + infinitive of purpose: While I was walking down the street, I ran into an old friend. I stopped to talk to him. (I stopped walking in order to talk to him.)

### Комплекс з герундієм

Перша частина герундіального комплексу — іменник у присвійному чи загальному відмінку або присвійний займенник. Друга частина — герундій, що виражає дію, яку виконує чи зазнає особа або предмет, позначений першою частиною комплексу. Такий зворот часто перекладається підрядним реченням, де займенник чи іменник є підметом, а герундій - присудком:

I don't like **him going** here. Мені не подобається, що він іде туди.

I remember **his friend taking part** Я пам'ятаю, що його

in the conference.

They told us about **his coming** here.  
приходив сюди.

друг брав участь у конференції.  
Вони сказали нам про те, що він

### Тренувальні вправи

#### 1. Перекладіть на українську мову, звертаючи увагу на функцію герундія в реченні та його форму:

1. He likes translating scientific articles from English into Ukrainian.
2. After having changed the temperature twice he decided to change conditions of the experiment.
3. The manager has finished dictating a text to her secretary.
4. Having been read and corrected by the secretary, the text contained no mistakes.
5. On carrying out his experiments, he could make a lot of calculations.
6. Instead of translating the article himself, he asked his friend to do it.

#### 2. Доповніть речення, вживаючи форму герундія наступних дієслів: to watch, to go, to stay, to write, to talk, to forget, to clean

1. I think people should stop ... television so much.
2. He has finished ... the flat.
3. Nobody thought of ... to bed.
4. Don't fear my ... her.
5. I insist on my sister's ... at home.
6. I don't enjoy ... letters.
7. He likes ... to me.

#### 3. Складіть речення, користуючись таблицею:

- |                        |                                   |
|------------------------|-----------------------------------|
| 1. Thank you for       | seeing my parents next week.      |
| 2. I'm thinking of     | disturbing you.                   |
| 3. How about           | dancing and singing.              |
| 4. I apologise for     | telling me the truth.             |
| 5. I'm tired of        | understanding this.               |
| 6. She's very good at  | going to the cinema tonight?      |
| 7. He's not capable of | answering that child's questions. |

#### 4. З наведеного переліку дієслів, виберіть ті, після яких вживається герундій:

Agree, avoid, can't help, decide, expect, fancy, finish, give up, happen, hope, mind, manage, prepare, postpone, promise, put off, refuse, seem, suggest, wish.

#### 5. Виберіть правильну форму дієслова (інфінітив чи герундій):

1. Do you remember (meet) her last year?
2. I regret (not visit) her when she was ill.

3. Do you want to go on (learn) English?
4. He doesn't allow us (make) personal phone calls.
5. He's stopped (smoke).
6. He stopped for a few minutes (rest).
7. I like (watch) TV in the evenings.
8. Do you think this book is worth (read)?
9. I can't help (worry) about it.
10. I managed (find) a taxi. 11. She suggested (go) to a movie.
12. They can't afford (buy) this car.

## **Умовний спосіб (The Subjunctive Mood)**

Умовний спосіб виражає дію не як реальну, а як таку, що могла б відбутися за певних умов, а також необхідну, бажану або нереальну, нездійсненну.

В англійській мові вживаються чотири форми умовного способу: the Conditional Mood, the Suppositional Mood, Subjunctive I, Subjunctive II.

### **The Conditional Mood.**

#### **3 types of Conditional Sentences (3 типи умовних речень).**

Conditional Mood утворюється з допоміжних дієслів *should* або *would*, у другій і третій особах – *would*. За формою Conditional Mood збігається з Future-in-the-Past дійсного способу, але відрізняється від нього за значенням.

Conditional Mood вживається для вираження дії, яка відбулася б за певних умов у теперішньому, минулому або майбутньому часі, але не відбудеться з якихось причин:

If she knew his addree (now), she would write to him. - Якби вона знала його адресу, вона б написала йому.

Conditional Mood має дві часові форми: present і past.

Present Conditional утворюється з допоміжних дієслів *should* і *would* та інфінітива основного дієслова без частки *to* (збігається з Future Simple-in-the-Past):

I (we) **should/would work**

He (she, it, you, they) **would work**

Present Conditional виражає дію, що за певних умов могла б відбутися в теперішньому або майбутньому часі.

Past Conditional утворюється з допоміжних дієслів *should* і *would* та перфектної форми інфінітива основного дієслова без частки *to* (збігається з Future Perfect-in-the-Past):

I (we) **should/would have worked**

He (she, it, you, they) **would have worked**

Past Conditional виражає дію, що за певних умов могла б відбутися в минулому, але через відсутність цих умов не відбулася.

### 3 типи умовних речень

I	Реальна умова, тип що відноситься до теперішнього або майбутнього часу	1) If Present Simple; Present Simple.	If I <u>have</u> enough time, I <u>visit</u> granny every week.
		2) If Present Simple; Future Simple.	If the weather <u>is</u> fine tomorrow, we' <u>ll</u> <u>go</u> to the country.
II	Малоймовірна умова, тип що відноситься до теперішнього або майбутнього часу	If Past Simple; Future-in-the-Past <sup>2</sup>	If he were <sup>1</sup> here, he would help us.  If I <u>saw</u> my friend tomorrow, I <u>should ask</u> him about it.
III	Нереальна умова, тип що відносяться до минулого часу	If Past Perfect; would + Infinitive	If I <u>had seen</u> him yesterday, I <u>should have asked</u> him about it.

Примітка:

<sup>1</sup>Дієслово *to be* має форму **were** в 1-ій та 3-ій ос. однини, оскільки вживається у формі Past Subjunctive.

<sup>2</sup>В умовних реченнях II типу в головному реченні може вживатися сполучення **could** або **might** з Indefinite Infinitive.

Аналогічно, в умовних реченнях III типу в головному реченні може вживатися сполучення **could** або **might** з Perfect Infinitive. На українську перекладається – міг би, могли б з інфінітивом:

He could do it if he tried.

Він міг би це зробитиб якби

He could have done it if he had tried. спробував.

## Умовні речення з дієсловом WISH

Має відношення до майбутнього часу	I wish you <u>would read</u> more in future.	Як би мені хотілося, щоб ви читали більше в майбутньому.
	I wish we <u>would (could) meet</u> next summer.	Як би мені хотілося, щоб ми зустрілися (змогли зустрітися) наступного літа.
Має відношення до теперішнього часу	I wish I <u>had</u> time.	Шкода, що в мене немає часу.
Має відношення до минулого часу	I wish I <u>could speak</u> German.	Мені б хотілося розмовляти німецькою.
	I wish I <u>had had</u> more time yesterday.	Шкода, що вчора я мав мало часу.
	I wish you <u>hadn't done</u> this. I wish he <u>had been</u> here then	Шкода, що ти це зробив. Шкода, що його тоді тут не було.

### Тренувальні вправи

1. Вправа 1. Розкрийте дужки, поставте дієслово у відповідному часі: She (to buy) the dress tomorrow but the shop will be closed.
2. She (to buy) the dress but the shop was closed.
3. The teacher was absent today, so class was canceled. If she (be) absent if again tomorrow, class (cancel) tomorrow, too.
4. If she (to learn) English, I (to buy) her this book.
5. If my brother (to have) time now, he (to help) us.
6. I am not an astronaut. If I (to be) an astronaut, I (to take) my camera with me on the rocket ship next month.
7. I (to do) the same if I (to be) in your shoes.
8. It is expensive to call across the ocean. However, if transoceanic telephone calls (be) cheap, I (call) my family every day and (talk) for hours.

### Вправа 2. Розкрийте дужки, вживаючи потрібну форму умовного речення після wish. Перекладіть українською:

1. I wish you (to come) with us.
2. I wish you (to be) with us yesterday.
3. I wish we (to meet) again next summer.
4. I wish I (to be) at yesterday's party: it must have been very merry.
5. If only she (to tell) me the truth then.
6. I wish you (not to be) so impatient. It wasn't wise of you.

7. They wished they (not to see) this horrible scene again.
8. I wish you (to phone) me last Sunday.
9. I wish I (to have) a season ticket to the Philharmonic next winter.
10. I wish you (not to speak) on the telephone so much.
11. I wish you (to send) word as soon as you arrive
12. They wish they (not to quarrel) with their neighbours a year ago.

**Вправа 3. Перефразуйте речення за зразком, використовуючи відповідні часові форми умовного способу:**

*Model: If my brother has time, he will help them. If my brother had time, he would help them.*

1. If there is much snow in January, they will go skiing every day.
2. If you've spoken the truth, you won't have anything to complain about.
3. If the rain stops, the children will go for a walk.
4. If I send the money at once, my dog will be returned alive and well.
5. If the water is warm, we shall have a picnic.

**Вправа 4. Перефразуйте речення за зразком, використовуючи відповідні часові форми умовного способу відносно минулого часу: Model: If he saw his friend, he would ask him about it**

*If he had seen his friend (yesterday), he would have asked him about it.*

1. If she were attentive, she wouldn't make so many mistakes.
2. If he were here, he would help us.
3. If he knew the number of her telephone, he would ring her up.
4. She would buy that book, if she had money with her.
5. If Nick worked hard, he would pass his examination.
6. If we had time, we would play chess.
7. If she came in time, she would join us.

## GRAMMAR PRACTICE

### PRESENT TENSES

#### Present Continuous versus Present Simple

We use the Present Simple:

- a) for permanent states, repeated actions and daily routines.

He works in a bank. (permanent state)

He takes the train to work every morning. (daily routine / repeated actions)

b) for general truths and laws of nature.

The sun sets in the west.

c) for timetables (planes, trains, etc.) and programmes.

The plane from Brussels arrives at 8:30.

d) for sports commentaries, reviews and narration.

Peterson overtakes Williams and wins the race. (sports commentary)

Mike Dalton plays the part of Macbeth. (review)

Then the prince gets on his horse and quickly rides away. (narration)

e) to give instructions or directions (instead of the imperative).

You sprinkle some cheese on the pizza and then you bake it. (Instead of: Sprinkle some cheese on the pizza ...).

The present simple is used with the following time expressions: usually, often, sometimes, always, etc., every day / week / month / year, in the morning / afternoon / evening, at night, at the weekend, on Mondays, etc.

We use the Present Continuous:

a) for actions taking place now, at the moment of speaking.

He is giving the baby a bath at the moment.

b) for temporary actions; that is actions that are going on around now, but not at the actual moment of speaking.

I'm looking for a new job these days. (He is not looking for a job at the moment of speaking.)

c) with adverbs such as: always, constantly, continually, etc. for actions which happen very often, usually to express annoyance, irritation or anger.

I'm always meeting Sara when I go shopping. (action which happens very often)

You're constantly interrupting me when I'm talking, (expressing annoyance / irritation)

d) for actions that we have already arranged to do in the near future, especially when the time and place have been decided.



They're moving into their new house next week. (The time has been decided.)

e) for changing or developing situations.

More and more species are becoming extinct.

The present continuous is used with the following time expressions: now, at the moment, at present, these days, still, nowadays, today, tonight, etc.

### Adverbs of frequency

◆ Adverbs of frequency (always, usually, often, sometimes, seldom / rarely, never, etc.) come before the main verb (read, work, etc.) but after the verb to be, auxiliary verbs (do, have, etc.) or modal verbs (can, should, etc.). Adverbs of frequency go before the auxiliary verbs in short answers.

e.g. Susan often goes skiing at the weekend. Kim is sometimes rude to other people. You can always call me if you need help. 'Do you help your mother with the housework?' 'Yes, I usually do.'

◆ Expressions such as every day, once / twice a week / month, etc., most mornings / evenings, etc. go at the beginning or the end of a sentence. Usually, often, sometimes, normally and occasionally can go at the beginning or the end of a sentence for more emphasis.

e.g. We go on holiday twice a year. Usually, I finish work at five. I feel bored sometimes.

◆ The adverbs never, seldom and rarely have a negative meaning and are never used with the word not. e.g. I rarely go to bed late. (NOT: I rarely don't go...)

## EXERCISES

1.4.1 Complete David's email to his secretary with the correct form of the present continuous

Hi Lesley,

I hope everything (go) .....is going.....<sup>1</sup> well in the office. I (write) .....<sup>2</sup> this email to let you know that we (have)

.....3 a great time in Florida but we've had to change our holiday plans.

We (not/fly) .....4 on Sunday night as planned. We've decided to fly back on Monday and I (not/return) .....5 to the office until Tuesday. I (travel) .....6 to Cambridge on Wednesday for a meeting but I'll phone to confirm when I'm back in the country. Could you also please check that a taxi (come) .....7 to pick us up from Gatwick Airport at 17.00 hrs on Monday?

Thanks for everything.

Best regards,

David.

#### 1.4.2 Underline the correct option in these sentences

1. A: What language are you speaking / do you speak?

B: English, French and Italian.

2. A: What's that song you listen to / you're listening to?

B: It's called "Angels." Good, isn't it?

3. A: What are you reading / do you read?

B: It's an article about holidays in Switzerland.

4. A: Do you smoke / Are you smoking?

B: No, thank you. I stopped smoking two years ago.

5. A: Why are you laughing / do you laugh?

B: It's your face. You look so funny!

6. A: Does your brother play / Is your brother playing any sport?

B: Yes. Football in the winter, tennis in the summer and swimming all year.

#### 1.4.3 Read the following extracts and put the verbs in brackets into the present simple or the present continuous. Then, say what use of these tenses each extract shows

1 These days, it seems everything 1) ...is changing... (change). Cities 2) .....(become) bigger and busier every year, technology 3)

.....(develop) faster than ever before, and scientists 4)  
.....(learn) more about the way things work.

2 Water 1) .....(boil) at 100°C and 2) .....(freeze)  
when the temperature 3) ..... (drop) below 0°C. Salt water 4)  
.....(be) different, however.

3 This film 1) .....(be) great! It 2) .....(have) an all-star  
cast and the script 3) .....(be) very funny. The action 4)  
.....(begin) when two young men 5) .....(try) to rob a bank....

4 Rogers 1) .....(kick) the ball and 2) .....(pass) it to  
Jones. Jones 3) .....(run) down the pitch. He 4)  
.....(pass) the ball to Smith who 5) .....(shoot) and 6)  
.....(score)!

1.4.4 Put the verbs in brackets into the correct form of the present continuous or the present simple

1 A: Where's James?

B: He ..... (play) football in the garden right now.

2 A: Bill.....(dance) very well.

B: Yes, he's a good singer, too.

3 A: Lucy is very busy.

B: Yes. She.....(work) very hard these days.

4 A: What .....(you/do) on Saturdays?

B: I clean the house and go shopping.

5 A: Why.....(you/pack) your suitcase?

B: Because I .....(fly) to Paris tomorrow morning.

6 A: Fred.....(not/know) how to swim.

B: That's because he's only three.

7 A: Max looks very fit.

B: Yes. He .....(take) a lot of exercise these days.

#### 1.4.5 Put the verbs in brackets into the present simple or the present continuous.

Dear Martin,

How are you and Sally? I 1) ...hope... (hope) you're well. I  
2)..... (write) to give you some good news. I have got a  
summer job for the holidays! I 3) ..... (repair)  
telephone lines for a telephone company. I 4).....(usually/ride)  
my bicycle to work because it's only a ten minute ride from home. We  
5)..... (start) work at 8:30. We 6) ..... (finish)  
at 4:30 on Mondays to Thursdays, but at 2:30 on Fridays, so I  
7)..... (have) long weekends. I 8)..... (work)  
very hard at the moment. To tell you the truth, I 9) .....  
(be) a bit nervous because my boss 10)..... (leave) for  
Scotland on business next week, so I'll be on my own. Lizzie says I  
11)..... (worry) about it too much. She's probably right!  
Please write with your news. Say hello to Sally for me.

Best wishes,

Richard.

#### 1.4.6 Read the text and put the verbs in brackets into the present simple or the present continuous

Michael Barns 1) ..is... (be) a very busy man. Every morning, he  
2).....(leave) home at 8 o'clock, and 3).....(go)  
to his office. He 4).....(usually/have) meetings until  
lunchtime, and in the afternoon, he 5)..... (often/visit)  
the people of Madewell. He really 6).....(enjoy) talking  
to people. At the moment, he and his team 7).....(organise)  
his election campaign. There are elections in June and he 8) .....  
(hope) to persuade lots of people to vote for him.

Next month, he 9)..... (go) to London to meet the Prime  
Minister. They 10)..... (have) a meeting to discuss future  
plans for Madewell.

#### 1.4.7 Correct the mistakes

1. Steve goes fishing tomorrow.

2. Rebecca wash her hair every day.
3. I am visiting my grandparents every week.
4. Tim doesn't wants to do his homework.
5. He sits on the floor at the moment.
6. Do you watch TV in the evenings always?
7. Sarah is drinking coffee every morning.
8. They don't go usually on holiday in May.
9. Does she work late? No, she does never.
10. Peter looks for a new house at the moment.

State verbs are verbs which do not normally have continuous tenses because they describe a state rather than an action. These include:

- verbs which express likes and dislikes: like, love, hate, dislike, enjoy, prefer, etc.  
e.g. Cathy likes romantic films.

- verbs of perception: believe, know, notice, remember, forget, recognise, understand, realise, seem, think, etc. e.g. I don't believe a word he's saying.

- verbs of the senses: see, hear, feel, taste, look, smell, sound. We often use can or could with these verbs when we refer to what we see, hear, etc. at the moment of speaking.

e.g. The soup tastes delicious. John must be in the attic. I can hear his footsteps.

some other verbs: be, contain, fit, include, matter, need, belong, cost, owe, mean, own, appear, want, have (=possess), etc. e.g. This book is mine. It belongs to me.

Some state verbs have continuous tenses, but there is a difference in meaning. Study the following examples:

- 1) I think she's Italian. (=believe) I'm thinking about my holiday. (=am considering)
- 2) The soup tastes awful. (=has an awful flavour) She's tasting the soup. (=is testing the flavour of)
- 3) I can see an aeroplane in the sky. (=perceive with my eyes) I'm seeing Jill tonight. (=am meeting)
- 4) Susan looks tired. (=appears) Susan is looking at some photos. (=is studying)

5) The room smells of perfume. (=has the smell) The cat is smelling its food. (=is sniffing)

6) This towel feels soft. (=has a soft texture) Jill is feeling her son's forehead. (=is touching)

7) He has a sports car. (=possesses) He's having lunch now. (=is eating — idiom)

Some idioms with have include: have breakfast / lunch / dinner, etc.

a bath / shower / swim / party, etc.

a(n) accident// experience / dream, etc.

a baby

difficulty / fun / trouble, etc.

#### 1.4.8 Put the verbs in brackets into the present simple or the present continuous

1 A: ...Do you know... (you/know) that man over there?

B: Actually, I do. He's Muriel's husband.

2 A: Are you doing anything tomorrow evening?

B: Yes. I .....(see) Jack at nine o'clock.

3 A: I.....(see) you're feeling better.

B: Yes, I am, thank you.

4 A: What's that noise?

B: The people next door.....(have) a party.

5 A: Graham.....(have) a new computer.

B: I know. I've already seen it.

6 A: This dress.....(not/fit) me any more.

B: Why don't you buy a new one?

7 A: Your perfume .....(smell) nice. What is it?

B: It's a new perfume called Sunshine.

8 A: What is Jane doing?

B: She .....(smell) the flowers in the garden.

- 9 A: What.....(you/look) at?  
B: Some photos I took during my holidays. They aren't very good, though.
- 10 A: You .....(look) very pretty today.  
B: Thank you. I've just had my hair cut.
- 11 A: I .....(think) we're being followed.  
B: Don't be silly! It's just your imagination.
- 12 A: Is anything wrong?  
B: No. I .....(just/think) about the party tonight.
- 13 A: This fabric .....(feel) like silk.  
B: It is silk, and it was very expensive.
- 14 A: What are you doing?  
B: I .....(feel) the radiator to see if it's getting warm.
- 15 A: She.....(be) generous, isn't she?  
B: Yes, she has never been a mean person.
- 16 A: He.....(be) very quiet today, isn't he?  
B: Yes, I think he has some problems.
- 17 A: Would you like some cherries?  
B: Yes, please. I .....(love) cherries. They're my favourite fruit.
- 18 A: I'm sorry, but I ..... (not understand) what you mean.  
B: Shall I explain it again?
- 19 A: The children are making lots of noise today.  
B: I know, but they.....(have) fun.
- 20 A: This cake.....(taste) awful.  
B: I think I forgot to put the sugar in it!

Present Perfect Continuous versus Present Perfect Simple

We use the Present Perfect:

a) for an action which has recently finished and whose result is visible in the present.

She has just washed her hair. (She has now wrapped her hair in a towel, so the action has finished.)

b) for an action which happened at an unstated time in the past. The exact time is not mentioned because it is either unknown or unimportant. The emphasis is placed on the action.

The Taylors have bought a sailing boat. (The exact time is unknown or unimportant. What is important is the fact that they now own a sailing boat.)

c) for an action which has happened within a specific time period which is not over at the moment of speaking. We often use words and expressions such as today, this morning / evening / week / month, etc.

She has taken fifteen pictures today. (The time period - today - is not over yet. She may take more pictures.)

BUT: She took twenty pictures yesterday. (The time period - yesterday - is over.)

Note: We use the present perfect to announce a piece of news and the past simple or past continuous to give more details about it.

The police have finally arrested Peter Duncan. He was trying to leave the country when they caught him.

d) for an action which started in the past and continues up to the present, especially with state verbs such as be, have, like, know, etc. In this case, we often use for and since.

Rachel has had the dog for three years. (She got the dog three years ago and she still has it.)

The present perfect is used with the following time expressions: for, since, already, yet, always, just, ever, never, so far, today, this week / month, etc., how long, lately, recently, still (in negations), etc.

We use the Present Perfect Continuous:

a) to put emphasis on the duration of an action which started in the past and continues up to the present, especially with time expressions such as for, since, all morning / day / year, etc.



Sam has been talking on the phone for half an hour. (He began talking on the phone half an hour ago and he is still talking.)

b) for an action which started in the past and lasted for some time. The action may have finished or may still be going on. The result of the action is visible in the present.

Her feet hurt. She has been walking all morning. (The result of the action is visible in the present - her feet hurt.)

c) to express anger, irritation or annoyance. Somebody has been giving away our plans. (The speaker is irritated.)

Note: With the verbs live, work, teach and feel we can use the present perfect or present perfect continuous with no difference in meaning. We have lived/have been living here for twenty years.

The present perfect continuous is used with the following time expressions: for, since, how long, lately, recently.

Note: We use the present perfect to put emphasis on number and the present perfect continuous to put emphasis on duration.

Compare the examples:

e.g. I've typed four reports so far.

I've been typing reports all morning.

## EXERCISES

1.4.9 Use the prompts to make sentences in the Present Perfect Tense

1. I/not complete/my studies/yet

I haven't completed my studies yet.

2. I/already/read/twenty pages of a book

3. You/ever/give an interview?
4. How long/you/know each other?
5. She/never/take part in any competition
6. They/publish/ three articles on this topic
7. He/not do/ anything exciting this week
8. She/have/four different jobs during the last ten years
9. How many times/you/be married?
10. He/just/start/his own company

1.4.10 Put the verbs in brackets into the present perfect continuous

A: Hi! Liz. You look exhausted. 1) Have you been working (you/work) overtime again?

B: Yes, I have. I 2) .....(help) my boss to update the files in the office all week. He 3).....(read) the files and I 4) .....(write) down names, addresses, phone numbers and so on. What about you?

A: Well, I 5) .....(train) hard for the championship next week.

B: I see! 6) .....(you/lift) weights all day long?

A: Yes, for two weeks. How's Sue? 7)..... (she/study) for her exams?

B: No, she hasn't. She 8).....(go) out every evening I won't be surprised if she fails again!

1.4.11 It is 11 o'clock. The following people all started work earlier this morning. Look at the information and say how long they have been working and how much work they have done so far, as in the example

S1: Sandra's been typing since 9 o'clock / for two hours.

S2: She's typed twenty letters so far.

Name Started / Activity Completed

Sandra 9 o'clock / type 20 letters

Kim 8 o'clock / clean the guestrooms 4 rooms  
Bob 10 o'clock / examine patients 3 patients  
Sam 6 o'clock / carry guests' bags 20 bags  
John 7 o'clock / deliver parcels 15 parcels  
Helen 8 o'clock / serve guests at the bar 10 guests

1.4.12 Fill in the gaps with have / has been to or have / has gone to

1 A: Hello, Jim! Have you seen Mum?

B: Yes. She ...has gone to... the shops. She'll be back soon.

2 A: Where.....you.....today?

B: I.....the cinema.

3 A: Shall we go on a picnic this weekend?

B: Oh, yes! I.....not.....on a picnic for ages.

4 A: I'm going to India this year.

B: I.....never.....India.

A: Really? I.....there twice before.

5 A: Where are the children?

B: They.....the park to play football.

A: .....Dad.....with them?

B: Of course. Don't worry!

1.4.13 Underline the correct word in bold

1 I always/**already** do the housework on Saturdays.

2 We haven't booked our summer holiday just/**yet**.

3 My brother has just/**ever** joined the football club.

4 Linda has **already**/**ever** bought a new dress for the party.

5 Have you so far/**ever** tasted Japanese food?

6 Joe has been in Paris **since**/**for** two weeks.

- 7 I have never/just seen this film before.
- 8 The secretary has typed twenty letters yet/so far this morning.
- 9 I have been working here since/still July.
- 10 The Taylors have moved house recently/so far.
- 11 They still/already haven't employed a new supervisor.

1.4.14 Fill in the gaps with recently, how long, yet, for, always, ever, already, since, so far or just. Sometimes more than one answer is possible

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

11. A: Your dog's been barking.....three hours!

B: I'm sorry. I'll take him inside.

12. A: Have you finished reading that book yet?

B: No, I've.....started it.

1.4.15 Put the verbs in brackets into the present perfect or continuous, using short forms where appropriate

1. A: How long ...have you known... (you/know) Alison?

B: We ..... (be) friends since we were children.

2. A: Who ..... (use) the car?

B: I was. Is there a problem?

3. A: What are Andrew and David doing?

B: They ..... (work) in the garden for three hours.

4. A: Why is Sally upset?

B: She ..... (lose) her bag.

5. A: I ..... (always/believe) that exercise is good for you.

B: Of course, it's good to keep fit.

6. A: Emily ..... (teach) Maths since she left university.

B: Yes, and she's a very good teacher, too.

7. A: Fred ..... (open) a new shop.

B: Really? Where is it?

8. A: This pie is delicious.

B: Is it? I ..... (not/taste) it yet.

9. A: Have you found your umbrella yet?

B: No, I ..... (look) for it for an hour now.

10. A: You look exhausted.

B: Well, I ..... (clean) the windows since 8 o'clock this morning.

11. A: Can I have some more lemonade, please?

B: Sorry, your brother ..... (just/drink) it all.

12. A: Have you got new neighbours?

B: Yes, they ..... (just/move) to the area.

7. Identify the tenses, then match them to the correct descriptions.

1.4.16 Put the verbs in brackets into the present perfect continuous or the present perfect simple

A: Good evening and welcome to our show. Tonight we have Steve Connolly, the well-known director. We're glad to have you here Steve. What 1) have you been doing (do) lately?

B: Well, I 2).....(finish) my latest film, "Double Crossing".

A: That 3).....(just/come out) at the cinema, hasn't it?

B: Yes. The papers 4).....(give) it good reviews. I hope they'll like my next film too.

A: 5).....(you/decide) what it'll be about?

B: Yes, I 6).....(read) an exciting book over the last few weeks and I want to make it into a film. I 7).....(not/decide) where to film it yet, perhaps Moscow.

A: Aha! Is it true that you 8).....(recently/start) learning Russian?

B: Yes, I 9).....(study) it for three years now and I 10) ..... (visit) the country twice.

A: Steve, thank you very much for being with us, and good luck with your new film.

## PRESENT TENSES REVISION

1.4.17 Identify the tenses, then match them to the correct descriptions

1 The plane to Sydney leaves at eleven o'clock.

2 I have written two letters this morning.

- 3 They're going on holiday on Saturday.
- 4 Graham has known Errol for five years.
- 5 You're always leaving the door open.
- 6 We are rehearsing a new play at the moment.
- 7 George has bought a new car.
- 8 Lisa has been cleaning the house all morning.
- 9 Look! Alison has dyed her hair!
- 10 More and more people are recycling their rubbish.
  - a actions which started in the past and continue up to the present
  - b action which has recently finished and whose result is visible in the present
  - c to put emphasis on the duration of an action which started in the past and continues up to the present
  - d to express criticism or annoyance
  - e timetables and programmes
  - f actions that we have arranged to do in the near future
  - g action which has happened within a specific time period which is not over at the moment of speaking
  - h action which happened at an unstated time in the past
  - i changing or developing situations
  - j temporary actions

#### 1.4.18 Underline the correct tense

1. Liz and I are good friends. We know/have known each other for four years.
2. Sarah is very tired. She has been working/is working hard all day.
3. 'Where is John?' 'He's upstairs. He does/is doing his homework.'
4. I can't go to the party on Saturday. I am leaving/have been leaving for Spain on Friday night.
5. Jane has finished/is finishing cleaning her room, and now she is going out with her friends.

6. I didn't recognise Tom. He looks/is looking so different in a suit.
7. I don't need to wash my car. Jim washes/has washed it for me already.
8. Ian has been talking/is talking to his boss for an hour now.
9. Claire's train arrives/has arrived at 3 o'clock. I must go and meet her at the station.
10. 'Would you like to borrow this book?' 'No, thanks. I have read/have been reading it before.'
11. 'Where are you going/do you go?' 'To the cinema. Would you like to come with me?'
12. Have you seen my bag? I am searching/have been searching for it all morning. .
13. 'Is Colin here?' 'I don't know. I haven't seen/ haven't been seeing him all day.'
14. Sophie is very clever. She is speaking/speaks seven different languages.
15. We are moving/have moved house tomorrow. Everything is packed.
16. The plane leaves/has left at four o'clock. We must be at the airport by two o'clock.
17. It gets/is getting colder and colder every day.
18. Have you seen Linda? I have been looking/am looking for her for almost an hour.
19. Sam is a very interesting person. He knows/has known all kinds of unusual facts.
20. First, you are heating/heat the oven to a temperature of 180°C.
21. Have you heard the news? They have just elected/have been electing a new club chairman!
22. Martha is finding/has found a new job. She is starting next week.
23. The teacher has been correcting/has corrected essays for three hours.
24. Michael's car broke down last week, so he uses/is using his father's for the time being.
25. It rarely gets/is getting hot in Britain.

#### 1.4.19 Choose the correct answer

1. 'I met our new boss this morning.'  
'I ..... him, too. He's very nice.'



A am meeting            B have been meeting            C have met

2. '.....in a hotel?'

'No, but my parents did last summer in Rome.'

A Have you ever stayed            B Did you ever stay            C Are you ever staying

3. 'Who is in that new film?'

'Well, a young actress.....the leading role.'

A has been playing            B plays            C has played

4. 'Is David at home?'

'Yes, but he.....a shower at the moment.'

A is having            B has been having            C has

5. 'Why are you so upset?'

'I.....my favourite ring.'

A lose            B have been losing            C have lost

6. 'Have you found a house yet?'

'No. I.....with my aunt at the moment.'

A stay            B am staying            C have stayed

1.4.20 Put the verbs in brackets into the correct present form

1 A: Tortoises ..... (live) to be very old.

B: I've heard of one which is over a hundred years old.

2 A: Are you still busy?

B: Yes. I .....(read) this article for an hour and I still  
.....(not/finish).

3 A: More and more people.....(go) to university these days.

B: Yes. I think it's a good thing.

4 A: I .....(have) a party tonight. Do you want to come?

B: Yes. What time does it start?

5 A: Why are your shoes wet?

B: I .....(wash) the car.

6 A: What's the matter?

B: I .....(break) my ankle.

7 A: What do I need to do next?

B: You .....(add) the sugar to the mixture and you  
.....(mix) it well.

8 A: Who .....(use) my car?

B: I have.

9 A: Are you new here?

B: No. Actually, I .....(live) here for almost ten years.

10 A: Pete is playing his music very loud.

B: Again! He.....(always/do) that!

11 A: Have you made plans for Saturday yet?

B: I .....(go) to the cinema with Jack.

12 A: Mr Collins is a very good teacher.

B: Well, he .....(teach) Maths for twenty-five years, you know.

13 A: Are you going to the concert on Saturday night?

B: Yes. Actually, I.....(already/buy) the tickets.

14 A: Hello, Simon.

B: Oh! We .....(always/meet) each other in this supermarket.

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