

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
ОДЕСЬКИЙ ДЕРЖАВНИЙ ЕКОЛОГІЧНИЙ УНІВЕРСИТЕТ

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НАВЧАЛЬНИЙ ПОСІБНИК З АНГЛІЙСЬКОЇ МОВИ

для студентів IV року навчання

Спеціальність „ Водні біоресурси та аквакультура ”

Навчальний посібник

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Навчальний посібник базується на комплексному підході до вивчення англійської мови з урахуванням останніх досягнень та вимог методики викладання англійської мови у вищих навчальних закладах. Посібник призначений для проведення практичних занять з нормативної дисципліни «Іноземна мова» (англійська мова) для студентів ОДЕКУ 4-го року навчання, спеціальність – 207 „Водні біоресурси та аквакультура ” і містить лексичний та теоретичний матеріал і вправи за основними розділами англійської граматики.

Мета посібника – забезпечити розвиток і вдосконалення вмінь і навичок усного та писемного мовлення, читання, слухання та перекладу в фаховій та суспільній сфері. Поєднання в кожному з розділів збірки короткої теоретичної довідки за даною темою зі значним об’ємом практичних завдань забезпечує можливість розгляду окремих частин програмного матеріалу в режимі СРС.

В посібнику особлива увага приділяється специфіці лексичних засобів викладання змісту текстів за фахом, багатозначності службових і загальнонаукових слів. Структура посібника дає можливість викладачеві вибрати оптимальні шляхи організації як аудиторної, так і самостійної роботи студентів з урахуванням рівня їх знань.

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для студентів IV року навчання

Спеціальність „ Водні біоресурси та аквакультура ”

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ПЕРЕДМОВА

Навчальний посібник з англійської мови для студентів IV року навчання Спеціальність – 207 „ Водні біоресурси та аквакультура ” розрахован на 60 годин аудиторної роботи та на 60 годин самостійної роботи студентів.

Метою навчального посібника є систематизація, поглиблення мовленнєвих та граматичних навичок з англійської мови. Система вправ та практичних завдань скерована на аналіз англомовних текстів і передбачає розвиток навичок пошукового і вивчаючого читання. Посібник має розвинути навички читання, аналізу, перекладу текстів, а також їх переказу на матеріалі наукової літератури за фахом.

Навчальний посібник складається з чотирьох уроків, де подані тексти, що відібрані з оригінальної науково-популярної та наукової літератури.

Тексти А призначені для читання, усного перекладу, аналізу елементів тексту, анотування та переказу; *тексти В* також призначені для читання, усного перекладу, аналізу елементів тексту, анотування та переказу, *тексти С* тематично зв'язані з текстами А, В та призначені для письмового перекладу з подальшою перевіркою на занятті, уточненням значень окремих лексичних одиниць та переказу.

Тексти за фахом розвивають навички інтенсивного читання, спрямовані на ознайомлення з тематикою, галузевим співвідношенням та основними інформаційними вузлами тексту та передбачають вміння на основі здобутої інформації коротко охарактеризувати текст з точки зору поставленої проблеми.

Лексичні вправи призначено для вивчення та закріплення лексичного матеріалу в кожному уроку та охоплюють лексику основних текстів.

Граматичні вправи націлені на найбільш притаманні англійській мові труднощі граматичного характеру, а також на граматичні структури, що найчастіше зустрічаються в англійській літературі відповідного фахового профілю. До окремих граматичних вправ використані уривки з текстів оригінальної англійської та американської літератур (С. Моем, Ч. Діккенс, Дж. Голсуорсі, Т. Драйзер, Б. Шоу, А. Крісті, Марк Твен та ін.), що поглиблюватиме розуміння особливостей морфології англійської мови.

Після вивчення даного курсу студенти повинні знати і вміти:

- читати та перекладати науково-технічну англomовну літературу за фахом для одержання необхідної інформації;
- розуміти зміст прочитаного та лексико-граматичний матеріал, наданий у навчальному підручнику;
- розуміти і володіти відповідними граматичними конструкціями та матеріалом;
- брати участь в усному спілкуванні англійською мовою в обсязі матеріалу, передбаченого програмою.

LESSON I

Text A

How Aquaculture Tests Nature's Resources

The advent of aquaculture has extended the industry of factory farming to earth's marine and freshwater systems. It has greatly benefited the seafood business and has allowed consumers to have traditionally seasonal fish at any time of the year; however as the aquaculture industry rapidly grows from small scale to large scale, many question its sustainability. While the industry insists that fish farming takes the burden off wild fish stocks, other experts have suggested that the farms actually do more harm than help by increasing the spread of diseases, parasites such as sea lice, and astronomically increasing the level of pollution and waste in the wild ecosystems. In particular, the large scale production of carnivorous fish such as salmon has concerned many environmental groups because it requires much larger amounts of resources than producing other types of fish. Escaped salmon from farms can also adversely affect the genetic variability of wild populations, reducing their ecological resilience. The debate over the sustainability of aquaculture represents the conflict between America's need to conserve and America's need to control nature's resources. Rising evidence suggests that fish farming may end up taxing the environment beyond its capacity if it does not become more ecologically mindful. The ultimate question of the debate remains how far society can push the boundary of sustainability and how far technology can extend the capacity of nature's resources.

Technology optimists believe new innovations can resolve any possible hurdles that may come about with the development of aquaculture. Since 1970, seafood production in the aquaculture industry has increased at an annual rate of 8.8% (Morris et al. 2). As the world population approaches 8 billion, seafood producers have harnessed aquaculture in an effort to fill the gap between population growth and natural seafood production (Molyneaux 28–29). Farmed salmon production amounted to 817,000 tons in 2006 and increased 171 fold since 1980 (Morris et al. 2). While shrimp and oyster farms mainly grew out of developing countries, salmon farming grew out of countries with access to more sophisticated technology including the U.S., Canada, and Europe (Molyneaux 45). Initial assessments of fish farming concluded that all economies had an interest in developing aquaculture. For example, on June 2, 1976 in Kyoto, Japan, an FAO Technical Conference on Aquaculture examined and discussed types of aquaculture, the possible problems such as the risk of disease, and ultimately recommended the expansion of aquaculture, leading to huge investment in the rising industry (Molyneaux 30–31). To technology optimists,

the potential rewards of aquaculture seemed infinite, but few stopped to consider possible repercussions to the ecosystem.

Some environmental concerns about aquaculture did surface as it began to develop, but any initial fears of ecological impacts did little to inhibit growth of the industry. In 1967 the United States Congress established the Commission on Marine Science, and in 1969 the commission released a report that called for more research on aquaculture. Despite the lack of research, the promise of jobs and food security outweighed any concerns about its effects on the environment, and development continued unabated (Molyneaux 45). In addition, the passage of the U.S. Aquaculture Act in 1980 also helped nurture the development of the aquaculture industry (Molyneaux 46). Fish farming has obvious benefits such as food security and jobs, but these obvious benefits obscure many of the potential problems that could arise in the future.

An industry such as aquaculture that does not make efforts to promote sustainability will inevitably run into problems, despite any short term benefits it may give to investors. Salmon farms especially merit concern because to produce predatory fish, companies need to “reduce fish” to produce fish, which essentially turns fish lower on the food chain, such as sardines or anchovies, into feed for farmed salmon (Halweil 5). This process requires a huge amount of resources compared to herbivorous fish, making the salmon industry more vulnerable if supplies become scarce and much more energy intensive. In addition, though the aquaculture business claims that its farms provide necessary food production for society’s growing populations, many estimates show that modern fish farming consumes more fish than it produces (Halweil 18). The question of whether aquaculture provides a sufficient food source for future generations means many companies will lead themselves to failure if they do not manage their resources responsibly.

Does aquaculture pose a risk to wild salmon? Supporters of the industry would argue that aquaculture takes excess burden off the wild stocks that might otherwise become dangerously depleted. Many agree that commercial fishing practices have severely reduced the populations of wild fish in North America’s oceans and freshwater habitats. Wild salmon have particularly felt the impact of commercial fishing in the Atlantic and Pacific waters. Aquaculture came about as a possible solution to the problem and would give wild salmon an opportunity to rebound from endangerment due to overfishing. It has been proven successful with other types of seafood such as catfish and tilapia; however, some have contested that serious problems associated with fish farming have put potentially much greater pressures on the wild populations of salmon (Claiborne 1).

According to a report which observed the recurrence of escaped farmed salmon in rivers in eastern North America, “A critical first step to assessing the risk that escaped farmed salmon might pose to wild salmon populations is to quantify the frequency with which farmed salmon enter wild salmon rivers and the frequency with which such escapes recur” (Morris et al. 2). This report

provided a preliminary look into the effects of farmed salmon on wild salmon and demonstrated that farmed salmon have a significant prevalence in wild habitats. For example, their observations of rivers in the eastern United States and Canada showed that, “escaped salmon were reported in 54 rivers and bays in the region” (Morris et al. 14). Such escape events call for greater monitoring of farmed salmon production. Some areas have made more efforts to do this than others. For instance, “In Maine growers have implemented a Hazard Critical Control Point process to address the issue for sea cage sites and freshwater hatcheries” (Morris et al. 15). Keeping track of escape events and how many salmon find their way into wild habitats helps identify the risks posed by aquaculture and to what extent they affect the ecosystem.

As production in aquaculture exploded, disease became the defining issue that could impede or even kill its expansion. Infectious salmon anemia (ISA), which began to affect farmed salmon in Maine, became a serious problem and resulted in the destruction of 1.5 million fish (Jenkins 857). The aquaculture industry has not yet come up with a standard method to approach the problem of disease. “The apparent solution is to destroy all infected or potentially infected fish and let the pen sites lie fallow for a season or more, so that the virus, denied its host, will be flushed out by normal tides and dissipate” (Jenkins 857). The epidemic of ISA cost the aquaculture industry as much as \$25 million in lost fish and left the fish growers struggling for control (Molyneaux 102). ISA spread through many pathways such as sea lice, gulls, and sloppy disposal practices (Molyneaux 104). Industry supporters spoke of the ISA outbreak as a natural disaster, but temporary workers hired to dispose of the infected fish placed blame on management practices, as one worker stated, “They knew this was coming but they still overstocked their pens” (Molyneaux 103). The negligence of the aquaculture industry to use more caution in managing its supplies could have led to its abrupt failure and should serve as a warning to fish growers that ignorance of proper resource management has high ecological and economical consequences.

Outbreaks of viruses such as ISA led to the rapid establishment of programs to eradicate them. As one technology optimist stated, “We’re looking at improving the immune systems of the fish. And labs are working on vaccines” (Molyneaux 107). Vaccines did help the industry gain control over many diseases that had hindered its development in the 1980s; however, vaccines can create other undesirable consequences (Molyneaux 104, 108). As one expert stated, “One thing people don’t talk about is how much protection the vaccine gives the transfer of disease” (Molyneaux 108). In the case of salmon farming, vaccines prevent the fish from showing symptoms but do not protect them from infection, which effectively hides the problem instead of curing it (Molyneaux 108). As stated in Paul Molyneaux’s book, “You could have salmon swimming and shedding the virus” (Molyneaux 108). This makes it extremely difficult to

monitor how extensively disease impacts the populations of wild salmon and could slow down efforts to make aquaculture more sustainable.

Parasites known as sea lice have risen as another problem, but one that has had a greater impact on the wild salmon than the farmed salmon. Normally, the presence of sea lice does not present much of a threat to wild salmon, but each industrial salmon farm produces large numbers of sea lice which usually end up right in the middle of the migration routes of wild juveniles (“Salmon”). Each female lays hundreds of eggs, meaning billions of lice invade wild salmon habitat and infect the fish, making them vulnerable to disease. In addition, the lice that become attached to the fish can ultimately cause the host to starve to death because they become so large and take up too much nutrition from the host fish (“Salmon”). Aquaculture farms have managed this problem by using a drug known as SLICE, which acts as a nerve poison that kills the sea lice (“Salmon”). This effectively rids the farmed fish of the lice problem, but its benefits to the farmed salmon have not translated to the wild salmon (“Salmon”). Drugs such as SLICE represent the struggle of farmers to control nature’s variability and demonstrate the belief that we can use technology to control nature’s ecological processes.

Disease not only hurts the salmon but could also develop into a human health issue because many companies will send them to market as long as they do not show excessive symptoms (Molyneaux 108). Some studies have also found that farmed salmon contain ten times the levels of cancer causing PCBs than wild salmon, another major human health issue derived from aquaculture (“Salmon”). Preventing and controlling diseases will continue to cost salmon growers thousands of dollars a year, making disease a controlling factor of how rapidly aquaculture develops or how quickly it crashes. The attempt to control the threat of disease represents an assumption that we can utilize technology to control nature and overcome any obstacle. This stems from the anthropocentric belief that humans dominate nature and gives a license to society to exploit its resources without considering the harmful effects their activities might have. By not taking more careful consideration into their practices, the aquaculture industry also assumes that nature has the capacity to adapt to whatever negative effects they produce, whereas in reality they may fail to see that nature simply displaces those effects, as in the case of sea lice afflicting wild salmon. The industry will not openly acknowledge these implications that their practices have on larger ecosystems because such an admission would harm the industry economically. Ultimately, the complacency of society towards the environmental costs of its activities presents the biggest challenge facing conservation efforts because it prevents change from occurring.

Some other problems that wild salmon have inherited from farmed salmon include threats to biodiversity, degraded water quality, and habitat conversion. According to the aforementioned report on farmed salmon escapes, aquaculture can have a negative impact on the ecological fitness of wild salmon. “Results

suggest that farmed salmon can exhibit lower genetic variability than wild salmon and that the introgression of farmed salmon genes into a wild population can be comparatively rapid” (Morris et al. 16). The escape of farmed salmon can threaten biodiversity because lower genetic variability makes a species less able to adapt to changing environmental circumstances. Furthermore, negative impacts on water could also threaten wild salmon. Industries like aquaculture demand a high amount of resources for a relatively small space, creating a situation in which the environment may degrade because of overexploitation. As one article on aquaculture stated, “Clearly, high densities of cages and high numbers of fish in cages could produce situations in which the assimilative capacity of water is exceeded by the demands of aquaculture” (Diana 6). All of these problems mean that resources have limits, and though the prospects of aquaculture seem boundless, the oceans only have so much to give. American society constantly tests these limits with the use of technological advances, signifying that control of our resources takes priority over conserving them.

Practices such as aquaculture and agriculture create a perceived certainty of food security and control of resources, but unchecked growth in industrial food production can lead to unforeseen consequences in the future that could potentially undermine that certainty. This uncertainty in the stability of nature’s resources stresses the need for a line between control and total ambiguity. An approach that aims to preserve the integrity of the ecosystem through more responsible treatment of the environment would justify our use of resources because such a policy would ensure a respectful relationship with nature. In the case of aquaculture, this means adopting more sustainable methods. For example, closed containment aquaculture has a much smaller impact on the environment because waste and effluents do not go into the ocean, and no escape events can occur, eliminating many problems associated with large scale marine aquaculture (“Salmon”). Also, an organic label has recently risen as a niche market in aquaculture and offers another option for sustainability that would reduce or eliminate the use of vaccines (Taylor 4). Polyculture, otherwise known as Integrated Multi-Trophic Aquaculture (IMTA), offers yet another example of a more sustainable seafood industry. This method effectively promotes sustainability because “nutrient losses from one species are nutritional inputs for another” (Reid 2). IMTA more closely resembles how a natural ecosystem operates; it makes environmental and economical sense because resources do not get wasted but get recycled in an endless loop.

America’s need to invest in an industry that promises to protect our food security sends a message about America’s attitude toward nature. It suggests a belief that we have a right to use technology to control nature and the power to control its resources at our discretion. Aquaculture shares many similarities as agriculture in this regard because both represent attempts to control nature’s resources for our needs. Agriculture attempts to control nature’s resources by taking charge of what type of crops grow in a certain place. The mass

production of crops such as corn and wheat in the Midwest take advantage of nature's resources for high profits, because of a high demand for items that include these products. These monocultures have a keen susceptibility to disease and pests because a lack of variety in genetics makes them ecologically vulnerable. Farmers fight for control with chemicals, pesticides, and genetically modified crops. Aquaculture will experience similar dilemmas as fish growers fight for control of the oceans with new vaccines and genetic engineering. Technology will play an important role in maintaining food security; however, if society emphasizes conservation over reliance on technology, this would eliminate a lot of the uncertainty that technology only seems to complicate. Practices such as IMTA stress conservation over technology because they rely on natural processes rather than new inventions or technological advances. The move to more sustainable practices in aquaculture means that our belief of control over nature will shift to a dynamic partnership with nature, a relationship that will ensure the survival and the success of both.

Exercise 1. Make up 20 different types of questions for text A.

Exercise 2. Retell text A.

Exercise 3. Write a short summary of text A.

Text B

Fish farming

Fish farming is the principal form of aquaculture, while other methods may fall under mariculture. Fish farming involves raising fish commercially in tanks or enclosures, usually for food. There are two kinds of aquaculture: extensive aquaculture based on local photosynthetic production and intensive aquaculture, in which the fish are fed with external food supply. The management of these two kinds of aquaculture systems is completely different.

India is a large producer of inland fish, ranking next only to Japan. Out of the total inland fish production of over 3.6 million metric tons, more than 60% is contributed by fish culture in ponds and reservoirs. The average productivity from ponds on the national level is around 2,500 kg/ha/year, though in Andhra Pradesh and Haryana it is more than 5,000 kg/ha/year, while in some other states like Bihar and UP it is anywhere between 1,500 and 2,500 kg/ha/year. Fish

culture is adopted by all kinds of farmers – small and marginal ones, relatively larger farmers and those who do it on commercial scale.

Coastal aquaculture is a significant contributor to aquaculture production. This is mainly composed of shrimps (*Penaeus monodon* and *P. Indicus*) and other species cultured like lobster, crab, molluscan (edible oyster, pearl oyster, mussel and clam), sea cucumber, marine finfish (mulletts, groupers, seabass, milkfish and pearlspot) and seaweed. Among these culture systems, the yield, operating cost and net profit from shrimp farming are highest. The yield from shrimp farming is around (3.12 t/ha), followed by polyculture of mud crab farming (1.14 t/ha crabs and 0.7 t/ha milkfish), edible oyster farming (0.8 t/ha meats) and monoculture of mud crab farming (0.78 t/ha crabs).

The major freshwater farming environments in India are pond, cage, pen, rice field, sewage feed and air breathing. Polyculture is the dominant culture system practiced. The major species are carp, freshwater prawn and catfish. Basically India's aquaculture is carp-oriented and the contribution of other species is marginal. Fish culture in India can be classified as extensive, semi-intensive or intensive and stocking rate is high at 18,408 fish/ha. The average yield varies according to species group, level of input use and intensity level. Cost structure is primarily composed of lease cost of the water body, cost of inputs (fertilizer, seed, and feed), management and harvesting. Lease value varies according to the fertility and property and management regimes of the water body. The cost of inputs varies according to intensity of their use across different technologies in accordance with requirements. Both the central and state governments have come up with schemes to help the cause of the farmers. The aquaculture production contributes greatly to the Indian exports. Of the total exports, European Union countries accounted for 35 percent, Japan 16 percent and the US 13 percent. India's share in global marine product market is about two percent. With good demand in the overseas markets and changing consumption patterns in the Japanese market, exports of seafood from India are expected to grow in the coming years.

Fish culture is practiced in less than 30 percent of the total areas available. With an abundance of freshwater resources, India has still not been able to tap even 30% of the potential area for inland fish production. This sector has a potential to create huge market, provided fish cultivation is done on a scientific basis.

Prawn/Shrimp Farming

In the brackish water of coastal areas the prawns and shrimps grow naturally. In the prawn/shrimp farming the body prawns & shrimp are grown in controlled condition in an enclosed water body. In spite of the large size of the coast area, less than 5% is being used for prawn farming. Thereby leaving good scope for further growth. With the all around improvement in the standard of

living of people, changing food habits demand for such exotic products like prawn and shrimp is growing in our country at very fast rate. Besides domestic market there exists a large export market for these products in Europe, U.S.A. Japan and other developed countries.

Exercise 1. Make up 10 different types of questions for text B.

Exercise 2. Retell text B.

Exercise 3. Write a short summary of text B.

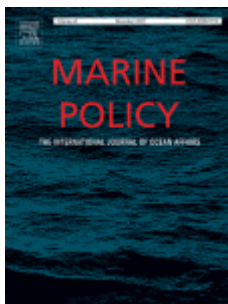
An example of a research article



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Reaping the reef: Provisioning services from coral reefs in Solomon Islands

Highlights

- Coral reefs provide a diverse range of provisioning services to rural communities.
- The value of reef provisioning services to households is 130% higher than income.

- Extraction of coral products for cash can undermine reef and community resilience.

Abstract

The marine biodiversity in the Coral Triangle sustains the livelihoods of roughly 100 million coastal people, yet this region is under threat from numerous local and global stressors. Regional actions underway to address coastal and marine degradation and an improve understanding of the social-ecological links between people and their environment. Economic assessments of coral reef provisioning services afforded to rural communities in Solomon Islands identified a diverse range of fisheries-based (fish, seaweed, clam, trochus, crayfish and shells) and coral-based (sand, rubble, stone, and corals for lime, aquarium and curio trades) products. Fisheries products (in particular reef fish) were important for both village subsistence and cash economies, providing the equivalent of US \$5173 (± 515) annually per respondent. In contrast, coral products contributed the equivalent of US \$2213 (± 396) annually per respondent, primarily to cash economies, particularly in study villages located in close proximity to national markets. Extractive coral activities have the potential to reduce reef resilience, diminish the viability of fisheries and so compromise the livelihoods of dependent communities. Improved management, legislative review and livelihood diversification strategies are likely to be required to manage coral reefs and the ecosystem services they provide across the Coral Triangle region.

Keywords

Solomon Islands

Coral triangle

Economic value

Ecosystem services

Fisheries

Coral trade

1. Introduction

Coral reefs are recognized as globally important ecosystems, for their fisheries, tourism and biodiversity values in particular, with an estimated annual contribution of \$30 billion to the global economy. The benefits that coral reef ecosystems provide through their provisioning, regulating, cultural and supporting services are critical for human wellbeing. The Coral Triangle region (which includes the waters of Indonesia, Malaysia, Papua New Guinea (PNG), the Philippines, Solomon Islands and Timor Leste) supports the highest coral and reef fish species diversity in the world. This biodiversity contributes to the

food security of an estimated 100 million people who depend on coastal ecosystems.

The Coral Triangle Initiative (CTI), an inter-governmental agreement between the six Coral Triangle countries, was established in 2009 to address the degradation of marine and coastal environments in the region. The CTI recognizes the value of coral reefs for the ecosystem services that they provide, along with associated habitats (e.g. seagrass and mangroves), to sustaining the livelihoods of millions of people living in the region. Over 85% of coral reefs in the Coral Triangle region are at risk from global climate driven threats like coral bleaching and ocean acidification as well as local stressors including overharvesting, destructive fishing, land runoff and coastal development. The extraction of corals for the aquarium and curio trades and mining for construction materials and lime are an important localized issue on many reefs in the region.

Spurgeon described as some of the “root causes” of a cycle of coral reef degradation; development issues such as population growth, poverty, and food security; governance issues such as enforcement; and market failures and externalities. In the Pacific region, these issues have been summarized as the absence of formal markets, government failures and livelihood failures. Economic valuation of coral reefs, contribute to the decision making process and guide their management. Owing to its importance to decision making, Brander et al. note a “flood of numbers” from valuation studies. Despite the high number of economic valuation studies of coral reefs, to date few have been undertaken in the Pacific region. In a recent assessment that examined economic valuations of ecosystem services from case studies in the Pacific (including Fiji, New Caledonia, Vanuatu, Hawaii and Northern Marianas) three main ecosystem services (fisheries, tourism and coastal protection) constitute 80% of the estimated values. In the Pacific region in general, subsistence fisheries remain largely unmonitored and highly variable, may return larger economic values than commercial fisheries, and may require an upward adjustment in GDP estimates. Cartier and Ruitenbeek observed that most valuation studies involving coral reefs are concerned with their recreational and tourism use value despite fisheries being the most commonly valued harvested product of coral reefs.

In Solomon Islands, the majority (80%) of the population live in rural subsistence communities, where customary marine tenure accords the access and use of more than 90% of inshore coastal areas. Coral reef related fisheries are important for both subsistence and economic needs, with fish providing almost all animal-source protein to diets, particularly in rural areas. Coral reefs and their associated fisheries are managed through the Solomon Islands Fisheries Act (1998, and revision 2015). Within the Fisheries Act regulation (1998), the harvest of coral (live and dead) is only prohibited in designated areas. There are no prohibitions on live coral harvested for the traditional making of lime to be chewed with betel nut. The collection of coral sands/gravel using excavation

machinery is prohibited. A national coral management plan has been initiated; however at the time of writing there was no such plan or policy in place. The export of CITES listed corals is managed through the Wildlife Protection Act (1998) which is under review.

Understanding the socio-economic and cultural use of coral reefs is an essential step to design and support locally relevant management initiatives. Yet, limited data on fisheries catches has made it difficult to determine the economic value and importance of reef fisheries to rural coastal people, and to accurately assess the effectiveness of fisheries management. Nevertheless, a few studies in Solomon Islands have demonstrated that human population density and market access increase fishing pressure, which in turn, is a major driver of threats to fisheries stocks and diversity. Socio-demographic and ecological attributes of communities reliant on coral reefs, might therefore be posited to relate to how reefs are used for provisioning services other than fishing.

This study was part of a Coral Triangle Initiative project on sustainable financing and payments for ecosystem services (PES) and a response to the Solomon Islands Government's interest in rationalizing existing policy on export of corals. Understanding ecosystem services values derived from coral reefs as natural capital stock was identified as a necessary first step. This research was designed to fill an identified gap in understanding the economic value of provisioning ecosystem services that coral reefs provide to rural coastal people. The study focused on four case study communities selected because of contrasting socio-demographic and ecological attributes; two communities were distant and two proximate to the national market in the capital Honiara (the Honiara central market). A key question explored, was whether there was variation in the value and use of coral reef provisioning services among communities, and if that could be explained by socio-demographic (respondents age, gender, primary livelihood activity, population) and/or ecological attributes (reef area, reef area per person, distance to markets). The contribution of different fisheries- and coral-based products to subsistence and cash needs was quantified and potential issues with current harvesting practices identified in context to mechanisms for improved management decisions and policy development.

2. Material and methods

2.1. Assessing the economic value of coral reef provisioning services

In November 2011, 149 coral reef users were interviewed in four rural coastal communities in Solomon Islands to investigate the economic value of reefs provisioning services to rural communities. The two communities selected in Western Province (Saeraghi and Paelonghe) were distant to national markets (Honiara), while the two communities in the Central Islands Province (Leitongo

and Hagalu) were close to national market. All four communities were coastal dwelling, rural and subsistence based.

The sampling strategy involved systematic random sampling of households, where men or women (aged 14–80 years) in every second household were interviewed on a day pre-arranged with the village leader (to ensure people were not engaged in usual daily activities). In total, 62% of the respondents were male and 38% female, all interviews were conducted in Solomon Islands pijin by trained Solomon Islands nationals.

Through structured interviews respondents were asked to free-list all of the provisioning services (products) from their reefs for use or sale by the household. For the purpose of this study, coral reefs were defined as the coral reef biome extending from the coast to the deep sea. As such, reef products extracted were not exclusively collected within coral habitats and included other habitats (shallow sand/rubble, seagrass meadows and nearshore open ocean), but excluded mangroves. The list provided by the respondents through free-listing was supplemented with a generic list of reef provisioning services, obtained from the Millennium Assessment and Moberg to derive usage and economic values.

For each of the provisioning services listed, respondents were asked to rank the relative importance of each of the coral reef products for their subsistence and/or cash needs by giving a ranking of zero (not important) to four (extremely important). The relative rankings provided by respondents were used in the analysis to estimate the value of goods harvested for cash and for subsistence use (the cash equivalent). This approach was used to ensure the economic value were not overestimated by separately asking the quantity of goods harvested for cash and subsistence use.

Respondents were questioned on the frequency of collection (daily, weekly, monthly or yearly), the number of harvest times within the collection period and the times they would did harvest these products (relating to seasons and events). Respondents were further questioned on the average quantity of product harvested each time they went collecting. For example, if a respondent collected reef fish, they were asked how often they went fishing, if the respondent stated weekly, they were further asked how many times they would go fishing each week, if this was regular throughout the year, if there were any times of the year they would not go fishing (e.g during rough weather, when sick) and how many fish they usually caught on an average fishing trip. Care was taken to use locally appropriate quantity measures (e.g. a ‘market basket of seaweed’ or ‘a 20 kg rice bag of shells’). The measures indicated by respondents were observed at the time of interviews and the products were either weighed or counted. Market prices for reef products (based on local quantities) were determined for each community at the time of interviews through focus group discussions with village leaders. This approach was employed to ensure accurate market prices were assigned to the measure of quantity described by village

respondents. Where possible, prices obtained during focus group discussions were compared with values observed in the provincial market place at respective locations. The differences observed between village and provincial market prices were negligible, so village obtained prices were used in following analyses.

The economic value for each product listed by respondents was determined by multiplying the quantity of product collected per year by the price, enabling an estimate of cash income and the cash value of fishery and coral reef products not sold in the market but retained by the household or shared with other community members. The economic values were converted to USD using the conversion rate of SBD \$7.28=US \$1 (exchange rate for November 2011).

2.2. Socio-demographic and ecological attributes

In Solomon Islands, gender roles and social norms are important factors that can influence the way that men and women participate in resource use and extraction . Socio-demographic attributes (respondents age, gender, primary livelihood activity) were obtained from respondents during the interviews. Population figures were obtained from the Solomon Islands National Statistics Office and are based on the 2011 population projection data from the 2009 census.

Customary tenure accords the rights to use and access marine and terrestrial resources in Solomon Islands, although the delineation of customary boundaries can sometimes be unclear. The total reef area utilized by each of the study communities, as defined by their customary boundaries and user rights, was derived from focus group discussions with village leaders. Distances to provincial and national markets were calculated using the approximate route that boats take from village to market.

2.3. Data analysis

2.3.1. Testing the value of reef provisioning services for subsistence and cash

A correlation analysis, using general linear models was used to examine the relative value apportioned to cash or subsistence use for fisheries-based and coral-based provisioning services. Lines of best fit are based on significant ($P<0.05$) using general linear models. Fisheries-based products included: fish, clam (*Tridacna* spp.), seaweed (*Caulerpa* spp.), trochus and other shells (mostly *Lambis lambis* and *Strombus* spp.), and crayfish. Coral-based product extraction targeted the structure of the reefs themselves (live coral, dead coral and sand).

Data were $\ln(x+1)$ transformed where necessary to meet the assumptions of homogeneity of variance for the GLM.

2.3.2. Assessing inter-village variation

Permutational multivariate analysis of variance (PERMANOVA) was used to examine variation in the value of reef provisioning services among villages. PERMANOVA is commonly used for the analysis of unbalanced multivariate data sets, such as this, because it lacks the formal assumptions of other non-parametric methods. To quantify the potential impact of any response bias on the type of reef products harvested in each village, respondent details (i.e. age, gender and livelihood) were included in the analysis as covariates. Respondent details were significant terms in the model, but did not drive the variation among village. Data was $\log(x+1)$ transformed prior to analysis to improve multivariate heterogeneity. Canonical analysis of principal coordinates (CAP) was then used to graphically display significant factors following PERMANOVA and to identify reef products targeted at the different villages. We then used BIO-ENV analysis to evaluate socio-demographic and ecological variables that may help explain variation in the reef products harvested by different villages. Variables evaluated in this analysis were; reef area, population size, reef area per person, and distance to both provincial and national markets. All multivariate analyses were based on Euclidean distance similarity measures.

3. Results and discussion

3.1. Economic value of coral reef provisioning services

Coral reefs provided the four case study communities with a diverse array of provisioning services, yielding a mean cash equivalent (\pm SE) of US \$ 7386 (\pm 796) yr^{-1} respondent $^{-1}$ for reef products harvested for both subsistence and cash needs. Fish contributed the greatest amount to the total value of products derived from reefs (mean US \$ 1669 (\pm 195) yr^{-1} respondent $^{-1}$), with 91% of respondents involved in the harvest of fish. The high contribution of fish to the economic value of reef products for these rural communities is consistent with the importance of fish to the diet of Solomon Islands.

In addition to fish, other fisheries-based products (seaweed (mostly *Caulerpa* spp.), clam (*Tridacna* spp.), crayfish (*Panulirus* spp.), trochus (*Trochus niloticus*) and shells (mainly Lambis lambis and Strombus spp.)) were collected by more than 40% of respondents; while remaining fisheries-based products (turtle, shark, shark fin and shell money (traditional form of currency used in cultural practices and exchanges) were harvested by less than 13% of respondents. In total, fisheries-based products contributed an equivalent of US \$ 5173 (\pm 515) yr^{-1} respondent $^{-1}$, approximately 70% of the total mean value of

reef provisioning services. The harvest of coral-based products (including sand, rubble, stone, coral for lime) was undertaken by 30–40% of reef users while the collections of corals for the aquarium and curio trade was undertaken by <11% of respondents. Collectively, coral-based products contributed an equivalent of US \$2213 (± 396) yr^{-1} respondent $^{-1}$, 30% of the total mean value of coral reef provisioning services.

The calculated economic value (subsistence value and cash equivalent) for the majority of coral reef provisioning services was driven by the quantity of product harvested rather than market price. To evaluate the accuracy of the economic values, we compared the quantities of fish harvested reported in this study with literature values available. Market-based data collected for reef fish in Gizo and Tulaghi (the main provincial market venues for Saeraghi/Paelonghe and Leitongo/Hagalu respectively) reported fish catch and sale volumes from less than 1000 kg per year to >10 metric tonnes per year per fisher at Gizo market and 100–10,000 kg at Tulaghi market. The mean quantity of fish harvests in this study was 1426 (± 164) kg per year per fisher, which is within the lower-mid range of fish caught and sold by market vendors as reported by Brewer. Similarly the market price for fish obtained through the current study (SBD \$8–9/kg) was within the range reported by Brewer. Considering the data collected in this study includes both fish that are harvested for sale and for consumption by the household, it tends to suggest that respondents have not overestimated their catch. Similar comparisons cannot be undertaken for other products due to limitations in available data.

To contextualize the value of coral reef provisioning services to households, the contribution of reef-derived products to rural household income was calculated from the mean annual economic value data presented above (using the assumption that most rural households have (at least) one member who fishes and national data on annual rural household expenditure (US \$3200 per year), as a proxy for cash income. Comparatively, the value of coral reef provisioning services are on average 61% higher than rural household incomes when considering fisheries values alone and 130% higher when including coral-based products. Similarly, Warren-Rhodes et al. reported a high contribution of mangrove-derived products (including firewood, propagules, building materials, fish and shell fish) to rural Solomon Island household incomes. Jointly, these two studies highlight the importance of coastal ecosystems for the provisioning services that they provide to rural subsistence-based communities.

3.2. Value of reef provisioning services for subsistence and cash

The cash equivalent value of reef provisioning services for all communities, based on all responses, was positively correlated to the total economic value calculated for both fisheries-based ($r^2=0.49$, $p<0.001$) and coral-based ($r^2=0.52$, $p<0.001$) products. The value apportioned to subsistence use by

the respondents, was also correlated positively with the value derived from fisheries products ($r^2=0.80$, $p<0.001$), but there was no significant correlation with the total value of coral-based products.

1. Download full-size image

Fig. 2. Correlations between the economic value of coral-based products and all reef provisioning services for (A) cash and (B) subsistence, and between the economic value of fisheries-based products and all reef provisioning services for (C) cash and (D) subsistence for all respondents across all villages. Lines of best fit are based on significant ($P<0.05$) general linear models.

These results show that in the four rural Solomon Island case study communities, fisheries products are important for both subsistence and cash needs, with >90% of respondents harvesting fisheries products. Coral extraction primarily contributed to cash needs, with comparably fewer people (<40% of respondents) harvesting these products. Although coral-based products have been used historically in Solomon Island rural households (e.g. sand, rubble and stone used for construction and lime for betel nut), there is evidence that the frequency and quantity of corals extracted for these purposes is increasing. Village respondents noted that local businesses have been increasingly requesting to purchase their coral sand, rubble and stone for the purpose of land reclamation and this was a topic of contention in some study villages (Albert pers obs). In addition, the export of corals from Solomon Islands for the curio and aquarium trades has steadily increased over the last decade, with trade peaking in 2006. Unlike many other Coral Triangle countries where there has been a shift away from the more ‘damaging’ trade of curio corals, in Solomon Islands there has been a relative increase over time in curio coral, both in total volume and as a proportion of total coral exports. In addition, there has also been an increase in the chewing of betel nut, which has presumably led to a parallel increase in the harvest of corals for lime. Nevertheless, a relatively low proportion of respondents harvested coral products (<40%) and is likely being driven by two factors: 1) most respondents recognized the negative impacts that harvesting corals can have on the coral reef ecosystem, although respondents also accepted that some people collect these products as they have few other income generating opportunities and 2) harvesting corals for betel nut lime, curio and aquarium trade requires specialist knowledge and equipment.

These findings may have implications for the distribution of wealth within communities and the broader benefits to rural communities. The integration of Solomon Islands into the global economy has resulted in rising prices for basic household needs, such as rice and fuel. Given the limited access in rural communities to wage-based income, the need for cash has increased pressure on natural resources. When considered in the context of the ecosystem services that

coral reefs provide now and into the future, coral extraction has the potential to result in economic gain for a few community members, at the expense of reef and community resilience. It has been suggested that disturbances to reef substrate (like coral extraction) can reduce the ability of reefs to return from a degraded to healthy state e.g. which has implications for reef fisheries. The total biomass of reef fishes targeted in Solomon Islands is correlated with hard coral cover. Therefore, if the levels of harvesting of coral-based products become unsustainable, the resilience of local reefs and the livelihoods of dependent communities may be undermined.

3.3. Inter-village variation in coral reef provisioning services

There were clear differences in the products that the four rural communities harvested from their coral reefs. Hagalu was typified by greater extraction of clams and coral (for stone, sand, rubble, aquarium and curio trades); Leitongo by the harvesting of trochus and coral (for lime and stone); Paelonghe by the collection of fish and crayfish; and Saeraghi by harvesting more fish, seaweed, shells and crayfish. The harvest of coral-based products was therefore greatest at Hagalu, lower in Leitongo and lowest in Paelonghe and Saeraghi (i.e. the level of coral extraction was inversely related to the x -axis on).

Variation in the type of reef products harvested was correlated with the proximity of villages to the national and provincial markets and the area of reef over which communities held tenure and user rights (BIO-ENV R value=0.246, $p=0.01$). Saeraghi had the greatest reef area and population and was relatively isolated from markets. By contrast, Hagalu was closest to both national and provincial markets and had a larger area of reef per person than either Leitongo or Paelonghe. These socio-demographic and ecological attributes were correlated with a higher reliance on coral extraction (i.e. mining for construction, betel nut lime and international coral trade) at villages closer to the national market (see pie charts on). Similar observations have been made for reef fisheries in Solomon Islands, where fishing pressure was driven by both market proximity and local population density.

Human population densities are relatively low across Solomon Islands ranging from 5 to 42 people km^{-2} across the country's nine provinces. Yet they are growing rapidly, with an annual growth rate of 2.07% in 2014, which is projected to threaten the sustainability of subsistence fisheries and food security over the coming decades. The importance of market proximity in driving patterns of resource extraction infers that increased competition for reef resources (with improved market access, population growth, or diminishing reef productivity) might be expected to result in greater coral extraction. Excessive coral extraction would negatively impact on other reef organisms, decrease reef condition and thereby further reduce the productivity (and economic value) of dependent fisheries.

4. Management responses

Addressing the degradation of marine and coastal environments to maintain the ecosystem services that sustain the livelihoods of dependent people is a regional management priority for the Coral Triangle. This study illustrates the economic importance of fisheries-based provisioning services that coral reefs provide, yet also illustrates the potential for these fisheries-based provisioning services to be undermined by the economic value of coral-based products and presents a case for improved management at local, national and regional levels.

The findings from this study highlight areas that could be addressed in the review of existing legislation and should contribute to the development of the national coral management plan for Solomon Islands and the revised Fisheries Act (2015) regulations. Improving the availability of alternative (and cheaper) construction materials close to urban centers may help reduce the demand for sand, rubble and coral stone for this purpose. Mariculture of corals for the aquarium, curio and betel nut lime trades have been proposed as a sustainable way to reduce harvesting pressure on coral reefs, by removing the harvest of wild coral stocks, while maintaining livelihood opportunities for rural communities. The likelihood of success may, however, be low because of poor financial performance for small-scale local investments, restricted market opportunities and limitations in national government capacity for implementing management strategies and compliance monitoring. To ensure the viability of mariculture technologies, investments in transport, marketing, training and economic incentives will be required.

Community-based management of marine resources is gaining momentum across the Pacific region. In Solomon Islands community-based approaches build on customary marine tenure and use rights and in this regard it is important to recognize the socio-economic and cultural connection between people and the environment. To support governments and local communities in their endeavors, information on the economic value of the provisioning services their coral reefs provide to them, combined with information and awareness about the impacts of harvesting corals can better enable communities to assess the economic benefits and trade-offs and make informed decisions about the management of their resources.

5. Conclusion

The results from this study highlight the high economic cash value afforded by coral reef provisioning services in rural villages close to national markets. To negate potential issues that come as Solomon Islands is further integrated into the global economy, there is a need for sustainable livelihood diversification strategies. Nearshore fish aggregating devices, seaweed farming,

aquaculture, agroforestry and sustainable forestry have, among others, shown potential in rural Solomon Islands. Economic valuations can provide communities with assistance in choosing these activities, yet it is imperative that these opportunities are considered in wider development planning of communities and national governments to recognize benefits and tradeoffs, including those which disproportionately affect some members of society, such as the coral harvesters referred to in this study, and to be able to plan for these accordingly.

Acknowledgment

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Exercise 1. Make up 25 different types of questions for the article.

Exercise 2. Retell the article.

Exercise 3. Write a short summary of the article.

GRAMMAR

THE ARTICLE

The article is a structural part of speech used with nouns. The use of articles depends on the type of noun, context or situation, it is sometimes influenced by the syntactic relations in which the noun occurs.

There are two types of articles in modern English: the indefinite (**a/an**) and the definite article (**the**). The absence of articles also has its grammatical significance: it shows that the nouns are used in a general sense.

THE USE OF ARTICLES WITH COMMON NOUNS

The use of the indefinite article (*a/an*)

The indefinite article is used:

1. When the speaker presents the object (expressed by the noun) as belonging to a certain class. In this case it has the meaning of “*який-небудь*”, “*один*”, “*деякий*”. In the plural no article is used in this case.

It happened in a small town in Siberia.

He bought a book yesterday.

2. When a person or a thing is introduced for the first time. That shows that the reader (listener) doesn't know what we are referring to. After this first reference we use “the”.

I watched a car as it came up our road. The car stopped outside our house and a man got out. The man was carrying a case in his hand.

With the case, the man looked like a salesman.

3. With a predicative noun, then we say that the object belongs to a certain class. Usually such nouns denote a profession or characteristic.

He is a doctor.

She works as (a) chemist.

Miss Sharp's father was an artist.

Your brother is a nice man.

4. When the noun is used in a general sense and has the meaning of “*every*” (*будь-який, всякий, кожен*).

A drowning man catches at a straw.

A child can understand it.

5. A/an preserves its old original meaning of “one”.

He had hardly spoken a word since we left the house.

With nouns denoting time, measure, weight, frequency:

A week or two passed.

I'll be back in a minute.

It is 80 p a kilo.

The car makes 120 km an hour.

I go to the library twice a week (once a month).

But: We don't use *a/an + noun* and *one + noun* in the same way.

It is used only with countable nouns in the singular.

a/an + noun means "anyone"

*I'd like **a coffee**, please.*

one + noun when we are *counting*

*It was **one coffee** I ordered, not two.*

We use **a/an** or **one** with:

- a) *whole numbers and fractions: a/one hundred, thousand; a/one half, quarter;*
- b) *money: a/one pound/dollar;*
- c) *weights, measures: a/one kilo/foot;*
- d)

We use **one** with *day, morning, evening* when telling a story:

***One day** when I was staying at the Hilton I received a strange telephone call.*

6. We use **a/an** in some grammatical structures:

- a) ***It is a book. This is a picture.***
- b) ***She has a cat.***
- c) ***There is a book on the table.***
- d) ***What a clever man! What a fine building!***
- e)

But: What nice **weather** we are having today! (*Mind uncountable nouns*)

- f) ***She saw a wonderful flower.***

7. When we talk about people or things "*in general*" (with plural no article is used).

***A cat** is a domestic animal.*

Cats are domestic animals.

8. We use **a/an** in detached apposition:

*My friend, **a history teacher**, knows a lot about it.*

But: Pushkin, the great Russian poet,...
Ivanov, the inventor of this machine,...

9. We use **a/an** after the attributes *such, rather, quite*:

*He is **such a** clever man.*

*She is **quite a** young girl.*

*It was **rather a** difficult job.*

10. **A/an** with price, distance and frequency:

*price/weight: 80 p **a kilo***

*distance/fuel: 30 miles **a** (or to the) **gallon***

*distance/speed: 40 km **an hour***

*frequency/time: twice **a day***

11. **A/an** or **zero** with reference to illness:

1. use **a/an** with these illnesses: *a cold, a headache, a sore throat.*
2. use or omit **a/an** with these: *catch (a) cold, have (a/an) backache/earache/ stomach-ache/toothache.*
3. **no article** at all with these plurals: *measles, mumps, shingles.*
4. **no articles** with these: *(high) blood pressure, flu*, gout, hepatitis.*

EXERCISES

Ex. 1. Supply a/an where necessary. Note where you can use a/an or zero (-).

1. I'm going to bed. I've got a headache.
2. I was awake all night with _____ toothache. *
3. I think Gillan's got _____ flu.
4. The children are in bed with _____ mumps.
5. Mind you don't catch _____ cold.
6. _____ measles can be very unpleasant.
7. Don't come near me. I've got _____ sore throat.
8. I think I've got _____ cold!
9. I've had _____ terrible backache.
10. I often suffer from _____ backache.

Ex. 2. Translate the words in brackets.

1. The apples are (50 гривень за 1 кілограм).
2. I take these pills (два рази в день).
3. We are going (100 км в годину).
4. I do the dishes (1 раз в день).
5. Rubbish is collected (три рази в неділю).
6. Olive oil costs (20 гривень за літр).

Ex. 3. Say what articles you would use for the *italicized* nouns in this text.

Ось це здоров'я!

"Я думаю, це все, місіс Грант," - сказав *доктор Колд* і простягнув їй список приписів. Список був дуже довгим, і місіс Грант трохи *удар* не вхопив поки дочитала його *до кінця*. У неї боліла *голова*, у неї була *простуда*, у неї починався *грип*. На довершення всього, у одного з її дітей була *свінка*. "Я також прописав вам таблетки від *підвищеного тиску*," - сказав доктор Колд. "Скільки таблеток я повинна приймати?" "*Одну таблетку* після кожного *прийому їжі*, тобто три таблетки *в день*". "Місіс Грант подякувала *доктору* і з *трудом* дійшла до *аптеки*. Вона простягла свій довгий список *аптекаря* - містеру Вайту. Містер Вайт весело вітав її. "Ось це здоров'я!" Сказав він, глянувши на список.

The use of the definite article (*The*)

The definite article is used:

1. When the speaker and the listener know what particular object is meant:

*How did you like **the** play?*

*Where is **the** key?*

NB! There is a difference between knowing what object is spoken about and knowing the object itself.

*A. I can't speak to **the** girl. I have never seen her. Won't you speak to her?*

*B. But I don't know **the** girl either.*

2. When the speaker uses an attribute pointing out a particular object - a

particularising attribute.

*This is **the house that Jack built**.*

*Show me **the telegram you received yesterday**.*

***The pictures in this book** are very interesting.*

***The walls of my room** are painted blue.*

NB! A particularising attribute should not be confused with a descriptive attribute, which is used to describe an object or to give some additional information about it. A descriptive attribute does not affect the use of the article:

I have a wonderful clock which is 100 years old.

*We went to **the lake which was stormy** that day.*

*We've received **a letter containing interesting information about...***

3. When the situation (context) itself makes the object definite:

The wedding looked sad. The bride was too old and the bridegroom was too young.

4. When the noun denotes a thing unique: the Sun, the Moon, the Earth, the Universe, the Galaxy, the Solar system, etc.

***The sun** was getting warmer.*

***The earth** doesn't belong to us.*

NB! The indefinite article can be used when we mean a certain state or aspect of *the sun, the moon, the sky*:

***A pearl-white moon** smiles through the green trees.*

5. With nouns used in a generic sense (as a type or a genre):

***The tragedy and the comedy** appeared in Greece.*

***The pine** grows in the North.*

*When was **the telephone** invented?*

NB! In a generic sense:

With the noun *man* no article is used.

*His trust in **man** has been destroyed.*

With the noun *woman* the definite article or no article is used.

*He had always been interested in that mysterious being - **the woman**.*

6. With the nouns modified by:

a) adjectives in the superlative degree

*Moscow has **the best underground** in the world.*

***The highest mountains** are in Asia.*

b) the pronouns, “same”, “all” and the adjectives *wrong, right, very, next, following, last, only, whole*:

*I found him in **the last carriage** of the train.*

*You're **the very person** I need.*

*We sat in **the first** row.*

*We'll have more time **the following week**.*

NB! “Next” meaning *future* and “last” meaning *past* are used without articles - *next month, last week*.

c) the ordinal numerals *first, second, etc.*

7. With substantivized adjectives and participles: *the old, the dead, the rich, the poor, the blind, the wounded, the sick, etc.*

*There are special schools for **the blind and the deaf**.*

*Do you think **the rich** should pay more taxes?*

8. We use **the** when there is only one of something: *the President, the manager, the director, the captain.*

*Paris is **the capital** of France.*

***The captain** was standing on the deck.*

***The president** is elected every 4 years.*

9. We use **the** with the words: *the country, the mountains, the seaside, the weekend, the cinema, the theatre, the radio, the police, the firebrigade, the army, the post office, the bank, the doctor, the dentist*, though we don't necessarily mean something in particular:

*I must go to **the bank** to change some money.*

*John is not very well. He went to **the doctor**.*

*We are spending the weekend **in the country/in the mountains/at the***

seaside.

*We went to **the cinema** last night.*

*Do you often go to **the theatre**?*

*I heard the news on **the radio**.*

But: We watch television (*without* the).

10. We also use **the** for musical instruments:

*Can you play **the guitar**?*

***The piano** is my favorite instrument.*

11. We use **the** in front of the nationality nouns (in general).

They can be divided into four groups:

a) **the** + **-ese/ss**: *the Chinese, the Japanese, the Portuguese, the Swiss;*

b) **the** + **plural ending**:

***-ians**: the Austrians, the Belgians, the Brazilians, the Egyptians, the Russians;*

***-ans**: the Americans, the Koreans, the Mexicans;*

***-s**: the Arabs, the Germans, the Greeks, the Poles, the Scots, the Turks;*

c) **the Danes/the Danish**, *the Spaniards/the Spanish, the Swedes/the Swedish;*

d) **the** + **ch/sh**: *the British, the English, the French, the Irish.*

But: *We say: She is an American.*

12. **the** is used to refer to “things that are unique”:

- organisations: *the United Nations (but Congress, Parliament)*

- ships: *the Titanic*

- documents: *the Constitution*

- public bodies: *the police, the Government*

- climate: *the weather*

- historical events: *the French Revolution*

- political parties: *the Labour Party*

- the press: *the Times*

The zero article

Basic uses of the zero article (-):

No article (zero) is used:

1. In front of plural countable nouns used in general statements, e.a. for:
 - people: **Men** are fond of hunting.
 - animals: **Dogs** should eat meat.
 - food: **Oranges** are good for you.
 - places: **Cities** are polluted by cars.
 - products: **Shops** are open on Sundays.

2. In front of uncountable nouns (always singular) used in general statements, e.g. for:
 - food: **I** like **ice-cream**.
 - colours: **Red** is my favourite colour.
 - abstract: No **news** is good news.
 - substances: **Coffee** is produced in Brazil.
 - activities: **Smoking** is not allowed here.
 - languages: **Chinese** is difficult to study.

3. In front of most proper nouns (names spelt with a capital letter):
 - Tolstoy** is my favourite writer.*
 - This was made by **Fassbinder** and **Son**.*

By comparison, we use **the** when the reference is specific, not in general statements:

- a) in front of plural countable nouns: **The oranges** from Spain are sweet.
- b) in front of uncountable nouns: I used all **the butter** that was in the butter dish.
- c) in front of proper nouns: I mean **the Tolstoy** who wrote "Peter I".

EXERCISES

Ex. 4. Say what articles you would use for the *italicized* nouns in these situations.

1. - Ким ти хочеш бути, Майк?
 - Я хочу бути *вчителем*.
 - Чому?
 - Я люблю дітей.
2. До вас підбігає хлопчик з газетами і питає:
 - Ви не купите *газету*, будь ласка?
 - Купіть *одну з газет*, будь ласка.
3. Ви бачите у сина нову ручку і говорите: "Де ти купив *ручку*?"

4. Ваш брат йде в бібліотеку і ви його просите: "Принеси мені, будь ласка, *англійський словник*." - "Я не думаю, що в нашій бібліотеці є *англійські словники*."
5. На питання по телефону, що робить ваша сестра, ви відповіли: "Вона читає книгу. Вона любить читати *книги*."
6. На столі тарілки з *тістечками*. "Можна мені взяти *тістечко*, мама?"
7. Вчора ми купили новий *стіл*. Я спробувала працювати за ним. *Стіл* незручний для письма.
8. Староста нагадує черговому: "Сьогодні твоя черга мити *столи*."
9. Ви бачите в руках у хлопчика *камінь* і просите: "Відберіть у хлопчика *камінь*, будь ласка."
10. Вирішивши розбити *намет*, ви говорите: "Знайди де-небудь *камінь*, будемо забивати кілки."
11. Ви отримали *кімнату*. У ній абсолютно немає *меблів*. "Перш за все мені необхідний *стіл*," - думаєте ви.
12. *Хлопчик* каже своїм батькам: "У наступному році у нас будуть *столи* замість *парт*."
13. "Подивися на *дуб*. Йому, напевно, сто років."
14. "Давайте посадимо *дуб*. Він дає багато тіні."
15. "Наш парк перетворився: там посадили *багато нових дерев*. В основному це *дуби і липи*."
16. *Дуби*, які ми посадили в *парку*, вже вирости.
17. Чи не могли б ви позичити мені *конверт*? Мені терміново потрібно відіслати *листа*, а *пошта* закрита.
18. "Де ти купила *плащ*? Мені теж потрібен *плащ*, але я не можу знайти нічого підходящого." - "Сходи в *магазин* на вулиці Миру, там сьогодні продають красиві *плащі*."
19. *Дівчинка* шукає сестру. Ви їй говорите: "Подивися на *подвір'ї*. Вона, ймовірно, грає там з *дітьми*."
20. Вчителька входить в *клас* і, побачивши там тільки *дівчаток*, говорить: "А де ж *хлопчики*?"
21. Ви просите допомогти вам: "Ви не можете пересунути *стіл*?"
22. Ваша сестра готується до іспитів, але до вас прийшли гості, ви просите її перейти в *спальню*. Її подруга питає: "А в спальні є *стіл*?"
23. Вчителька каже: "Не пишійте на *столах* і стежте за тим, щоб завжди був крейда біля дошки."
24. Подивіться на *дошку*, будь ласка.
25. Ви прийшли за дитиною в дитячий сад в *середині дня*, вам кажуть: "Ви не можете забрати *дитину*, поки *діти* сплять. Вони відпочивають."

Ex. 5. Supply "the" or "a" where it necessary.

1. She served _____ cold meat and cheese.
2. _____ meat we had for lunch last Sunday was very tough.
3. Where did _____ life come from?
4. I don't know much about _____ life of Salvador Dali.
5. I can't call it _____ running. It's _____ jogging.
6. I ought to be fit with all _____ running I do, but I don't feel fit.
7. I think _____ red dress will suit you best. _____ red is more your colour.
8. _____ watches have become very cheap and very attractive.
9. Most of _____ watches you see today work on _____ quartz.
10. What has been the longest period of _____ peace in _____ history?
11. If you study _____ history, you've got to read a lot.
12. _____ journeys to unknown places require a lot of preparation.
13. _____ lives of _____ poets and _____ musicians have often been unbearably difficult.
14. I'm not interested in buying _____ silver or _____ gold.
15. _____ time is _____ money.
16. I can never forget _____ time I've spent in Paris.

Ex. 6. Supply "the" or "a" where it necessary.

1. Because of "the greenhouse effect" _____ climate of the world is changing.
2. We can't be sure about the history of _____ human race, but _____ man developed earlier than we think, though we certainly weren't around at the time of _____ dinosaurs.
3. The Ancient Greeks believed in _____ gods. The idea of _____ God was not known to them.
4. _____ Mr Stocks has shown that _____ Egyptians used _____ saws and drills. _____ saws and drills were made of _____ copper.
5. My eldest son joined _____ Navy and now my youngest wants to join _____ Army.
6. In many countries the head of state is called _____ President.
7. Do you know who killed _____ President Lincoln?

Ex. 7. Put in "a/an" or "the".

A Bad Customer.

(1) man went into (2) shop and asked for (3) pound of apples which cost one shilling. (4) shopkeeper gave them to him. Then (5) man asked, "Can I exchange (6) apples for (7) pound of plums? (8). price is (9) same." (10)

shopkeeper agreed, took back apples and gave him plums. (11) man took them and was going to leave (12) shop. (13) shopkeeper asked him for (14) money.

“(15) money for what?” asked (16) man.

“(17) money for (18) plums,” said (19) shopkeeper.

“But I gave you (20) apples for (21) plums,” answered (22) man.

“Well, then, (23) money for (24) apples.”

“But you still have your apples,” said (25) man and walked out of (26) shop.

Thank You, I Feel Much Better.

(1) doctor whose medical skill was much better than his handwriting, sent (2) invitation to (3) patient who was his friend to spend (4) evening with him. He said that there would be music and other things. (5) friend did not come, and did not send any explanation. When they met (6) following day, (7) doctor asked whether he had received (8) note.

“Yes, thank you,” replied (9) other. “I took it to (10) chemist, he made up medicine and I feel much better already.”

Ex. 8. Translate into English.

1. Вони увійшли в вагон, в якому не було вільних місць. 2. У вагоні, в який вони увійшли, не було вільних місць. 3. Сьогодні група туристів, яка складається зі студентів, відправляється в гори. 4. Група туристів, яка вирушила в гори, складається зі студентів. 5. Роль Анни грала молода талановита актриса, яка нещодавно закінчила театральний інститут. 6. У газетах дуже багато писали про молоду талановиту актрису, яка зіграла роль Анни. 7. Вона подивилася на годинник на розі і зрозуміла, що запізниться на потяг. 8. На розі вашої вулиці висить годинник, який приводиться в дію електрикою.

Ex. 9. Translate into English.

1. Мені нужно зняти кімнату. 2. Провітрі кімнату. 3. Ніж не ріже. 4. У тебе немає ножа? 5. Візьми чем и відріж хліба. 6. Ми не знали, що тут є озеро. 7. Озеро глибоке. 8. Замок зламався. 9. Кому мені віддати полагодіті замок? 10. Ти знаєш, де лагодять замки? 11. Не забудь купити замок. 12. У нас сегодня апельсини на трете. 13. Апельсини в буфеті. 14. Візьми собі апельсин. 15. Апельсин не кислий?

Ex. 10. Translate into English.

1. Двері закриті. 2. У тебе є телефон? 3. Мій телефон не працює. 4. У холі темно. 5. Ти любиш собак? 6. Не муч (to tease) собаку. 7. Ніколи не роби спробу погладити (to stroke) собаку, якщо ти її не знаєш. 8. Ручка не пише. 9. У вас є ручки у продаж? 10. Де можна купити пальто? 11. Де тобі пошили пальто? 12. Де ключ? 13. Скільки квартир в будинку? 14. Скільки коштують ці сервізи? 15. Скільки предметів в сервізі? 16. Скільки коштують сервізи сьогодні?

Ex. 11. Translate into English.

I

1. Це дуже гарна порада. 2. Порада гарна. 3. Ти чув ці новини? 4. Новини з дому погані. 5. Він привіз добрі вісті. 6. Такі відомості завжди потрібні. 7. Відомості вже надійшли? 8. Не варто рушати в дорогу в погану погоду. 9. Ми не рушимо, доки погода не зміниться. 10. Дай гроші мені. Ти ж їх завжди втрачаєш.

II

1. Це не дружня порада! 2. Ти любиш таку погоду? 3. Яка була погана погода! 4. Був чудовий день. 5. Який несподіваний візит! 6. Це така несподівана новина! 7. Він знайшов таку хорошу роботу! 8. Яка цікава робота! 9. Група зробила такі успіхи! 10. Який успіх мала книга!

Ex. 12. Translate into English, paying special attention to the words in *italic* type.

1. Хто у *двері*? - Це *листоноша*.
2. Ми ходили вчора в *театр*. *П'єса* була чудова.
3. Я вважаю за краще проводити канікули в *горах*, біля *моря* або в *селі*.
4. Чим займається Джон? - Він *листоноша*.
5. У центрі міста будується новий ринок.
6. Де мама? - Вона на *кухні*.
7. *Португальці* дуже відрізняються від *іспанців*.
8. *Німці* і *японці* багато працюють.
9. Будьте уважнішими: ви зробили *помилку*.
10. Я не знав, що недалеко від нашого будинку є *ринок*.
11. *Ринок* був уже закритий, і ми пішли в магазин.
12. У цьому році я перший раз був в *таборі*.
13. *Табір* був розташований в лісі.
14. *Пошта* - важлива державна установа.
15. Його повідомили про це *листом*.
16. Мій друг написав мені про це в *листі*.

Ex. 13. Insert articles where necessary.

1. There is ____ bridge over the river. 2. Do you have ____ pens and pencils? 2. Would you like ____ cup of tea? 4. He met ____ nice girl at disco. 5. Yesterday I spoke to ____ man who had just returned from ____ Arctic expedition. 6. Yesterday I met ____ old friend whom I recognized at once. 7. ____ person who is sitting next to you is ____ famous painter. 8. I saw ____ beautiful hat in ____ shop but ____ hat was too expensive for me to buy. 9. They bought ____ table. ____ table is made of oak. 10. My son has ____ very good German teacher who knows ____ language perfectly. 11. What ____ strange answer! 12. What ____ wonderful news! 13. We usually have ____ breakfast at eight. 14. Let me give you ____ piece of ____ advice. 15. From ____ back of house came ____ sound of ____ vacuum-cleaner. The mother turned off machine and looked at ____ boy.

Ex. 14. Insert articles where necessary.

1. Not ____ word was spoken in ____ parlour.
2. ____ room itself was filling up, so was ____ staircase.
3. Not ____ word was spoken, not ____ sound was made.
4. ____ sky outside ____ window was already dark, secretaries had gone home, all was quiet.
5. I tell you, he is as brave as ____ man can reasonably be.
6. You know I never cared for ____ drama.
7. He looks older than he is, as ____ dark men often do.
8. Roger looked at him, without ____ word, took out his wallet and gave him ____ ten shilling note.
9. As ____ man sows, so shall he reap.
10. It was Sunday afternoon, and ____ sun, which had been shining now for several hours, was beginning to warm earth.
11. It was ____ cottage built like ____ mansion, having ____ central hall with ____
12. He was ____ short, plump man with ____ very white face and ____ very white hands. It was rumoured in London that he powdered them like ____ woman.
13. To him she would always be ____ loveliest woman in ____ world.
14. Even ____ strongest have their hours of depression.
15. Her aunt, in ____ straw hat so broad that it covered her to ____ very edges of her shoulders, was standing below with two gardeners behind her.
16. ____ rich think they can buy anything.
17. He arrived half ____ hour before dinner time, and went up to ____ schoolroom at ____ top of ____ house, to see ____ children.
18. There is something in ____ very expression of his face that tells me so.
19. Far away in ____ little street there is ____ poor house. One of windows is

- open and through it I can see ____ woman sitting at ____ table. She is ____ seamstress.
20. ____ man who entered was short and broad. He had black hair, and was wearing ____ grey flannel trousers with ____ red woollen shirt, open at ____ neck, whose collar he carried outside ____ lapels of his dark tweed jacket.
21. Then it was night and he was awake, standing in ____ street, looking up at ____ dark windows of ____ place where he lived. ____ front door was locked and there was no one in ____ house.
22. I believe I can tell ____ very moment I began to love him.
23. Mr Boythorn lived in ____ pretty house with ____ lawn in front, ____ bright flower garden at ____ side and ____ kitchen-garden in ____ rear, enclosed with ____ wall. ____ house was ____ real old house.
24. ____ bartender was ____ pale man in ____ vest and ____ apron, with ____ pale, hairy arms and ____ long, nervous nose.
25. ____ old man quitted ____ house secretly at ____ same hour as before.
26. We are told that ____ wicked shall be punished.
27. ____ arm in ____ arm we walked on, sometimes stumbling over ____ hump of earth or catching our feet in ____ rabbit-holes.
28. Clare was ____ most vivid member of ____ family. She had dark fine hair and ____ pale expressive face, of which ____ lips were slightly brightened. ____ eyes were brown, with straight and eager glance, ____ brow low and very white. Her expression was odd for ____ girl of twenty, being calm and yet adventurous.

(From "English Grammar Exercises" by V.L. Kaushanskaya A.O.)

Ex. 15. Translate sentences from Russian into English.

1. Хоча земля була холодною і мокрій, небо було ясным. Вставало яскраве сонце.
2. Йому подарували півдюжини сорочок, які хтось привіз з Англії.
3. Компас був винайдений в стародавньому Китаї.
4. Едвард залишився на тиждень в котеджі.
5. Денні подивився на будинок, і раптом у вікні він побачив обличчя.
6. Історія, яку я збираюся тобі розповісти, довга. Сідай на диван і давай поговоримо.
7. Яка красива метелик тут на стіні.
8. У неї був свій власний ключ.
9. Люди похилого віку не можуть допомогти молодим.
10. Спасибі, Стефан. Я знав, що ти даси мені правильну пораду.
11. Іноді відвідувачі дзвонили не в той дзвінок.
12. Я просто хотіла глянути на будинок і поставити тобі кілька питань.

Nouns of Material	In a general sense - NO ARTICLE	When modified by a particularizing attribute or the situation makes it definite - THE	NOTES
Butter, tea, iron, water, honey, wine, snow, etc.	<p>Blood is thicker than water.</p> <p>She was wearing a little hat of black straw.</p> <p>He doesn't like coffee.</p> <p>She was as pale as snow.</p>	<p>Rosa tasted the wine. It was good.</p> <p>The coffee she made was better than he had hoped and very hot.</p> <p>She looked with hungry eyes at the bread and meat the landlady brought her.</p>	<p>1. When an indefinite article of the substance is meant, <i>some/any</i> are used. <i>I bought some bread and cheese.</i></p> <p>2. We use a/an when:</p> <p>a) sorts of food are meant <i>They give a good coffee here.</i></p> <p>b) a portion of something is meant He drank a brandy and went out. I'll buy you an ice.</p> <p>c) The noun indicates an object made of a certain material</p> <p>d) There is a tin of sardines on the table.</p>
Abstract Nouns	<p>While there is life there is hope.</p> <p>What fine weather we're having!</p>	<p>Last night I heard "Carmen" and enjoyed the music.</p> <p>We enjoyed the stillness of the air.</p> <p>He was in a state of</p>	<p>A/an is used with uncountable abstract nouns when modified by a descriptive attribute which</p>

Anger, beauty, curiosity, freedom, happiness, love, modesty, pride, respect, time, work, strength, weather, etc.	They walked in silence along the path.	the greatest excitement.	brings out a social aspect. A hot anger rose in his chest. She had a natural grace that was very attractive. There was a wonderful happiness everywhere.
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Ex. 16. Say, what articles you would use for the nouns in these situations.

1. У кіоску "Соки-води" ви говорите: "Я, мабуть, візьму томатний сік."
2. Ви зацікавилися, з чого виготовляють будівельні блоки. "З цементу і каменю," - відповіли вам.
3. "Мама, купи мені морозиво," - просить дівчинка.
4. При виході з магазину вас запитали, чи є там апельсини.
5. Сусід цікавиться, з чого зроблений ваш сервант. "По-моєму, це червоне дерево."
6. Розхвалюючи костюм, ви помічаєте: "Не схоже, що це бавовна, можна подумати, що це шерсть."
7. На прохання купити морозиво ви відповідаєте: "Тут не продають морозиво."
8. Проходячи повз кіоск, ви питаєте: "Хочеш, я тобі куплю морозиво?"
9. "У тебе все обличчя в яйці, йди вмийся."
10. На сніданок я їм варене яйце і чашку кави.
11. Ви вип'єте чорна кави? Так, і без цукру.

Ex. 17. Insert articles or "some" where necessary (articles with nouns of material).

A

1. "We shan't have ____ fish," Robin said.
2. "____ fish is very fresh," the waiter assured us.
3. He bought ____ cold beef, and __ ham, and ____ French bread and butter, and came back with his pockets pretty heavily laden.
4. There

were two bottles of ____ wine, ____ plate of ____ oranges with ____ powdered sugar. 5. Dinner began in ____ silence. In silence ____ soup was finished. It was ____ excellent soup. And fish was brought. Nobody took it and fish was taken away. Then the maid brought ____ champagne. 6. She made coffee. 7. ____ coffee without ____ bread could never honestly serve as supper. 8. rest of us had finished eating, but Dave had cut himself another slice of cheese. 9. You've caught cold; I saw you shivering, and you must have ____ gruel to drive it out. 10. She did not answer, but her face was hard and pale as ____ stone.

B

1. She hurried in again and found __ water almost boiled away. 2. __ blood is thicker than ____ water. 3. Rosa tasted ____ wine. It was harsh but refreshing. 4. You drank ____ wine with breakfast, dinner, and supper, and fifty people always drank it with you. 5. She looked with ____ eager, hungry eyes at _____ bread and ____ meat and ____ beer that ____ landlady brought her. 6. She had ____ brown shining hair which hung down on either side of her face. 7. __ coffee was better than Dinny had hoped and very hot. 8. Without giving her _ opportunity to protest any more, he went to ____ telephone and ordered _____ coffee and several sandwiches. 9. Barber went to ____ bar and ordered _____ coffee, then changed it to _____ brandy because ____ coffee wasn't enough after ____ talk like that. 10. Her face was yellow in colour and her skin resembled ____ leather. 11. The maid brought in ____ pears, ____ cold chicken, ____ tongue, ____ cheese. 12. My heart felt as heavy as _____ lead. 13. I'm going to cut ____ grass in _____ garden. It is _____ hard work but it has to be done.

Ex. 18. Put in "a/an", "the" or "some" where necessary (articles with nouns of material).

The Luncheon.

"I never eat anything for luncheon," she said. " ____ little fish, perhaps. I wonder if they have ____ salmon. And unless they have _____ caviar. I never mind ____ caviar." For myself I chose _____ cheapest dish on ____ menu and that was ____ mutton chop. "I think you are unwise to eat ____ meat," she said. Then came the question of ____ drink.

"I never drink anything for luncheon, except white wine. My doctor won't let me drink anything but ____ champagne. And what are you going to drink?" " ____ water."

She ate ____ caviar and ____ salmon. She talked gaily of ____ art, literature and ____ music.

Ex. 19. Translate into English.

1. Вода в річці дуже холодна. 2. Вода необхідна для життя. 3. Принеси мені води, будь ласка. 4. Сніг був глибокий. 5. Дуже важко ходити по глибокому снігу. 6. Чай гарячий. 7. Я люблю чай. 8. Поклади цукор в чай. 9. Купи лимон до чаю. 10. Лимон корисний. 11. Наріж лимон. 12. Сік смачний. 13. Я віддаю перевагу апельсиновий сік. 14. Сік, яким я тебе пригощу, зробила моя мама. 15. Я попросив купити хліба і масла. 16. Дайте мені, будь ласка, молока. 17. Молоко необхідно дітям. 18. Покладіть масла в суп. 19. Поставте масло на стіл. 20. Я не п'ю молоко, я п'ю чай або каву. 21. Вчора я купив дуже хороший чай і кава. 22. Кава я пошлю матері. Вона любить каву. 23. Де масло? Воно на столі. 24. Є нафту або газ в цьому районі? 25. Офіціант приніс мені м'ясо і овочі. Я з'їв овочі, але не став їсти м'ясо. 26. Зазвичай я п'ю кип'ячене молоко. Але молоко, яке дає наша корова, не треба кип'ятити.

Ex. 20. Translate into English.

1. Погода була такою теплою, що ми вирішили поплавати.
2. Яка чудова сьогодні погода.
3. Які новини?
4. Ти чув новина?
5. Я йому позичив п'ять фунтів минулого тижня. Ти думаєш, він віддасть мені гроші?
6. Джеймс попросив води і жадібно (thirstily) її випив.
7. Я знаю, що робота, яку я виконав, це хороша робота, краща в моєму житті.
8. Рада, який він отримав від своїх друзів, був - відмовитися від роботи.
9. Вони купують нові меблі.
10. Батько почав різати гаряче м'ясо.
11. Вона вчила дітей працювати з папером і ножицями.
12. Земля була покрита свіжим снігом.
13. Кава подали зі справжніми вершками.

GEOGRAPHICAL NAMES

Geographical	NO ARTICLE	The Definite	NOTES
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Names		Article THE	
1. <i>Continents, countries, cities/ towns, villages</i>	a) as a rule Africa, Asia France, London b) when modified by a prepositional attribute Latin America, Central Asia Petrovka But: the village of Petrovka	When having a particularizing attribute. The Philadelphia he was born in... Gone is the Moscow of the merchants and aristocrats. In his book W.Scott described the England of the Middle Ages.	<u>the word groups</u> are always used with <i>the</i> : <i>the United States the Soviet Union the United Kingdom of Great Britain the Netherlands the Hague the Crimea the Caucasus</i>
2. <i>Oceans, rivers, seas channels/ canals deserts</i>		the Pacific the Black Sea the Neva, the Sahara the English Channel the Suez Canal	
3. <i>Lakes</i>	Lake Baikal Lake Ontario	the Baikal the Ontario	
4. <i>Mountains</i>	peaks: Elbrus Everest	mountain chains: the Urals the Alps	
5. <i>Islands</i>	a single island: Madagascar Corfu Sicily	island groups: the Bermudas the British Isles the Bahamas	
6. <i>Regions</i>	North America Latin America Central Asia	the Middle East the Far East the north of England the south of France	BUT: western Canada southern Spain

7. <i>Four cardinal points of the compass</i>		the South, the North, the West, the East	BUT: from East to West from North to South
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NAMES OF PERSONS

Names of Persons	NO ARTICLE	The Definite Article THE	The Indefinite Article A/AN
1. Names of Persons	<p>a) as a rule no article is used</p> <p><i>There was a letter from Susan inviting me to a party.</i></p> <p>b) modified by attributes old, young, little, <i>dear</i>, <i>poor</i>, <i>honest</i></p> <p><i>Young Jolyon was standing by the piano.</i></p> <p><i>... she is a widow of poor George...</i></p>	<p>a) with a name in the plural to indicate the whole family:</p> <p><i>He is very different from the rest of the Kents.</i></p> <p>b) with the name modified by a particularizing attribute:</p> <p><i>Is he the Sheldon who is a writer?</i></p> <p><i>She was no more the Julia of the first years of their marriage.</i></p>	<p>a) one member of a family:</p> <p><i>I have often wondered if Tim was really a Burton.</i></p> <p>b) when names of persons become countable nouns indicating typical features of a well-known name:</p> <p><i>Why, you are quite a Monte Cristo.</i></p> <p><i>She felt like an Alice in Wonderland.</i></p>

			<p>c) names of persons when meaning “a certain...”:</p> <p><i>I heard it from a (certain) Mr. Jagger.</i></p>
<p>2. Nouns of relationship</p>	<p>a) followed by a proper name:</p> <p><i>uncle Jolyon aunt Polly</i></p> <p>b) not followed by a proper name and used only by the members of the family:</p> <p><i>She went into the hall: “Is Mother back?”</i></p>	<p>a) If other people’s relations are meant:</p> <p><i>The son was as clever as the father.</i></p> <p>b) Mind the expressions:</p> <p><i>Lomonosov was the son of a fisherman.</i></p> <p><i>Becky was the daughter of an artist.</i></p>	
<p>3. Nouns denoting ranks, titles, profession followed by a proper name</p>	<p><i>academician professor doctor count lord colonel Mr/Mrs</i></p>	<p>Brown</p>	<p>Nouns denoting profession followed by a proper name:</p> <p><i>The painter Warhol left many fine pictures.</i></p>

THE USE OF ARTICLES IN THE NAMES OF PLACES, SOME BUILDINGS, PUBLIC ORGANIZATIONS, ETC

Names of Places, Buildings, Public Organizations, etc.	The Definite Article THE	NO ARTICLE
<ul style="list-style-type: none"> - Historical events -Public/Political Organizations -Public/historical buildings, churches -Documents -Parties -Names of newspapers and periodicals -Businesses and Chains of Shops -Ships, Trains, Spacecrafts -Theatres, Cinemas -Museum -Parks -Schools, colleges, -Universities -Restaurants -Hotels -Stations and Airports -The names of counties, states, streets 	<p>the French Revolution the Senate, the Houses of Parliament, the United Nations, the Government the Bank of England, the Winter Palace, the Tower of London the Constitution the Labour Party, the Tory the Times, the Washington Post</p> <p>the Orient Express, the Titanic the Globe, the Bolshoy, the Odeon, the Arbat the British Museum, the Hermitage, the Tate Gallery the University of London</p> <p>the Cage Royal the Hilton</p>	<p>NATO, Parliament, Congress</p> <p>Westminster Abbey, St. Paul's Cathedral, Buckingham Palace</p> <p>(foreign) Pravda, Der Spiegel General Motors, Sony, Shell</p> <p>Apollo, Challenger Her Majesty's Hyde Park, St. James's Park</p> <p>Carnegie College, London University Manchester Grammar School Leoni's Brown's Heathrow, Sheremetyevo Yourkshire, Texas, Oxford, High Street</p>

EXERCISES

Ex. 21. Supply "the" or "a" where it is necessary.

1. I haven't the least idea how many rooms there are in ___ Ritz (hotel).
2. What's your address? - I live in ___ Montague Road, number 27.
3. I could never afford to stay at hotes like ___ Brown's or ___ Hilton.
4. You can't visit ___ London without seeing ___ Buckingham Palace.
5. We had an early dinner at ___ Leoni's and then went to play at ___ Globe theatre.
6. Go down ___ Oxford Street till you come to ___ Oxford Circus, then turn right.
7. Do you know the song about ___ London Bridge?
8. Look at the percentage of lawyers in ___ Senate.
9. Two famous works of art are recently acquired by ___ Tate Gallery, London.
10. He spoke about the role of ___ Labour Party during the election period.
11. And eventually ___ Queen Elizabeth was put to sea.
12. The Kings and Queens of England were crowned and buried in ___ Westminster Abbey.
13. There is an interesting article in ___ Times.
14. He never read ___ Pravda.
15. He attended ___ Congress only nine times.
16. Governmental offices line ___ Whitehall, and on the right is ___ Downing street.

Ex. 22. Insert articles where necessary.

1. When you are in ___ sky, you see only snow in - Arctic or - Greenland. You have glimpses of ___ ___ Andes or ___ Pacific.
2. ___ Riviera in ___ Caucasus is the most popular place in summer.
3. ___ Lake Baikal is the deepest lake in the world.
4. ___ Elbrus is the highest peak in ___ Europe.
5. ___ Hague, a city in ___ Netherlands near ___ North Sea, is the seat of the Dutch Government.
6. The home ownership rate in ___ South East of ___ England is higher than in ___ North.
7. ___ Suez Canal was blocked.
8. ___ Sahara is the greatest desert in ___ North Africa, extending from ___ Atlantic Ocean to ___ Nile.
9. ___ Philippines is an archipelago which consists of thousands of islands.
10. ___ West Indies is a chain of islands between ___ North and ___ South America.
11. The surface of ___ Mediterranean is never so blue as that of Adriatic.

Ex. 23. Insert articles where necessary.

I

1. ____ “Queen Mary” was launched by ____ Queen Mary in 1938.
2. There was a little sentimentality about ____ Forsytes.
3. He is the nearest we have to ____ English Leonardo da Vinci.
4. He has the humour of ____ Chekhov.
5. To feel more comfortable you should have taken ____ Pullman.
6. He predicted the victory of ____ Mrs Thatcher in the 1979 election.
7. I know very little about him as you do - he is ____ Mr Tarantino.
8. One of the correspondents handed McCartney the paper and asked, “Are you ____ McCartney who wrote this?”
9. “I’ll run to ____ Mother”, he said in ____ loud whisper.

II

1. ____ Willowbys left town as soon as they were married.
2. This wasn’t ____ Beatrice she knew.
3. ____ father and ____ daughter appeared at last.
4. ____ professor Keitel is ____ man to whom you’ll be responsible for your undergraduate teaching.
5. This Pat wasn’t like ____ Pat of his memories.
6. If you are ____ Napoleon, you’ll play ____ game of ____ power, if you’re ____ Leonardo you’ll play for ____ knowledge.
7. Elsie said she would ring up ____ Doctor Hitchcock.
8. ____ poor Edward muttered something, but what it was nobody knew.
9. ____ gentle, tender-hearted Amelia sadly was ____ ____ only person to whom Becky could attach herself.
10. I am ____ Mr Keaton to whom you were to come.

Ex. 24. Translate into English.

1. Кордильєри знаходяться в Північній Америці.
2. Береги Рейну дуже мальовничі.
3. Ельбрус - дуже красива гора.
4. Вони купили будинок в Марлоу, який виходив вікнами на Темзу.
5. Середземне море знаходиться між Європою, Азією і Африкою.
6. Венеція розташована на березі Адріатичного моря.
7. Лівінгстон загинув в Центральній Африці.
8. Вони любили гуляти в Гайд-парку.
9. Вона показувала мені фотографію чудовою долини в Баварії.

Ex. 25. Translate into English.

1. Вас чекає якийсь Медников.
2. Вона вийшла заміж за Кормана, з яким нас познайомили у Кемеронів.
3. Константинова оселилися тут два роки тому.
4. Вона була Клептон, і, як все Клептон, дуже розумна.
5. Крилова називали російським Лафонтеном.
6. Москва наших днів - це не Москва XIX століття.
7. І.В. Мічурін народився в 1855 р в селі Довге, недалеко від Козлова. Мічуріна завжди були садівниками.
8. Крим і Кавказ розташовані на березі Чорного моря.
9. Вам подобається ця картина? Це Шемякін.
10. Про якого Толстого ви говорите? - Про Толстого, який написав роман "Петро Перший".

SPECIAL DIFFICULTIES IN THE USE OF ARTICLES

The use of articles with the names of months and days, seasons, meals, languages, nouns: day, night, evening, morning, etc.

The Nouns	As a rule, usually NO ARTICLE	When modified by a particularizing attribute, situation: THE	When modified by a descriptive attribute: A	In Set Expressions
1. The names of months and days <i>May, Monday</i>	May is a spring month. I met her on Monday .	We'll always remember the May of 1945. She came on the Friday when David was born.	A cold May is a usual thing in St.-Petersburg.	
2. The names of seasons <i>summer, winter</i>	I like winter .	It happened in the spring of 1930. It was the summer when we first came here.	It was a beautiful spring . But: no article: <i>early/late spring</i>	

			winter	
3. Nouns: day, night, morning, evening, afternoon	Day is meant for work, night for sleep. It was evening.	He'll never forget the day when he met her. The night was warm and beautiful.	I spent a sleepless night. But: no article: <i>early/late</i> morning afternoon	- by day/night; - at night, at dawn/ daybreak/ sunrise/sunset/ noon/night; - from morning till night; - in the morning (evening, afternoon)
4. The names of languages <i>French,</i> <i>German,</i> <i>English</i>	She knows French well.	The English of America differs from the English of Great Britain. the English language		What is the <i>English</i> for...
5. The names of meals, lunch, dinner, tea	Did you have dinner ? Lunch is ready.	The dinner we had today was very good. The lunch was a success.	After a heavy breakfast we started for...	to <i>have breakfast</i> (lunch, dinner, tea, coffee)

The use of articles with the nouns
school/college, prison/jail, bed, town, church

The Nouns	When the nouns lose the concrete meaning and express the purpose for which they serve: NO ARTICLE	When the nouns denote concrete objects the articles are used in accordance to the general rules
School/college/ university	<i>to be at school/college/university</i> <i>to go to school/college/university</i> <i>to leave school/college</i>	to go <i>to the school</i> (the building is meant) to leave <i>the school</i> (to leave the building)

	<p>After 1 left school 1 went to university, (as a student)</p> <p>Why aren't the children at school today? (as pupils)</p>	<p>Mr Kelly went to the school to meet his daughter's teacher.</p> <p>Excuse me, where is the university, please?</p>
Church	<p><i>in church/at church</i></p> <p>Mrs Kelly goes to church on Sundays (for a religious service).</p>	<p>The church was built in the 17th century.</p> <p>There is a church in the village.</p>
Prison/jail	<p>to be <i>in prison</i> to be <i>sent to prison/jail</i> to be <i>put in prison</i></p> <p>Ken's brother is in prison for robbery.</p> <p>Fred robbed a bank but he was caught and sent to prison.</p>	<p>Ken went to the prison to visit his brother.</p> <p>They lived near a prison.</p>
Bed	<p>to go <i>to bed</i> to be <i>in bed</i> to stay <i>in bed</i></p> <p>It's time to go to bed.</p> <p>Is Tom still in bed?</p>	<p>Her portrait was on the wall beside the bed.</p> <p>There is a table, 6 chairs, a bed and a cupboard in the room.</p>
Work	<p>to go <i>to work</i> to be a <i>t work</i> to start <i>work</i></p> <p>Why isn't Ann at work today?</p>	<p>I like the work I'm doing now.</p> <p>A new work of modern art</p> <p>The works of Shakespeare (products of the intellect or imagination)</p>
Home	<p>to go <i>home</i> <small>no</small> preposition</p>	<p>Institution or place: an</p>

	<p>to come <i>home</i> to be <i>at home</i> to stay <i>at home</i>/to feel <i>at home</i></p> <p>Will you be at home tonight?</p> <p>Let's go home.</p>	<p>orphans home, a nursing home, a <i>maternity home</i>.</p> <p>Place where an animal or a plant is native:</p> <p>the home of the tiger.</p>
Town	<p>with prepositions: <i>to/in town</i></p> <p>You can't go to town tomorrow.</p> <p>What are you going to do in town?</p> <p>He spent 20 years in town, he is not used to country life (as opposed to the country).</p>	<p>I want to go to the town I was born in.</p> <p>Would you rather live in a town or in the country?</p> <p>The whole town was talking about it.</p>
Hospital	<p><i>to go to hospital to be in hospital</i></p> <p>Jack had an accident. He had to go to hospital. He is still in hospital now.</p>	<p>When Ann was ill we went to the hospital to visit her. (as visitors, we mean a particular hospital).</p>

EXERCISES

Ex. 26. Insert articles where necessary.

Names of Seasons.

1. ____ day had been fine and warm; but at ____ coming on of ____ night, ____
____ air grew cool. 2. All ____ nature was very calm and beautiful. 3. You see,
____ inter was ____ very bad time for me, and I really had no money at all to
buy ____ bread with. 4. ____ summer drew to ____ end, and ____ early autumn.
5. It was ____ lovely evening in spring time of ____ year. 6. It was pretty late in
____ autumn of ____ year. 7. ____ declining sun looked brightly upon ____ little
Wiltshire village. 8. There was going to be ____ election soon, we all knew: this
was ____ spring of 1955. 9. It was ____ cold fall and ____ wind came down
from ____ mountains.

Bed, School, Prison, Town.

1. Maycomb was ___ old town. 2. Dolores said nothing at all on ___ way to ___ town. 3. Before that she had taught history in ___ girls' school. 4. ___ school was not ___ particularly good one. 5. I never knew ___ lawyer yet who didn't threaten to put me in ___ prison sooner or later. 6. In all probability he was already in ___ town. 7. Among other public buildings in ___ certain town ... there is one anciently common to most towns, great or small ... ___ workhouse. 8. ___ hospital where Amy worked was in the East End. 9. They went to ___ church every Sunday morning. 10. He told with ___ perfect truth ... how he had in time been released from ___ prison. 11. You take your man home, Mrs Douglas, and get him to ___ bed before eleven. 12. I'm going to be out of ___ town for few days. 13. Unless we can give ___ rector ___ bed, he had nowhere to lay his head this night. 14. Who could be in ___ prison ___ quarter of ___ century, and be prosperous!

Ex. 27. Translate the sentences.

I

1. Для літа це був дуже теплий вечір. 2. Здавалося, що осінь цього року настане раніше. 3. Була рання весна, день був чудовий, і у нас був гарний настрій. 3. Це був перший день літа. 5. Весна в цьому році прийшла рано. 6. Вона поїхала в село на літо. 7. У цьому році весна була короткою. 8. "Ти не міг би почекати до зими?" - запитав Сем. 9. Взимку і влітку ми проводили вихідні за містом. 10. Зима закінчувалася, в повітрі пахло весною.

II

1. Хоча було одинадцять годин, Софія все ще була в ліжку. 2. Стефан сидів на краю ліжка і посміхався. 3. Він і мій брат разом ходили в школу. 4. Коли майже стемніло, він відвідав міську в'язницю. 5. Після закінчення школи він почав працювати в конторі свого батька. 6. Г од назад вона закінчила інститут і почала працювати в школі в селі недалеко від Москви. 7. Ця думка вперше прийшла до мене, коли я лежав у ліжку під час безсонної ночі. 8. У селі є лікарня. 9. Ми закінчили роботу опівночі, ми дуже втомилися і лягли спати навіть без вечері. 10. Книги, газети, журнали лежали на столі, стільцях, ліжка. 11. Він живе в одному крилі будинку, решту будинку він перетворив в госпіталь. 12. Вранці, як завжди, я пішов в школу.

Ex. 28. Insert articles where necessary.

Day, Night, Morning, Evening.

1. I payed my first visit to his house on ____ clear February night. 2. It was nearly ____ sundown. 3. ____ night outside seemed very quiet. 4. During ____ evening we played innumerable games of piquet... 5. It was ____ evening, and he was walking across the school grounds on his way home. 6. He wondered what hour it was. ____ sun seemed to indicate ____ late morning ... 7. ____ morning was cold and sharp and sunny. 8. It is ____ early morning. 9. We are going to have ____ ideal night. 10. ____ night being sharp and frosty, we trembled from ____ head to ____ foot. 11. It was early in ____ afternoon. 11. ____ night came and he sent his sadness into his sleep. 13. I was up at six in ____ morning. 14. She has had ____ bad night, probably ____ rather delirious night. 15. Arthur did not pass ____ sleepless night; he slept long and well. 16. It was about ten o'clock at ____ night. 17. ____ fine September afternoon was dying fast. 18. It was ____ morning ____ after Roger had talked to me in ____ Park, and Margaret and I were sitting at ____ breakfast. 19. On __ bright January morning ____ telephones kept ringing in my office. 20. I cannot describe to you ____ intense silence of ____ night.

Ex. 29. Insert articles where necessary.

Names of Meals.

1. The invitations to ____ dinner for sixteen people were sent out. 2. He came in one morning when I was having ____ breakfast on ____ terrace of ____ hotel and introduced himself. 3. I saw to it that he had ____ good dinner. 4. He was giving ____ big lunch on ____ following day and at ____ end of ____ week ____ grand dinner. 5. Mr Wayne settled back in his chair, savouring his drink, expecting ____ good dinner. 6. ____ dinner was very sound. 7. But ____ hot bath and ____ good dinner fixed him up. 8. They had ____ supper in silence. 9. “____ dinner will be ready in ____ few minutes,” she said.

Ex. 30. Translate into English.

1. Ранок був холодний і вітряний.
2. Був теплий літній вечір.
3. Настала ніч, і мандрівники вирішили відпочити.
4. Він пише з ранку до ночі.
5. Він переночував у приятеля.
6. Він провів безсонну ніч і був дуже блідий.
7. Приємно поїхати за місто в ясний літній день.
8. І вдень і вночі він думав про одне.

9. Був чудовий ранок, сонячне і тихе.
10. Був ранній ранок, все в домі ще спали.
11. На дворі (outside) була ніч.
12. Була тепла літня ніч.
13. Я думаю, день буде ясным і теплим.
14. Машини на фабриці працювали день і ніч.
15. Я переконав його провести ніч в нашому будинку і відпочити.
16. Я ніколи не забуду вечір, який ми провели в Лондоні.
17. Вечір був холодним і туманним.

The use of articles with nouns in some set expressions

I. The use of the indefinite article with nouns in set expressions

1. *in a hurry* - поспіхом
2. *to have a mind to do smth* - мати бажання що-небудь зробити, бути схильним
3. *to fly into a passion* - прийти в сказ
4. *to fly into a fury (rage)* - прийти в лютть
5. *to take a fancy to* - перейнятися симпатією, відчувати розташування
6. *in a low (loud) voice* - тихо (голосно)
7. *a great many (with countables)* - багато; *a great deal (with uncountables)* - багато
8. *it's a pity* - шкода
9. *it's a shame* - соромно; шкода
10. *it's a pleasure* - приємно
11. *as a result* - в результаті
12. *to have a good time* - добре провести час
13. *to be at a loss* - бути в розгубленості (подиві)
14. *at a glance* - відразу, одним поглядом
15. *to tell a lie* - говорити неправду

II. The use of the definite article with nouns in set expressions

1. *it's out of the question* - про це й мови бути не може
2. *to take the trouble to do smth* - потрудитися
3. *in the original* - в оригіналі
4. *to play the piano (the violin, the harp)* - грати на піаніно, скрипці, арфі
5. *to keep the house* - сидіти вдома, не виходити (осіб, через хворобу)
6. *to keep the bed* - дотримуватися постільного режиму

7. *on the whole* - в цілому
8. *the other day* - днями
9. *on the one hand* - з одного боку; *on the other hand* - з іншого боку
10. *to tell the truth* - говорити правду
11. *to be on the safe side* - для вірності, про всяк випадок
12. *at the bottom / top of* - внизу / вгорі

III. Nouns in set expressions used without articles

1. *out-of-doors* - на дворі, на вулиці, поза домом
2. *to take to heart* - приймати близько до серця
3. *at heart* - в глибині душі
4. *to take offence* - ображатися
5. *to give (to get, to ask) permission* - дати (отримати, попросити) дозвіл
6. *to lose heart* - втрачати мужність
7. *from morning till night* - з ранку до вечора
8. *from head to foot* - з голови до ніг
9. *from beginning to end* - з початку до кінця
10. *at first sight* - з першого погляду
11. *by chance* - випадково
12. *by mistake* - помилково
13. *for hours* - годинами
14. *for ages* - цілу вічність
15. *by land, by sea, by air* - сушею, морем, повітрям
16. *to go to sea* - стати моряком, виходити в море
17. *on deck* - на палубі
18. *on board* - на борту
19. *to keep house* - вести господарство
20. *at sunrise (at dawn)* - на світанку
21. *at sunset* - на заході
22. *at work* - за роботою
23. *by name* - по імені
24. *in debt* - в боргу
25. *to play football / hockey* - грати у футбол

EXERCISES

Ex. 31. Insert articles where necessary.

1. "Are you ____ bad sailor?" she asked. "About as bad as is possible in spite of

having been at ___ sea so much.” 2. The parcel came by ___ post. 3. On his trip round the world with Fleur he had often put his nose out and watched the dancing on ___ deck. 4. He decided that he would not at ___ present explain to her who he was. 5. I saw ___ good deal of him during ___ war. 6. He has taken her death very much to ___ heart indeed. 7. She went by ___ coach because it was cheaper. 8. All seemed perfectly at their ease, by no means in ___ hurry. 9. ___ little car in ___ question now stood outside ___ front door. 10. Am I dealing, young people, with ___ case of ___ love at ___ first sight? 11. We’ve had some tea already on board yacht. 12. Rosa was well aware that she had never taken trouble to get to know Annette. 13. You will go to ___ sea and forget all about me in ___ month. 14. He is beginning to lose ___ heart, they say. 15. She burned like ___ fire from ___ head to ___ foot. I got into conversation with him by chance at ___ concert. 17. She’s taken quite ___ fancy to you, Ridgeon. 18. I returned at once, and found Ada sitting at ___ work by ___ fireside. 19. Somewhere great many men were singing. 20. It is ___ pity to worry her if she has talent for ___ uneasiness. 21. Behind ___ house there was ___ large garden, and in summer, ___ pupils almost lived out-of-doors. 22. rain had stopped and we went on ___ foot to ___ Ebury Street. 23. They started at ___ dawn, and ___ boy I sent with them didn’t come back till ___ next day. 24. All of sudden, his face had become stony. 25. Dear, dear! It seems only ___ other day since I took you down to school to Slough!

Ex. 32. Translate into English.

1. Він завжди говорить дуже тихо.
2. Днями я випадково зустріла Ніну.
3. Якщо ви так відповісте, він прийде в лють.
4. По правді кажучи, я так і не зрозуміла, чому вона образилася.
5. Вона читає з ранку до ночі.
6. Ми завжди заставляли його за роботою.
7. Приходьте до мене завтра. - Про це й мови бути не може, я дуже зайнята.
8. Він навіть не потрудився зустріти нас на вокзалі.
9. Ми вже можемо читати Діккенса в оригіналі.
10. Мій брат дуже добре грає на скрипці.
11. Ви помилково принесли не той журнал.
12. Я вважаю, ти сказав мені чисту (bare) правду.
13. Вона дивилася наліво і направо і говорила тихим голосом.
14. Вона вела господарство свого овдовілого брата.
15. Вони любили подорожувати морем і пішки.
16. Рада (просто задоволення) бачити тебе.
17. Він любив грати на флейті (flute).

18. Він був постійно в боргах.
19. Йому дозволили побачитися з нею на кілька хвилин.
20. Почувши це, він впав у страшну лють.
21. Я натрапив на цю книгу абсолютно випадково.
22. Він був в розгубленості, він не міг збрехати.
23. Я можу привести ряд прикладів.
24. Під час обіду він помилково назвав мене Мері.

Ex. 33. Translate into English.

1. Вона вже цілу вічність шукає роботу.
2. Батьки купили мені гітару. Гітара була з прекрасного дерева.
3. Ви саме той самий чоловік, якого я хочу бачити.
4. Він досить хороший художник.
5. Знання - це сила.
6. Я тільки що приготував суп. Хочеш супу?
7. Була весна. Весна була дуже теплою.
8. Ми ніколи не вечеряємо, але вчора після театру у нас був легкий вечерю з друзями.
9. Навпроти нашого будинку лікарня. Я не люблю лежати в лікарні.
10. Було вже одинадцять, а вона була ще в ліжку.

Ex. 34. Translate into English.

1. Я знайшов на вулиці кошеня.
2. Це був милий будиночок. Перед будиночком було багато троянд.
3. Він поставив ясне питання і чекав такого ж відповіді.
4. Вона такий хороший учитель, що всі хлопці її любили.
5. Він послав нам важливу інформацію.
6. Принесіть води. Вода в цьому ставку дуже чиста.
7. Зима того року почалася дуже рано.
8. Вона працює з ранку до вечора.
9. Коли Аня була хвора, її забрали в лікарню. Ми часто ходили до неї в лікарню.
10. Влітку я живу за містом, але по неділях їжджу в місто.

Ex. 35. Translate into English.

1. У молодості вона була красунею.
2. У нашій школі нова вчителька. Що ти думаєш про нову вчительці?
3. Він дав неправильну відповідь.
4. Це досить дурне питання.

5. Мені подобається музика цього композитора.
6. Додай солі в суп. Сіль на полиці.
7. Була пізня осінь, а ми ще жили на дачі.
8. Сьогодні ми снідали пізно. Сніданок був як ланч.
9. Скільки людей відвідують університет у вашій країні?
10. Після роботи мій дядько зазвичай йде додому.

Ex. 36. Translate into English.

1. Його попросили виголосити промову.
2. На правій стіні є полку. На полиці багато англійських книг.
3. Це правильна відповідь на питання?
4. Він досить ввічлива людина. Він не міг так вчинити.
5. У кімнаті було багато світла і повітря.
6. Дайте мені льоду. Сік теплий.
7. Літо в цьому році прийшло вже в травні.
8. Вони запросили нас на обід. Обід був чудовим.
9. Він великий хлопчик, він ходить в школу.
10. По неділях вся сім'я ходила до церкви. Церква в нашому селі була дуже красива.

THE PRONOUN

We use pronouns instead of nouns.

CLASSIFICATION OF PRONOUNS

Pronouns fall under the following groups:

1. **Personal:** *I, he, she, it, we, you, they.*
2. **Possessive:** *my, his, her, its, our, your, their.*
3. **Reflexive:** *myself, himself, herself, itself, ourselves, yourself (yourselves), themselves.*
3. **Reciprocal:** *each other, one another.*
4. **Demonstrative:** *this (these), that (those), such, the same.*
5. **Interrogative:** *who, whose, what, which.*
6. **Defining:** *each, every, everybody, everyone, everything, all, either, both, other, another.*
7. **Indefinite:** *some, any, somebody, anybody, something, anything, someone, anyone, one.*
8. **Negative:** *no, none, neither, nobody, no one, nothing.*

Personal and possessive pronouns

Personal pronouns have two cases; there are corresponding possessive pronouns and their absolute forms.

nominative	objective	Possessive pronouns	Absolute forms
I	<i>me</i>	<i>my</i>	<i>mine</i>
<i>he</i>	<i>him</i>	<i>his</i>	<i>his</i>
<i>she</i>	<i>her</i>	<i>her</i>	<i>hers</i>
<i>it</i>	<i>it</i>	<i>its</i>	—
<i>you</i>	<i>you</i>	<i>your</i>	<i>yours</i>
<i>we</i>	<i>us</i>	<i>our</i>	<i>ours</i>
<i>they</i>	<i>them</i>	<i>their</i>	<i>theirs</i>

NOTES:

1. We don't have singular and plural forms of *you*. We can say "You're right" to someone we don't know at all or we know very well, to a child or to an adult.
2. We use *it* for things, to refer to animals, a baby or a child. We use *he*, *she*, *who* when we refer to pets, ships, cars, motorbikes, a country if a reference is "affectionate":

*Roger is a good dog. **He** is my best friend.*

*Bessie's a fine cow. **She** gives a lot of milk.*

*My old car is not fast, but **she** does 50 ml to the gallon.*

*In 1941, America assumed **her** role as a world power.*

3. We use objective pronouns after "to be", "than" and in answer to questions "Who?":

*Who is it? - It's **me/him/her/us/them**.*

*Who told him? - **Me/not me**.*

*He is taller than **me/him/her**.*

4. Possessive pronouns are dependent. They must go in front of nouns:

*He is **my** son.*

*Is it **your** name?*

*The cat drank **its** milk.*

5. Absolute forms stand on their own or they can be used in such constructions as: “*a friend of mine*”, “*that car of yours*”:

*This book is **mine**.*

*That brother **of yours** is always in trouble.*

*That music **of hers** drives me crazy.*

6. Possessive pronouns are often used before the names of the parts of the body, clothing, things belonging to a person, etc. In this case they are not translated into Russian:

*He rose and held out **his** hand to help **his** father up.*

*The girl dropped **her** handkerchief and he picked it up.*

*He always puts **his** hands into **his** pockets.*

EXERCISES

Ex. 1. Fill in the blanks with personal pronouns.

Model: I see a girl, I see her:

1. I see a teacher, I see _____.
2. Please, read this letter, read _____.
3. I know the boy, I know _____.
4. I'm glad to meet both Tom and Ann, I'm glad to meet _____.
5. Give me the book, give _____ to me.
6. I don't like Ann's brother, I don't like _____.
7. This task was given to you and to me, it was given to _____.

Ex. 2. Answer the questions, using “*my-mine*”, “*her-hers*”, etc.

*Model: This book belongs to me. This is *my* book. The book is *mine*.*

1. Do these shoes belong to your husband? 2. Will this new flat belong to them?
3. This umbrella doesn't belong to you, does it? 4. These books belong to us, don't they? 5. Do these things belong to him or to her?

Ex. 3. Use the absolute form of the possessive pronoun in brackets. Translate the sentences into Russian.

*Model: The pleasure was all (my). The pleasure was all *mine*.*

1. Our house is in that street. (His) is round the corner. 2. It was through no fault of (her). 3. You can very well do without my help but not without (their). 4. Her handbag is on the chair. (My) is on the sofa. 5. (Our) was the last turn.

Ex. 4. Fill in the blanks with missing possessive pronouns.

1. This doesn't look like ____ book, it must be _____. 2. Tell him not to forget _____ ticket, she mustn't forget _____ either. 3. Tell me, isn't that _____ girl-friend over there? 4. I see that he has lost _____ pencil, perhaps you can lend him _____. 5. He has come to see me, _____ father and _____ are school friends. 6. This is _____ work, I did it without any help at all.

Ex. 5. Re-word the following sentences. Pay attention to the indefinite article before nouns in the singular.

*Examples: a) He is my cousin. He is a cousin of mine.
b) They are our friends. They are friends of ours.*

1. She is their relative.
2. He's her friend.
3. We are your former students.
4. She is his niece.
5. I am your colleague.
6. They are her pupils.
7. She is our neighbour.
8. He is her former school-friend.
9. I am his student.

Ex. 6. Choose the correct form of the pronouns in brackets.

I

1. It may be (our, ours) dictionaries. 2. He has not read a line of (your, yours). How can he criticize (your, yours) poems? 3. His composition is much more interesting than (your, yours) or (my, mine). 4. (Their, theirs) knowledge of the subject is not much superior to (our, ours). 5. I'm afraid they will take (her, hers) advice not (your, yours). 6. All (our, ours) clothes were extremely dirty, and (my, mine) especially so. 7. Will you help me to sort out the things? I cannot tell which are (your, yours) and which are (my, mine). 8. This is (your, yours) notebook, but where is (my, mine)?

II

1. She got to (her, hers) feet and took (his, him) hand. 2. "Let me see your passports," I gave him _____ and Catherine got _____ out of _____ handbag (my, mine; her, hers; her, hers). 3. Mind _____ own business and I'll mind _____ (your, yours; my, mine). 4. Mr. Black gave (his, him) wife a leather bag for (her, hers) birthday. 5. The next voice to speak up was not the Lieutenant's but _____ (my, mine). 6. I looked at (her, hers) _____ and at none other from that moment. 7. _____ was not a marriage that could last (their, theirs). 8. _____ nerves are as bad as _____ (your, yours; my, mine). 9. His eyes were as bright as _____ (her, hers). 10. After all, this is _____ home just as much as _____ (your, yours; my, mine). 11. My sister likes much sugar in _____ tea, but I like little in _____ (her, hers; my, mine). "Who can drink tea as sweet as _____ (your, yours)," I wonder. 12. His own hand shook as he accepted a rose or two from _____ and thanked her (her, hers).

Ex. 7. Use the appropriate form of personal pronouns in the following sentences.

1. He patted Jack heartily on (he) shoulder. 2. He put (he) hand in (she). 3. "This foolish wife of (I) thinks I'm a great artist," said he. 4. (They) say there's been a great earthquake in the Pacific. 5. Then he stopped and pointed and said, "Those are peas." I said, "We've got some peas, too." "I expect (you) are bigger than (our)," he said politely. 6. Don't show this letter to (you) brother. 7. There's a ghastly article of (he) in the evening's paper. 8. She folded the letter and replaced it in (it) envelope. 9. The children had had (they) tea. Kate was late for (she) as usual, Mary and Paul were having (they). 10. This demand of (they) is quite ridiculous. 11. She makes all (she) clothes herself. 12. There was a cold wind blowing so I put on (I) heavy coat.

Ex. 8. Translate into English, paying attention to the *italicized* words.

1. Машина містера Брауна в гаражі, а *наша* навпроти будинку. 2. Вчора вони взяли *наші* журнали і залишили нам *свої*. 3. Цей чемодан не *мій*, це *їх*. 4. *Її* батьки живуть в центрі міста, а його - на околиці. 5. Я знаю *вашу* адресу, але я не знаю їх адресу. 6. Це *моя* думка, я бачу, воно відрізняється від твого. 7. Це *ваша* записна книжка, а це його, але де ж моя? 8. Вона взяла мої руки в *свої*. 9. Він, мабуть, переплутав ключі і взяв ключ сусіда замість свого. 10. Після всього, що сталося, ми не могли вірити жодному її слову. 11. Твій квиток на столі, а її квиток - в сумці. 12. Результати показали, що наш план був більш правильним, ніж їх. 13. Найкраща пропозиція - *ваше*. 14. Побудована нова дорога; її довжина понад тисячу кілометрів. 15. Його мама зараз в селі, а моя - в місті. 16. Я віддаю

перевагу Крим Кавказу через його більш сухого клімату. 17. Цей автомобіль дуже невеликий, але мотор у нього відносно потужний. 18. Де твоя фотографія? - Вона в альбомі.

Reflexive pronouns

Myself / Himself / Herself / Itself / Ourselves / Yourself (Yourselves) / Themselves

We often use reflexive pronouns with these verbs: *amuse, blame, cut, dry, enjoy, hurt, introduce.*

*I enjoyed myself very much at the party.
We amused ourselves playing football on the beach.
Jim prides himself on his cooking.*

We can use reflexive pronouns after prepositions:

*Look after yourself! Take care of yourself.
She lives by herself (= alone). She made the dress by herself (= without help).*

We don't use "myself" etc. after *feel, relax, concentrate, wash, dress, shave, behave:*

*I feel great after having a swim.
You must try and concentrate.
I got up, washed, shaved and dressed quickly.*

But: *Wash/dress/shave yourself! - Помийся / одягнися / поголися!
Behave yourself! - Поводься пристойно!*

COMPARE:

... selves (себе)

Tom and Ann stood in front of the mirror and looked at themselves.

each other/one another (один одного)

Tom and Ann stood in front of the mirror and looked at each other (one another).

(Tom looked at Ann and Ann looked at Tom.)

*"Each other" generally implies only two.
"ONE ANOTHER" - two or more.*

Remember set expressions meaning ***alone***:

on my (her/his/its/our/their) own .
myself/yourself/himself/itself (singular)
By ourselves/yourselves/themselves (plural)

*I like living **on my own/by myself**.*

*Did you go **on holidays on your own/by yourself**?*

*Learner-drivers are not allowed to drive **on their own/by themselves**.*

EXERCISES

Ex. 9. Extend the statements following the example given in the pattern.

Example: The children like to cook dinner. They always do it *themselves*.

1. I never ask my mother to buy my clothes.
2. My sister likes to make cakes.
3. The boys built this boat.
4. We want to repair the bicycle.
5. I like to clean my flat.
6. Nobody helped him correct the mistake.

Ex. 10. Insert a reflexive pronoun where necessary.

1. He shaves ___ every other day. 2. Go and wash ____ . 3. She washed ____ quickly and went to prepare breakfast. 4. He likes his wife to dress ___ well. 5. Behave ____ ! You can't behave _____. 7. The child fell and hurt badly. 8. The book was ever so interesting that I could not tear ____ from it. 9. Be careful with the knife, you may cut ____ . I tried to mak _____ agreeable. 11. He thinks too much of _____. 12. Sit down and make ____ at home. 13. I am sure they will succeed in the aim they've put before _____. 14. We established ____ in a hotel. 15. She was beside ____ with anger. 16. She looked in the mirror and could not recognize _____.

Ex. 11. Complete these sentences using *myself/yourself*, etc.

Example: Here is the money, go and buy *yourself* an ice-cream.

1. Be careful! That pan is very hot. Don't burn _____.
2. I want to know you better. Tell me about _____.
3. It isn't her fault. She really shouldn't blame _____.
4. Did you make the dress _____?

5. The boy was lucky when he fell down the stairs. He didn't hurt _____ .
6. Tom cut _____ while he was shaving this morning.
7. He spends most of his time alone, so it's not surprising that he talks to _____ .
8. Don't worry about us. We can look after _____ .

Ex. 12. Complete these sentences, using *myself*, etc. only where necessary.

1. Tom is growing a beard because he doesn't like shaving ____ .
2. The telephone rang while I was taking a shower. I dried ____ and ran into the room.
3. I tried to study but I just couldn't make ____.
4. Jack and I first met ____ at a party five years ago.
5. You're working too much. Why don't you relax ____ more?
6. It was a lovely holiday. We really enjoyed ____ very much.
7. The routine is the same every morning: I wash ____ and have breakfast.

Ex. 13. In these sentences you have to write *-selves* or *each other*.

Example: Look at *yourself*. Your face is dirty.
How long have Tom and Ann known *each other*?

1. At Christmas friends often give _ presents.
2. I enjoyed ____ very much at the party.
3. Jack and Jill are very happy together. They love ____ very much.
4. She has no reason to blame ____.
5. I think this poor dog has hurt ____.
6. Nora and I don't see ____ very often these days.

Ex. 14. Complete these sentences using *on my own/by myself* etc.

Example: Learner-drivers are not allowed to drive *on their own*.

1. She hated being in the house on _____. She was afraid to be alone.
2. The box was too heavy for me to lift by _____ .
3. You can't expect them to do everything by _____ .
4. Very young children should not be allowed to go swimming by _____ .
5. Mothers shouldn't leave children in the house on _____.
6. We've often made that mistake _____.
7. Do you like working with other people or do you prefer working by _____ ?
8. If the rest of you can't help we'll have to do it on _____ .

Ex. 15. Finish these sentences, using reflexive pronouns.

Example: If you want a job done well, do it ____ .
If you want a job done well, do it *yourself*.

1. The chairman announced the news _____.
2. I never do anything until I have checked everything _____ .
3. She says John broke the vase, but really she did it _____ .
4. Next year we shall live all by _____.
5. Did the boys build this boat _____?
6. You cannot leave the baby in the house all by _____ .
7. We built most of the house _____.
8. The girl stood at the fire, warming _____.
9. He made a mistake, then he corrected _____ .
10. There can be no doubt that Shakespeare _____ wrote this play.
11. They went swimming, but they didn't enjoy _____ . It was too cold.
12. Pat, stop laughing and behave _____.
13. I hope you didn't hurt _____.
14. What are you doing here? Explain _____ !

Ex. 16. Translate into English using reflexive pronouns.

1. Він був у нестямі від радості. 2. Він побачив це сам. 3. Він не впізнав себе в той страшний особі, яке дивилося на нього з води. 4. Вона живе одна. 5. Ви поставите себе в дуже незручне становище, якщо розповісте про це. 6. Він на себе не схожий (look) сьогодні. 7. Будьте обережні, ви можете забитися. 8. Він був абсолютно один в кімнаті. 9. Ми представилися як кореспонденти вечірньої газети. 10. Ви зробили це абсолютно самостійно? 11. Візьміть себе в руки. 12. Коли ми приїхали, сам губернатор зустрів нас в аеропорту. 13. Через кілька хвилин він знову був самим собою. 14. Дівчина йшла, тихо наспівуючи. 15. Ведіть себе як слід. 16. Вони надто багато про себе думають. 17. Ви можете розділити це між собою. 18. Я дуже пишаюся собою, що знайшов вихід з цієї важкої ситуації. 19. Ти можеш зробити це самостійно? 20. Вам не треба приходити самому, можете надіслати секретаря.

Demonstrative pronouns

THIS (THESE) / THAT (THOSE)
SUCH / THE SAME

Singular	Plural
this	these
that	those

Both *this* and *that* can be applied to persons or things:

*"I like **that** fellow," - he said to his brother.*
*Other people were anxious to get **this** soap at **this** price.*

The pronoun *same* is always used with the definite article:

*Martin's Sunday was **the same** as before.*
*We were in **the same** class.*

EXERCISES

Ex. 17. Insert *this, that, these, those* or *it*.

1. All _____ is very interesting. 2. _____ will do. 3. None of _____ present expressed any surprise on hearing _____. 4. Try one of _____. 5. What is this? - _____ is a computer. 6. _____ are the TV sets of the latest type. 7. Suddenly I felt something soft and warm on my knees. _____ was a cat. 8. Who were you talking with? - _____ was a friend of mine.

Ex. 18. Substitute *that* or *those* for the repeated noun.

Model: There are no richer art museums in this country than *the museums* of St. Petersburg.
 There are no richer art museums in this country than *those* of St. Petersburg.

1. The pictures painted by Rembrandt can't be compared to *the pictures* painted by Rubens. 2. The language in this textbook is easier than *the language* in the original novels. 4. The invisible riches lying in the Urals may be still greater than *the riches* discovered. 5. The stories written by O'Henry are as full of life as *the stories* written by Mark Twain. 6. Natural sugar is of higher quality than *the sugar* produced artificially.

Ex. 19. Use one of the demonstrative pronouns in the following sentences.

1. ___ is cooking oil, I always buy _____ one. 2. She gave me the ___ present as a year before. 3. What do you want me to do with ___ thing? 4. He was one

of ____ men whom women all like. 5. Do you see ____ bushes on the other side of the river? 6. Let us leave ____ subject. 7. He continued to frequent the ____ cafe as when he had stayed at the hotel. 8. I believe you but there are ____ who wouldn't. 9. ____ is what I thought last year. 10. ____ is life. 11. ____ is what I want you to do. 12. I have divided the books into two piles. ____ are to be kept. ____ are to be sold. 13. Our house was next to ____ of June's.

Ex. 20. Translate into English paying attention to the use of personal and demonstrative pronouns as the subject.

1. Чий це штани? - Це мої штани. 2. Я приніс вам важливі новини. Це найостанніші новини. 3. Хтось постукав у двері. Це був мій сусід. 4. Куди ви поклали гроші? - Вони в гаманці, на полиці. 5. Ви пам'ятаєте його? Який це був мужній чоловік! 6. Це були найкрасивіші троянди, які я коли-небудь бачив. 7. У неї прекрасні волосся. Вони довгі і хвилясті. 8. Що з вашими годинами? - Вони відстають на 5 хвилин. 9. Подивіться, хто це? - Це один з наших студентів. 10. Я десь бачив цю людину. - Це один з наших спортсменів. - Так, тепер я дізнаюся, це він. 11. Хто там? - Відкрийте, це я. 12. Які ці квіти чудові! 13. Досить, можете припинити роботу.

Interrogative pronouns

WHO / WHOSE / WHAT / WHICH / WHOM

They are used to form special questions.

Who refers to human beings, *what* usually refers to things (it may be applied to people when inquiring about their occupation):

Who was that? - It was my friend. / It was Tom Waits.

What are you looking for? - I'm looking for a pen.

What is he? - A painter.

Which has a selective meaning ("котрий із").

It may refer to persons or things:

Which of us does he mean?

Which side do you prefer?

Which would you like? This or that?

Who is he? - This question inquires about *the name* of some person.

What is he? - about *the occupation* of the person.

Which is he? - about *some particular person* out of the group.

EXERCISES

Ex. 22. Insert interrogative pronouns.

1. ____ of the two of them is right?" he asked me. 2. ____ do we call the sea between England and France? 3. ____ are your intentions for the summer? 4. ____ would you like to see as your assistant? 5. ____ turn is it now? 6. ____ is speaking? 7. ____ can I do for you? 8. ____ is he? Is he a lawyer? 9. ____ are you talking about? 10. ____ problem are you working at now? 11. We serve coffee and tea. ____ would you like? 12. ____ of you did it? 13. ____ did you meet at the theatre? 14. ____ is that man over there? 15. ____ is Sergeev? Is he an engineer? 16. ____ bag is this? Yours or John's? 17. ____ do you prefer: tea or coffee? 18. ____ sort of films do you like best? 19. ____ does the avocado taste like? 20. ____ city do you live in: London or Manchester? 21. ____ do you usually do at week-ends?

Ex. 23. Translate into English.

1. Хто знає цю людину? 2. Хто з вас розбив цю вазу? 3. Кого з них ви запитали про це? 4. Кого ви чекаєте тут? 5. Кому ви віддали свій словник? 6. Який це колір? 7. На якому поверсі ви живете? 8. Що ви купили? 9. Який місяць найкоротший? 10. О чем ви розмовляли, коли я вас зустрів? 11. Який метод ви використовуєте? 12. Хто цей високий чоловік?

Defining pronouns

*ALL / EACH / EVERY / EVERYBODY / EVERYTHING / EVERYONE / EITHER
BOTH / OTHER / ANOTHER*

ALL / EVERYBODY / EVERYTHING / EVERYONE

All (все, весь, вся, все) is a generalizing pronoun, it takes a group of things or persons as a whole. It can be used as a subject, predicative, object, attribute:

*... when **all** was said and done ...
He loved me, that's **all**.
And Martin forgot **all** about it.
... if **all** the doors are closed ...*

Everybody/everyone (кожен, всякий, все) refer to all the members of the group of persons or taken one by one.

Everything (все) may be applied to things in the same meaning.

“BCE”

with countable <i>nouns</i> <i>plural all (the)...</i>	with countable <i>nouns</i> <i>singular (the) whole...</i>	<i>subject/object</i> everybody, everyone, everything
<i>All the books</i> have been sold out. <i>All plants</i> require water.	Have you read <i>the whole book</i> ? He didn't say a word <i>the whole evening</i> .	<i>Everybody (everyone)</i> reads this book. Ann knows <i>everyone</i> in her street. He thinks that he knows <i>everything</i> . <i>Everything</i> went wrong.

NOTES:

1. We use *all* (весь, вся, всё) with uncountable nouns:

He spends **all his free time** in the library.
I've got **all the information** I want.

2. We use *all* in the expression *all about*:

He told us **all about** his trip.

3. We can use *all day / the whole day* (*morning, evening, night, week*) meaning the complete day:

all day (not “all the day”)
all week (not “all the week”)
all morning, the whole morning

4. *All* is often used after pronouns *we, you, they* and the verb *to be*:

We all know it. **We are all** glad to see you.

They all went there. They **are all** there.

Mind the place of *all* in such constructions:

We have **all** read his article.

We shall **all** be here tonight.

We must **all** go there.

5. Remember the expressions:

we all = all of us

you all = all of you

they all = all of them

You must **all** go there. = **All of you** must go there.

They all work here. = **All of them** work here.

"*Мы все трое.*" **All three of us.**

"*Они все четверо.*" **All four of them.**

6. We use a singular verb after *every/ everyone / everybody/ everything*:

7.

Every seat in the theatre **was** taken.

Everybody **looks** tired today.

Everything he said **was** true.

7. We use "every" to say how often something happens:

<i>Every</i>	day	We go out every Friday . The buses run every ten minutes . Ann goes to see her mother every three weeks .
	week	
	Monday	
	ten minutes	
	three days	

EXERCISES

Ex. 24. Complete these sentences with *all, everything, everyone/everybody, the whole*

Model: I can't lend you any money. *All* I've got is a pound and I need that.

I can't stand him. He disagrees with *everything* I say.

She worked from morning till night. She worked *the whole* day.

1. She is very kind. _____ likes her.

2. They did _____ they could to help us. _____ was very kind to us.
3. Jill doesn't do any of the housework. Her husband does _____.
4. Janet told me _____ about her trip to Spain. Spain is a wonderful country.
5. He is a great scientist. He devoted his _____ life to the development science.
6. I didn't spend much money in the shops. _____ I bought was a pair of gloves.
7. Why are you always thinking about food? Food isn't _____.
8. He didn't say where he was going. _____ he said was that he was going away.
9. _____ has got their faults. Nobody is perfect.
10. He opened a tin of sardines. When he finished eating there were no sardines left. He ate _____ tin of sardines.
11. He read the book from beginning to end. He read _____ book.
12. _____ in our family plays the piano. The _____ family likes music.
13. It rained from the beginning of the week to the end. It rained _____ week.
14. Nothing was left of the building after the fire. _____ building is to be reconstructed.
15. _____ in the team played well.
16. We've redecorated _____ rooms of the house. _____ house looks new.

Ex. 25. Say how often something happens. Use *every* with the periods of time: *leap year; three hours; five minutes; half hour; ten minutes; year.*

Example: The Olympic Games take place every four years.

1. We have twenty nine days in February _____.
2. Tom is ill in bed. He has to take the medicine _____.
3. There's a good bus service to the centre. The buses run _____.
4. Old grandfather clock strikes _____.
5. We live near a busy airport. A plane flies over the house _____.
6. You should have your car serviced _____.

Ex. 26. Translate into English.

1. Всі ми граємо в школі в футбол і волейбол.
2. Вони обшукали весь будинок.
3. Весь зал бурхливо аплодував.
4. Він, мабуть, вигадав всю цю історію з початку до кінця.
5. Не весь сніг ще розтанув.
6. Всі стіни залу були обвішані старовинною зброєю.
7. Вся книга була розірвана.
8. У нас є всі підстави не погоджуватися з цим.

9. Всі присутні повинні розписатися тут.
10. Вся будівля була зруйнована вибухом.
11. Всі ліси в цьому районі були вирубані (cut down).
12. Я здаю свій одяг в хімчистку раз в два місяці.

BOTH - *оба*

Both (the) **brothers** live in Moscow.
Both my daughters are married.

We / you / they both – *мы / вы / они оба*

They both graduated from Cambridge.

We both = both of us

We both know it. = **Both of us** know it.
You must both go there. = **Both of you** must go there.
They both work here. = **Both of them** work here.

Both is not used in negative sentences. We use *Neither*

Вони обидва не прийшли на збори.- **Neither of them** came to the meeting.
Ми обидва не знали про це.- **Neither of us** knew about it.

EITHER/N EITHER

Either has three meanings:

- a) *each of the two* (один из двух, любой из двух),
- b) *one or the other* (тот или другой),
- c) *both* (и тот и другой, каждый из двух).

You may go by **either** road.

Можете йти по тій або іншій дорозі (будь-який з двох).
Here are two dictionaries, you may take **either of them**.

Ось два словника, ви можете взяти будь-який (з них).
There were chairs on **either side** of the table.

З тієї й іншої (з кожної) сторони столу стояли стільці.

Neither (ни тот, ни другой):

Neither of the statements is true.

Ні та, ні інша заява не є правильна.

There are also conjunctions: *either... or* (или... или), *neither... nor* (ни... ни):

He is **either** in Odessa **or** in Kiev now.

Neither my wife **nor** I liked the story.

EACH/EVERY (кожен, всякий)

Each is used for a limited number of persons or things:

Each person in our group has this book.

Кожен студент нашої групи має цю книгу.

We use *every* when we mean an unlimited number of things or persons.

I see him **every** day.

Every university has a library.

EXERCISES

Ex. 27. Complete these sentences with *both/neither/either*, using “*of*” if necessary.

1. Ed and Jim were ____ big men.
2. These are very gloomy rooms. I'm afraid ____ will suit me.
3. There are two ways to the city centre. You can go along the footpath by the river or you can go along the main road. You can go way.
4. ____ these pullovers are very nice. The problem was that she liked them.
She didn't know which one to choose.
5. ____ my parents is English. My father is Polish and my mother is Italian.
6. “Which of the two newspapers would you like?” - “Oh, ____ will do.”
7. “Is today the 18th or the 19th?” - “ ____ . It's the 20th.”
8. By that time ____ his sisters had got married.
9. When the boat started to sink, we were really frightened because ____ us could swim.

Ex. 28. Make sentences with “*both... and...*” “*neither... nor...*” and “*either... or...*” using the words in brackets.

1. We didn't like the hotel. It was ____ (clean/comfortable).
2. I didn't like the film. It was ____ (boring/long).
3. I couldn't remember his name. Hewas ____ (Robert/Richard).
4. I wasn't able to go on holiday that year. I had ____ (time/money).
5. We have tickets for Saturday or Sunday concert. Which do you prefer? - I don't care, I can go _____ (Saturday/Sunday).
6. He is an ideal husband. He ____ (smoke/drink).

Ex. 29. (B, C) Use *both, either* or *neither* in the following sentences:

1. There are oak trees on _____ bank of the river.
2. The man held the axe in __ hands.
3. The veranda stretched on _____ side of the house.
4. The first apple-pie of the season was on the table and a large dish of purple grapes. Muriel was too angry to touch _____.
5. I could hear them _____, but saw _____.
6. _____ of the two could sing.
7. _____ of them was of the same opinion.
8. _____ his legs were broken in the accident.
9. You may take _____ of the two dictionaries, but not _____ of them.
10. She had brown shining hair which hung down on _____ sides of her face.
11. "What are you going to have, orange juice or Coke?" - " _____ , I'm not thirsty."
12. "Which job are you going to take?" - "I'm afraid."
13. Nick and Tom are my friends. But _____ is in the town now.
14. " _____ the jars, the big one and the small one, are empty. You can take _____ of them." - "I'm afraid _____ will do."

Ex. 30. Insert *every/each* or *either*.

1. _____ day he comes here, and _____ time he asks me the same questions.
2. There was a huge building on _____ side of the square, having a massive arched gate.
3. There were huge buildings on _____ side of the street and _____ had rows of balconies as its only decoration.
4. Which would you prefer, the Webster or the Oxford dictionary? - _____ will do. Thank you.
5. He shook hands and had a few minutes' talk with _____ of us.

Ex. 31. Translate into English.

1. Вони їхали по широкій дорозі, по обидва боки якої росли дерева.
2. Обидва, я і мій брат, були молоді і сильні.
3. Передай це повідомлення татові чи мамі, боюся, я не побачу ні того, ні іншого.
4. Ти не можеш взяти з собою обидва моїх фотоапарата.
5. Вони обидва служать в армії.
6. Вона або дуже хвора, або пішла. У будь-якому випадку ми не можемо відкрити двері.
7. Кожну хвилину хлопчик визирав у вікно.
8. Я пам'ятаю кожен будинок на нашій вулиці.
9. Ні той, ні інший не змогли прийти, але кожен мав серйозну причину.
10. Вони оглядали кожен експонат в музеї з

великим інтересом. 11. У готелі є дві вільні кімнати, можете зайняти будь-яку. 12. У кожному кінці коридору були двері. 13. Яку мені взяти книгу, я не читав ні ту, ні іншу. - Візьміть будь-яку, обидві цікаві.

OTHER / ANOTHER

Other (інший, в сенсі "реши") can be used both in the singular and in the plural.

In the singular it refers to particular things.

The second of the two:

The twins are so much alike that people can't tell one from **the other**.

One of them is mine, **the other** is my sister's.

OTHER *The others (pi) when the reference is to two or more:*
Six of them are mine, **the others** are John's.
Where are **the others**?

One after the other - один за другим.

The other day - на днях, нещодавно.

Another (інший, ще один). It is used only in the singular. It doesn't refer to anything in particular.

A different (one) - "другой":

Come **another** day.

We can do that **another** time.

ANOTHER *An additional (one) - "еще один":*

We need **another** day to finish this.

Can you give me **another** cup of tea?

A similar (one) - "второй":

This young man is very clever, he may be **another** Edison.

One way or another - так чи інакше.

EXERCISES

Ex. 32. Supply the appropriate word out of those given in brackets.

1. The shoes do not fit me. Will you kindly give me _____ pair? (another, the other)
2. They haven't met for twenty years, neither of them has seen even a photo of _____. (another, the other)
3. I read the novels by O. Henry one after _____. (another, the other)
4. There were many people on the beach; some were bathing, _____ were basking in the sun. (others, the others)
5. I met him at the club _____ night, (other, the other)
6. I see only five copies here. Where are _____ ones? (the other, the others)
7. I have lost my fountain-pen. I must buy _____ one. (another, other)
8. They are going to get punished one way or _____. (another, other)

Ex. 33. Use *others* or *another*.

1. Without _____ word he left the room.
2. It was not a large garden, but it was long and narrow. John and I walked right to _____ end of it in silence.
3. Would you like _____ cup of tea?
4. Then I read the novels of William Burroughs one after _____.
5. _____ day I made an epigram. I hope you'll like it.
6. Why are you alone? Where are _____?
7. The bar was kept by two very nice girls, one was American and _____ English. _____ people have told me the same thing.
8. The house on _____ side of the river was built of grey stone.
9. He was always somewhat indifferent to the feelings of _____.

Ex. 34. Translate into English.

1. Довелося їхати через поле: іншої дороги не було.
2. Дайте мені, будь ласка, інший номер цього журналу.
3. Якщо вам не подобається цей костюм, я можу вам запропонувати інший.
4. Собака їла м'ясо, але відмовлялася від іншої їжі.
5. Вони були схожі як дві краплі води, тільки один був трохи вищий від другого.
6. До кімнати увійшли двоє. Одного я ніколи не бачив, особа іншого здалося мені знайомим.
7. Це тупий (dull) ніж, дайте мені інший.
8. Коли побачиш інших, нагадай їм про нашу угоду.
9. Іншого шляху не було.
10. Нам не довелося довго чекати, машини підходили одна за одною.

Indefinite and Negative pronouns

Uses of '*SOME*', '*ANY*', '*NO*', '*NONE*', '*ONE*'

When used with nouns of material *some/any* have the meaning of indefinite quantity (“деяку кількість”, “трохи”, “скільки-небудь”) but usually they are not translated into Russian:

Give me some water, please.	Дайте мені води, ласка.
Have you bought any sugar?	Купили ви цукор?
There isn't any milk in the fridge.	В холодильнику немає молока.

Before countable nouns in the plural *some/any* are translated as “декілька”, “якісь-то”, “які-небудь”

He asked me some questions.	-Він поставив мені декілька запитань.
Have you got any interesting books?	- Є у вас (які-небудь) цікаві книги?
I saw some strange people near your house.	- Я бачила якихось незнайомих людей у вашому домі.

'SOME/ANY' or ZERO in relation of quantity

Countable Nouns

The plural of *a/an* is normally *any* or *some* when we are referring to quantity:

Is there a <i>present</i> for the children?	Are there any <i>presents</i> for the children?
Here is a <i>present</i> for the children	Here are some <i>presents</i> for the children.

Sometimes we don't use *any* and *some*, even if we are referring to quantity. The meaning is exactly the same, though we generally prefer to use **any** or **some**:

Are there any <i>presents</i> for the children?	Are there <i>presents</i> for the children?
Here are some <i>presents</i> for the children.	Here are <i>presents</i> for the children.

Uncountable Nouns

In the same way, we sometimes don't use *any* and *some* when referring to quantity:

“Is there **any** *milk* in the fridge?” is the same as: “Is there *milk* in the fridge?”

“There is **some** *milk* in the fridge,” is the same as: “There’s *milk* in the fridge.”

BASIC USES OF 'SOME' AND 'ANY'

<i>Some</i>	<i>Any</i>
<ol style="list-style-type: none"> 1. <u>Affirmatives</u>: I want some <i>eggs</i>. 2. <u>Questions + “yes”</u>: Do you want some <i>tea</i>? 3. <u>Requests</u>: May I have some <i>tea</i>? 4. (= <i>certain</i>): Some <i>people</i> believe anything. 	<ol style="list-style-type: none"> 1. <u>Negatives</u>: I don't want any <i>eggs</i>. 2. <u>Uncertain questions</u>: Is there any ... ? 3. <u>With “hardly”</u>, etc.: There's hardly any <i>ink</i>. 4. <u>With “at all”</u>: I haven't any <i>idea at all</i>. 5. <u>After “if”</u>: Buy some Dears if you see any.

OTHER USES OF 'SOME' AND 'ANY'

Some and *any* also have special uses:

I haven't seen Tom for **some** *years*.
(= I haven't seen Tom for several years.)

Any *fool* knows the answer to a question like that.
(= "It doesn't matter who" - " будь-який, всякий").

'NOT... ANY' 'NO' AND 'NONE'¹

1. We can use *no* instead of *not any*. We use an affirmative verb with *no*:

There *aren't any* buses after midnight. There *are no* buses after midnight.
There *isn't any* milk. There's **no** milk.

2. We can also use *no* in place of *not a/an*:

I'm **not an** expert. I'm **no** expert.

3. *None* stands on its own as a pronoun:

We have **no** *bananas*. We have **none**.

'NONE OF' та *'NEITHER OF'*

The negative of “All the girls left early” is “**None of** the girls left early”.
(“Всі дівчатка...”) (“Ніхто з дівчат...”)

The negative of “Both girls left early” is “**Neither of** the girls left early”.
(“Обидві дівчинки...”) (“Жодна з...”)

I've seen **none of** them. I've seen **no one / nobody**.

EXERCISES

Ex. 35 Put in *some* or *any* only where possible.

1. The natives eat ____ meat raw.
2. There wasn't ____ meat in the fridge.
3. ____ life is full of surprises.
4. There isn't ____ life in that girl.
5. Buy ____ bread and cheese for the picnic.
6. We can't do without ____ bread.
7. ____ spices are bad for you.
8. Put ____ spices into the soup.
9. I like ____ biscuits and ____ sweets.
10. I bought ____ biscuits for tea.
11. I don't like ____ boiled cabbage.
12. Would you like ____ boiled cabbage?
13. ____ money has to be earned.
14. Will you lend me ____ money?
15. There isn't ____ news of him.
16. I hate ____ bad news.

Ex. 36. Supply *some* or *any*.

1. Go and ask him for _____ more paper. I haven't _____ in my desk.
2. Have you got _____ sugar? - I expect we have. Yes, there's _____ sugar in this bowl.
3. Can I give the child _____ fruit?
4. _____ people just don't know how to mind their own business.

5. Were there _____ objections?
6. I think we've run out of sugar. Is there _____ sugar in that bowl? - No, there isn't.
7. _____ doctor will tell you that it is harmful for you.
8. What book shall I bring you? - _____ you like.
9. There aren't _____ buses after 12.30.
10. There isn't _____ explanation for this.

Ex. 37. Supply the appropriate pronoun out of those given in brackets.

1. You can find him _____ time between six and nine, (some, any, no)
2. Is there other _____ choice? (any, no)
3. He can answer _____ question on the subject, (some, any, no)
4. I can only answer _____ questions on the subject, (some, any, no)
5. She has a perfect complexion and _____ colour becomes her. (some, any)
6. Can we have _____ milk? (any, some)
7. Is _____ additional proof necessary? (any, some)
8. Will you have _____ more tea? - Thank you. (any, no, some)
9. Will you have _____ more tea? You've had only one cup. (any, no, some)
10. What material do you need? - _____ that is available, (some, any)
11. Don't bother about the colour. You can buy her a blouse of _____ colour. (any, some)
12. If you have _____ news, call me back, (any, some, no)
13. They understood each other without _____ words. (no, some, any)

Ex. 38. Supply *some, any* or *no* for the following sentences.

1. I don't want _____ money.
2. She helped borrow _____ more money.
3. There is hardly place in this house where we can talk alone.
4. I am _____ accountant but these figures are wrong.
5. My mother hoped that perhaps the school had _____ funds to give me a grant.
6. Don't let us have nonsense about it.
7. "Let's go back home. It's already late." - "I'd rather stay out a little longer." - "I suppose we've got to go home _____ time."
8. You have _____ fine flowers in your garden.
9. He wants _____ more pudding.
9. You can take it away.
10. _____ time ago I read his story in a magazine.
11. I don't think there is _____ milk left in the jug.

Ex. 39. Choose between *no one* and *none* to use it in the following sentences.

1. _____ invited all of them but _____ have come.
2. _____ of us is perfect; we all make mistakes.
3. _____ of us knew how ill she was.
4. That is _____ of your business.
5. _____ had anything to gain by his death.
6. He could find _____ in the village who could tell him what had gone wrong.
7. _____ was able to understand what he meant.
8. We had _____ to give us accurate information, let alone advice.
9. Philip slowly mounted the stairs. _____ of his family was yet up.
10. I looked around the room, expecting to see piles of books;

_____ were visible. _____ answered his question, silence fell in the room. 12. He asked for food but his mother said there was _____. 13. _____ of the new men have been able to pass the test. 14. Of all the girls he phoned _____ were at home. 15. _____ of us were sure of the facts.

Ex. 40. Translate into English.

I

1. Дайте мені хліба (крейди, чорнила). 2. Налийте мені води (молока, кави, супу). 3. Хочете кави (чаю, молока, торта)? 4. У вас є якісь цікаві англійські книги? 5. Будь-який студент знає це. 6. Візьміть будь-яку книгу (яка вам подобається). 7. Приходьте в будь-який час (яке вас влаштовує). 8. У склянці є вода. Ви хочете води? 9. У глечики є молоко. Будете пити молоко? 10. У ящику біля дошки є крейда? 11. Можна взяти трохи крейди?

II

1. Немає сенсу хвилюватися про це. 2. У мене немає чаю, але є кава. 3. У нас тут немає річок, але є кілька озер. 4. Я хочу прочитати газети, у тебе є якісь газети? 5. Чи є якась різниця між ними? - Я не бачу ніякої різниці. - Думаю, різниці немає. 6. Таксі ніколи немає, коли тобі потрібно таксі. 7. Ніхто з вас не знає, як багато він працював в молодості.

USES OF 'SOME / ANY / NO' COMPOUNDS

1. We use *some* compounds in:

- the affirmative:

*I met **someone** you know last night.*

- questions expecting "yes":

*Was there **something** you wanted?*

- offers and requests:

*Would you like **something** to drink?*

2. We use *any* compounds in:

- negative statements:

*There isn't **anyone** here who can help you.*

- questions when we're doubtful about the answer:

*Is there **anyone** here who's a doctor?*

3. We use *no* compounds when the verb is affirmative:

There's **no one** here. (= *not anyone*)

We often use *anyone* to mean "*it doesn't matter who*", especially after "*it*". The traditional rule is to use masculine pronouns with *anyone*, *everyone*, *no one*, etc., unless the context is definitely female (e.g., a girls' school). According to this rule, you would address an audience of both sexes like this:

If anyone wants to leave early, he can ask for permission.

But you would address an audience of females like this:

"If anyone wants to leave early," the headmistress said, "*she* can ask for permission."

EXERCISES

Ex. 41. Supply *anybody/anyone*, *nothing*, *anything*, *nobody/no one*, *somebody/someone* or *something/somewhere/anywhere*.

I.

1. I want to tell you ____.
2. Is there _____ in the basket? - No, it's empty.
3. Can ____ translate these sentences?
4. I've prepared _____ for dinner which you'll like very much.
5. I'm afraid he knows ____ about it.
6. Would you like ____ to start with before you order the main course?
7. I know _____ who can help you.
8. I'm sure ____ had taken your bag.
9. Is there _____ here who can speak Japanese?
10. There was _____ in the room. It was dark.
11. Do you live_ _____ near Jim?
12. They slept in the park because they didn't have _____ to stay.

II.

1. At the party you'll see _____ you haven't met yet.
2. He left without saying _____ to _____.
3. Charlie had never seen _____ like that place except in films.
4. I think there is _____ wrong with my watch.
5. There is "No parking" area. _____ who parks their car here will be fined.
6. The door-bell rang but there was _____ there.
7. With special tourist bus ticket you can go _____ you like.
8. If delays you, you must let me know.
9. Where did you go for your holiday? _____. I stayed at home.
10. The town was still the same when I returned. _____ has changed.

Ex. 42. Translate the sentences into English.

a) 1. Я хочу вам щось сказати. 2. Дайте мені що-небудь почитати. 3. Він щось знає про це. 4. Дати вам що-небудь почитати? 5. Я нічого вам не можу сказати про це. 6. На столі нічого немає. 7. Вона що-небудь знає про це? 8. Боюся, він нічого не знає про це.

b) 1. У кімнаті хтось є. 2. Хтось стукає в двері. 3. Запитай кого-небудь про це. 4. Є тут хто-небудь? 5. Чи може хто-небудь перевести ці пропозиції? 6. Чи повинен хтось прийти до вас сьогодні ввечері?

Ex. 43. Translate the sentences into English.

1. Чому ти заглядаєш під ліжко? Ти щось загубив?
2. Ще трохи кави?
3. Фільм дійсно чудовий (great). Ти можеш запитати будь-якого, хто його бачив.
4. Ви можете дати мені інформацію про те, які пам'ятки варто оглянути в цьому місті?
5. Впустіть всякого, хто подзвонить в двері.
6. Якщо хто-небудь буде питати про це, не кажіть нічого.
7. Якщо хтось бачив цей нещасний випадок, зателефонуйте в поліцію.
8. У кімнаті нікого не було, вона була абсолютно порожня.
9. Я не могла приготувати омлет, тому що у мене не було яєць.
10. Я нічого не сказала. Ані слова.
11. Аварія здавалося (seem) була серйозною, але ніхто не постраждав (injure).

12. Ми зробили кілька фотографій, але жодна з них не вдалася (be good).
13. Я ніде не можу знайти свій годинник.
14. У кімнаті стояла повна тиша, ніхто нічого не говорив.
15. Ми хотіли піти в ресторан, але не могли, тому що ні у кого з нас не було грошей.

Ex. 44. Translate into English paying attention to the use of *some, any, no* and their derivatives.

1. Хтось залишив вам повідомлення. 2. Навряд чи є що-небудь, чого він не бачив. Його нічим не здивуєш. Хіба що у вас є що-небудь особливе. 3. Що, хтось заходив? - Я нікого не помітив. 4. Я нічого не можу вам сказати. Запитайте кого-небудь ще. 5. У вас немає вакантних місць? - На жаль, нічого не можу вам зараз запропонувати. Зайдіть в будь-який день на наступному тижні. 6. Невже він вам нічого не розповів? Він знає більше, ніж будь-який з нас. 7. Ніхто мені нічого не говорить. Може бути, ви мені що-небудь скажете? 8. Я бачу чиєсь мокре пальто в передній. Хто-небудь прийшов? 9. Чи не дасть мені хто-небудь з вас свої конспекти? (Notes) 10. Чи не хочете ще пирога? - Дякую, але я більше не хочу.

Ex. 45. Give a free translation of the story, paying special attention to the *italicized* words.

У школі все вивчали предмети, які їм не дуже вдавалися (be good at). Ніхто не може заперечувати (deny), що деякі предмети для них важче, ніж інші. Я ніколи не зустрічав нікого, хто був би такий розумний, що знав всі предмети однаково добре (equally well). Найгірше у мене були справи з хімією (weakest subject). Я вчив напам'ять формули і завдання, але нічого не могло поліпшити (improve) мої знання. "Пора (it's time) тобі робити щось з цим предметом," - говорив мій учитель. Перед останнім іспитом я постарался. Я отримав "5", але далі слід було коротке пояснення: "3" - за акуратність, решта за знання.

"ONE"

"ONE" AND "YOU"

We use *one* as a pronoun meaning "everyone/anyone" to refer to "people in general" only when we want to be formal. In everyday speech, we use *you* in an informal way to mean "everyone/anyone". Compare:

A: Is it easy to go camping in this country?

B: Yes, but one isn't allowed to camp where one likes. One can only use camp-sites.

or: Yes, but you aren't allowed to camp where you like. You can only use camp-sites.

Don't use *one*, *one's* (= your) and *oneself* (= yourself) unless you want to sound formal.

EXERCISES

Ex. 46. Rewrite this paragraph so that it sounds "informal". Use *you*.

The moment one gets into the mountains, one is on one's own. One has to rely on oneself for everything. This means one has to carry all one's own food, though, of course, one can get pure drinking water from mountain streams. One won't see any local people for days at a time, so one can't get help if one's lost. One has to do one's best to find sheltered places to spend the night.

The moment you get into the mountains...

"ONE" AND "ONES" IN PLACE OF COUNTABLE NOUNS

1. We can't use an adjective on its own in place of a singular countable noun. We must use a noun after an adjective or we must use *one* to avoid repeating the noun:

Don't use that cloth. Use this clean one. (Not "Use this clean.")

2. We use *ones* to avoid repeating a plural countable noun:

I don't want to wear my old shoes. I want to wear my new ones.
(Not "Wear my new.")

3. We can use *one* and *ones* for people as well as things:

Do you know *John Smith/Jane Smith*? - Is *he/she* the one who phoned last night?

Do you know *the Smiths*? - Are *they* the ones who used to live in this house?

4. We do not use *one* in place of an uncountable noun. We repeat the noun or

use no noun at all:

Don't use that *milk*. Use this *fresh milk*. On Use this *fresh*. (Not "this fresh one.")

"WHICH ONE(S)?" - "THIS/THAT (ONE)"

1. We use *one/ones* to refer to people and things after "*Which?*", *this/that* and adjectives:
Which one would you like? This one or that one? - I'd like the large one/the red one.
We can also say:
Which would you like? This or that?
2. We sometimes omit *one* and *ones* after superlatives and in short answers:
Which One/ones would you like? - I'd like the best (one/ones).
Which one/ones would you like? - The large/the red.
3. We usually avoid *ones* after *these/those*:
I want these. I want those. (Not "these ones.")
4. We normally use *one/ones* after *this/that/these/those* + adjective:
I want this/that white one. I want these/those white ones.
5. We cannot omit *one/ones* in structures like:
Which woman? - The one in the green dress.

EXERCISES

Ex. 47. Use *one* or *ones* instead of the nouns in *italic* type:

1. This copy is torn. Bring me another *copy*.
2. I've read all the books, may I take the other *books* too?
3. These cherries are sour. Have your got sweeter *cherries*?
4. He's fond of nearly all games, but tennis and football are *the games* he likes best.
5. Which is my glass here? -Take *the glass* nearest to you.
6. Galileo showed that the small weight dropped as quickly as the large *weight*.
7. There are two vacant tables here. Which *table* will you take?

Ex. 48. Supply *one* or *ones* only where necessary.

1. I simply took this book because it was the first _ I chanced to see.
2. Which actresses did you like? - The ___ who appeared in Act I.
3. I've had enough soup. Give me no more _____.
4. Which computer did you use? - The ___ that is in your office.

5. We shouldn't have taken this wireless. It seems to me that _____ is better.
6. Pour away that dirty water and get some clean _____ .

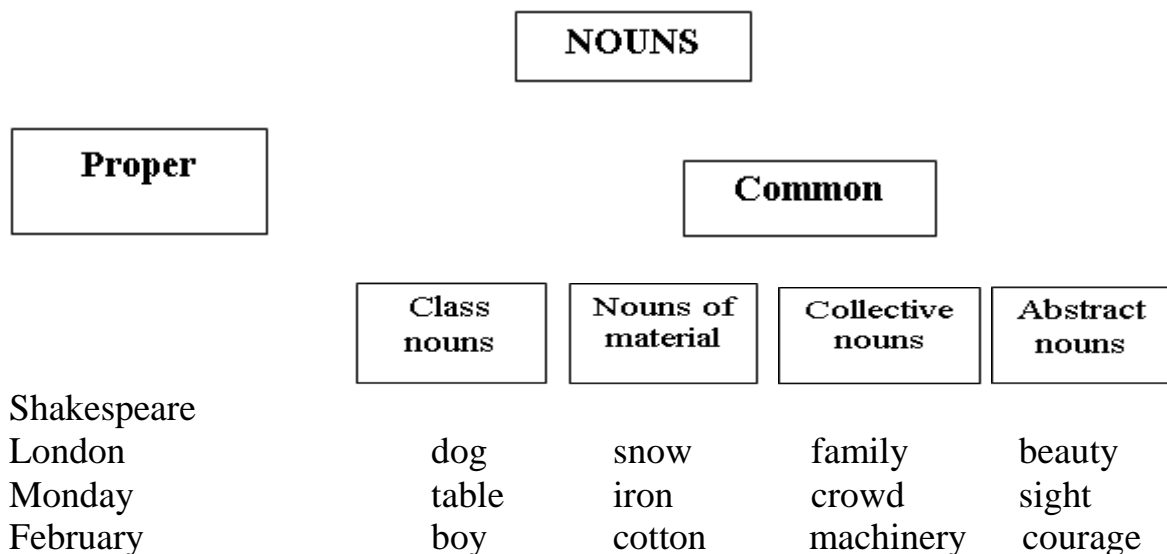
Ex. 49. Supply one or ones.

1. I need that plate. - Do you mean *the small one*?
2. Which shoes fit you best? - The big _____ .
3. Have you got a rain-coat? - Yes, I have got a blue _____.
4. Which jeans are you going to buy? - The most expensive _____.
5. Has Paul got a silk tie? - Yes, he has got _____.
6. Two of those coats suit you very well. – Which _____?
7. If I were you, I'd sell that old car and buy a new _____.
8. I'd like to see some rings, please. - These ___ in silver or those _____ in gold?
9. I'd like to try one of these shirts. Please pass me that white _____.
10. Kate has a new dress. - Do you mean the red _____?

Ex. 50. Translate the sentences.

1. Які рукавички ти хочеш купити? - Ті, що на вітрині.
2. Який пуловер ти віддаєш перевагу? Червоний або синій?
3. Будь ласка, передай мені ту тарілку. - Яку?
4. Я хочу перевірити (test-drive) одну з цих машин. - Цю або ту?
5. У тебе є нова сумка? - Так, чорна.
6. Дай мені, будь ласка, ніж. - Який? - Той, довгий.
7. Принеси мені книгу з мого столу. - Яку? - Новий роман.
8. Мені потрібен словник, той, що стоїть на полиці.

CLASSIFICATION OF NOUNS



		tea	team	idea
				youth
foliage	(the) police	clothes	team	audience
machinery	(the) military	people	group	the majority
The foliage is turning yellow	There are too many people here		The family is/are on holiday	

1. **Collective nouns** are usually singular and are used with singular verbs, when they denote a thing as a whole. But sometimes a plural verb is used, when it denotes a number of people or elements:

The Russian team was playing well.

The hockey team are coming tonight.

- Some collective nouns have singular and plural:

My family is small.

The two families were very friendly.

2. **Nouns of material** are uncountable and are generally used in the singular. They are used in the plural to denote different sorts of a given material:

wine - wines

fruit - fruits

glass - glasses

ice - ices

3. **Abstract nouns** are usually uncountable though some of them may be countable (idea, hour). But they may change their meaning and become class nouns. In this case they are used with the article and may be plural.

beauty - a beauty - beauties

sight - a sight - sights

Nouns can be countable and uncountable.

Countable nouns denote things that can be counted: a book - 5 books
a boy - many boys

Uncountable nouns denote things that can not be counted: they have no plural. We can't use a/an before them. We use the/some/any/this/his, etc. before them.

the music, some bread, his blood, much excitement

This ring is made of silver.

1. Many nouns can be used as countable and uncountable. Usually there is a difference in meaning:

Paper: I bought a paper. (countable – a newspaper)
I bought some paper. (uncountable – material)

Hair: She has beautiful hair. (uncountable)
There is a hair in my soup. (countable – one single hair)

Some nouns are usually uncountable in English but often countable in other languages. Here are the most important of these:

advice	bread	news	travel
accommodation	behaviour	information	traffic
baggage	chaos	progress	trouble
luggage	furniture	permission	scenery
weather	work		

EXERCISES

Ex. 1. Write the countable and uncountable nouns into two different columns:

Wall, pen, air, chalk, picture, water, match, tea, time, hour, bread, river, friend, copper, cigarette, tobacco, cheese, teacher, glass (стакан), glass (стекло), paper (бумага), paper (газета), music, coffee, armchair, gold, ship, milk, shop, idea, ice, furniture, butter, happiness, wood, tree, word, ink, money, coin, university, hero, assistance, assistant, darkness, meat, machine, instrument.

Ex. 2. Find the noun in each sentence and define if the noun is countable or uncountable.

1. I bought an excellent iron.
2. She has wonderful hair.
3. How many photos did he take?
4. Add a little more salt.
5. Did you buy a paper this morning?
6. Hope keeps me going.
7. It is made of iron.
8. We've got plenty of coal.
9. There is a hair in my soup.
10. Do you like ice cream?
11. I eat two eggs every day.

12. Too much cake isn't good for you.
13. I need a cloth to wipe the table.
14. Would you like an ice?
15. I need two clean glasses.
16. Don't throw stones.
17. Be careful! There is broken glass on the road.
18. Can I have a cake, Mum?
19. Trade with China has increased.

Ex. 3. State whether the nouns in italic type are collective nouns or nouns of multitude.

1. It is a new company. 2. The company are rehearsing a new production. 3. Then one by one the worn out crew were helped on board. 4. The crew of the ship consists of twenty seamen including the captain and his mate. 5. No one had seen him since and the police were searching for him. 6. The band were changed, and in the gallery already. 7. And Stilleveld, in company with the many other places like it, had also been the birthplace of a new people. The people who were neither white nor black.

Ex. 4. Choose between a singular or a plural verb to use it in the following sentences.

1. The play is witty and the cast (be) wonderful. 2. The cast (be) all amateurs. 3. All the family (to be) gathered to see the dog. 4. Monty's family (to be) of about the same social status as my own. 5. Do you know what the family (to get) into their heads about this business? 6. Everybody says the Swiss police (to be) great at finding people. 7. The public (not to think) so. 8. The public (to request) not to leave litter in these woods. 9. When he came the baseball team (to practise) on the school field. 10. The team (to have) baths at the moment and then (to come) back here for tea. 11. The team (to play) tomorrow morning. 12. The clergy (to be) generally dressed in black. 13. The Government (to discuss) the matter for a long time but they have shown no signs of reaching agreement. 14. The Government (to decide) to pass the bill. 15. In the meantime the young couple (to be) to live in the old house. 16. That day the committee (to be) to meet at her friend's house. 17. I had to find out whether the committee (to be) competent enough to consider the project. 18. The board (to be) extraordinarily kind to you. 19. The board (to be) going to consider your application at the next sitting. 20. You've bought yourself a nice car. Your money (to be) well spent. 21. His advice (to be) always useful for me.

Ex. 5. Translate the sentences from Russian into English.

1. Поліція - не дурні. Ця людина не повірила жодному моєму слову. 2. Команда зазвичай припиняє завантаження (loading) в 12.00, и всі

збираються на палубі. 3. Ты знаєшь, які новиин? 4. В листі важлива інформація. 5. Вся компанія сидить в кафе. Вони збираються тут обідати. 6. У комітету склалася думка, що це питання потрібно вирішити негайно. 7. Коли директор прийшов, весь штат уже зібрався. 8. Штат дуже невеликий, я не знаю, як він справляється.

THE CATEGORY OF NUMBER

English countable nouns have two numbers: the singular and the plural.

The rules for forming the plural of the English nouns.

The general rule for forming the plural of English nouns is by adding the ending **-s** to the singular: tables, books, ties, plans. And also: baths, paths, smooths, doths, months.

But:

1. If the noun ends in **-s, -ss, -x, -z, -sh, -ch, -tch, -o** the plural is formed by adding **-es** [iz], [z] after **-o**: buses, glasses, boxes, brushes, benches, matches, cargoes, potatoes

But: pianos, photos, cuckoos, videos, zoos

2. There are seven nouns which form the plural by changing the root vowel:

man – men

woman - women ['wɒmən] - ['wɪmɪn]

foot - feet

tooth - teeth

goose - geese

mouse – mice

louse - lice

3. There are two nouns which form the plural in **-en**:

ox – oxen

child - children

4. In some nouns the plural form does not differ from the singular:

deer, sheep, swine, fish, trout, dozen, score, aircraft, salmon

But: Pack the books in dozens; scores of people.

5. Some words borrowed from Latin or Greek keep their Latin or Greek plural forms: In the technical languages of science:

phenomenon - phenomena

datum - data

crisis - crises

stimulus - stimuli

formula – formulae

index - indices

antenna - antennae

In fiction and colloquial English some of these nouns have acquired English plural forms: memorandums, formulas, indexes, terminuses.

6. In compound nouns the plural is formed in different ways:

a) adding -s to the head-word: editor-in-chief brothers-in-law lookers-on

b) the final element takes the plural form: *lady-birds, hotel-keepers, housewives, postmen*

c) if the compound begins with the words man/woman both words are plural: *men-servants, women-doctors*

d) if there is no noun-stem in the compound -s is added to the last element: *forget-me-nots, merry-go-rounds*

7. If the noun ends in -y preceded by a consonant, -y is changed into -i before –
es: fly - flies

army - armies

lady - ladies

In proper names there is no change: *Mary – Marys.*

8. If the final -y is preceded by a vowel there is no vowel change:

day - days,

boy - boys

play - plays,

toy- toys

key - keys

9. The nouns ending in -f, -fe change it into -v (both in spelling and pronunciation):

wife – wives

leaf - leaves

knife - knives

thief - thieves

life - lives

half – halves

scarf - scarfs (scarves)
wharf – wharfs (wharves)

There are, however, many peculiarities. They are:

1. Nouns consisting of two or more parts are used only in the plural (as in Russian). They are:

trousers Your trousers are too long.
spectacles Where are my spectacles?
scissors These scissors are sharp.
scales
tongs

2. Remember the nouns which are used in the plural in English whereas they are singular in Russian:

wages His wages are high.
contents The contents have not been changed.

3. There are nouns which are used in the plural in English whereas they are singular in Russian, but they are plural in English:

clothes His clothes were wet as he had been caught in the rain.
arms
stairs The stairs are steep.
riches
goods The goods have arrived from England.
potatoes The potatoes are very cheap in autumn.
onions Spanish onions are sweet.
carrots Carrots are very healthy.
oats

But: a potato (one)

an onion
a carrot

4. The noun *vacation* is used only in the singular in English (it is plural in Russian)

Our summer vacation lasts 2 months

But: We have two vacations a year.

5. In English the nouns *gate*, *sledge*, *watch*, *clock* are used both in the singular and in the plural (in Russian they are only plural):

The gate is open.
All the gates were closed.
My watch (clock) is slow.
He has two watches (clocks).

EXERCISES

Ex. 6. Give the plural of the following nouns.

A.

Toe, city, hero, piano, calf, cliff, proof, chief, stitch, bath, belief, life, shelf, berry, valley, roof, pen, window, wall, week, clock, ship, library, watch, dress, country, glass, day, party, play, bus, leaf, life, colony, fox, half, mass, eye, language, place, key, thief, ray, bush, mouth, journey;

B.

foot, boot, ox, fox, man, woman, month, mouse, child, ship, goose, deer, cheese, sheep;

C.

crisis, phenomenon, datum, nucleus, basis, apparatus, criterion, series, analysis, formula;

D.

room-mate, fellow-worker, court-martial, man-of-war, boy-messenger, onlooker, passer-by, sister-in-law, postman, son-in-law, fisherman, schoolgirl, text-book, pocket-knife, statesman, editor-in-chief.

Ex. 7. Change the number of the noun in italic type where possible and make all other necessary changes.

I.

1. Put the *box* on the shell. 2. I was presented with a *dozen* handkerchiefs. 3. The boy must have two *teeth* pulled out. 4. The hunter got a prize for killing *the wolf* that had caused much damage to the village *flock*. 5. The *child* was bitterly crying over the broken toy. 6. He showed me a *photo* of his country house. 7. The scout brought some valuable *information*. I bought a *pair* of nylon gloves. 9. I saw a *mouse* in the kitchen. 10. The *ox* drove a cart of hay. 11. A very strange *phenomenon* was observed by astronomers yesterday. 12. Her *hair* was soft and curly.

II.

1. Boy drove the *sheep* to the village. 2. I have hurt my *foot*. 3. This is a *lady-bird*. 4. Where is the *knife*? 5. This *factory* has a good laboratory. 6. The last *leaf* fell from the tree. 7. This *story* is very long. 8. The *speech* was very interesting. 9. He left the *key* on the table. 10. Where is the *brush*? 11. I like his new *play*. 12. The *roof* of the house was covered with snow. 13. The *wife* of the sailor stood on the shore. 14. My *aunt* has a goose.

III.

1. The *mice* live behind the stove. 2. The *keys* to the *boxes* were lost. 3. The *wolves* have been shot. 4. The *fish* were caught. 5. We have good *postmen* in our area. 6. The *cargoes* will be discharged tomorrow.

Ex. 8. Supply the missing words.

1. The stairs ____ worn by thousands of visitors. 2. Where ____ the scissors? - ____ are in the first drawer on the left. 3. The scales ____ broken. 4. How much did you pay for ____ trousers? - ____ were very expensive! 5. If your clothes ____ dirty, please put them in the laundry basket. 6. His old grandfather's watch ____ made of gold. 7. All their belongings ____ been destroyed in a fire. 8. My earnings (not) ____ high, but at least they ____ regular. 9. These shorts ____ fit me at all!

Ex. 9. Use the appropriate form of the verb.

1. "There ____ money in my pocket," I said to the porter (is, are). 2. I know my hair ____ beautiful, everybody says so (is, are). 3. These white swine ____ not live (does, do). 4. ... this watch ____ a special favourite with Mr Pickwick, having been carried about... for a greater number of years than we feel called upon to state, at present (was, were). 5. The deer ____ ravaging the man's fields (was, were). 6. Money ____ so scarce that it could fairly be said not to exist at all (was, were). 7. I was here before the gates ____ opened, but I was afraid to come straight to you (was, were). 8. The papers ____ dull, the news ____ local and stale, and the war news ____ all old (was, were). 9. At Capracotta, he had told me, there ____ trout in the stream below the town (was, were). 10. Her hair ____ loose and half-falling, and she wore a nurse's dress (was, were). 11. The nurse's wages ____ good (was, were).

Ex. 10. Translate into English.

A.

1. Ці сходи ведуть до моря. 2. Він дав мені добру пораду 3. Всі відомості були дуже важливі. 4. Ми отримали такі ж відомості. 5. Ці гроші не мої. 6. У мене було мало грошей. Я не міг дозволити собі купувати такі дорогі речі. 7. Його пізнання в математиці вразили нас. 8. Ваших знань недостатньо, щоб скласти іспит. 9. Яка цікава робота! 10. Які ви нам принесли новини? 11. Ці новини вже всім відомі.

B.

1. Я купив ці години в Лондоні. Вони дуже добрі. 2. Ваші годинник поспішають. 3. Я не міг увійти в сад, так як ворота були закриті. 4. Сани стоять біля воріт. 5. Експорт цього товару значно збільшився.

C.

1. Які з цих овець будуть послані на виставку? 2. Цей вантаж прибув минулого тижня. 3. Його одяг зовсім нова. 4. Там було дуже мало людей. 5. Картопля дуже хороший в цьому році. 6. Морква дуже дешева восени. 7. Фрукти в нашому саду вже дозріли. 8. Його заробітна плата дуже висока. 9. Зміст його листи було зовсім несподіваним. 10. Франція славиться своїми винами.

D.

1. В акваріумі п'ять рибок. Одна рибка золота. 2. Ці новини дуже цікаві. 3. Кому належать гроші? - Я не знаю, кому вони належать. 4. Фермери задоволені. Вони виростили багато свиней і овець. 5. Ваші гроші на столі. Візьміть їх. 6. Наші зимові канікули закінчуються 6-го лютого. 7. Ви отримали ці відомості кілька днів тому. 8. Ваші поради мені дуже допомогли. 9. Вітрина привертала увагу всіх перехожих.

THE VERB "TO BE"

The verb "*TO BE*" in the Present ndefinite Tense

POSITIVE FORM	NEGATIVE FORM	QUESTIONS
I am (I'm)	I am not (I'm not)	Am I?
You are (you're)	You are not (you're not or aren't)	Are you?
He is (he's)	He is not (he's not or isn't)	Is he?
She is (she's)	She is not (she's not or isn't)	Is she?
It is (it's)	It is not (it's not or isn't)	Is it?
We are (we're)	We are not (we're not or aren't)	Are we?

You are (you're) You are not (you're not or aren't) Are you?
They are (they're) They are not (they're not or aren't) Are they?

I'm small but I'm not helpless.
Where are you from?
How much are these stamps?

EXERCISES

Ex. 1

A. Write short forms (she's/we're, etc.).

- | | | |
|----------------------|---------------------|----------------------|
| 1. he is <u>he's</u> | 3. she is not _____ | 5. I am not _____ |
| 2. they are _____ | 4. it is not _____ | 6. you are not _____ |

B. Write the full forms (she is/we are, etc.)

- | | | |
|--------------------------------|-----------------------|--------------------|
| 7. we aren't <u>we are not</u> | 9. you're _____ | 11. it isn't _____ |
| 8. I'm _____ | 10. they aren't _____ | 12. she's _____ |

Ex. 2. Put in *am, is* or *are*.

1. The sky _____ very blue today. 2. I _____ not tired. 3. This shelf _____ very heavy. 4. These shelves _____ very heavy. 5. The child _____ asleep. 6. Look! This _____ Mabel. 7. I _____ cold. Can you shut the window, please? 8. The castle _____ one thousand years old. 9. My brother and I _____ good tennis players. 10. Amy _____ at home but her parents _____ in church. 11. I _____ a student. 12. My sister _____ an archeologist.

Ex. 3. Write full sentences. Use *am/is/are* each time.

- | | |
|---|--------------------------------------|
| 1. (my grandparents very old) | <u>My grandparents are very old.</u> |
| 2. (my desk very comfortable) | _____ |
| 3. (your spectacles in your bag) | _____ |
| 4. (I not very clever today) | _____ |
| 5. (this house very expensive) | _____ |
| 6. (the shops not open today) | _____ |
| 7. (Mr Wren's grandson six years old) | _____ |
| 8. (the houses in this street very big) | _____ |
| 9. (the examination not difficult) | _____ |
| 10. (those flowers very beautiful) | _____ |

Ex. 4. Write positive or negative sentences. Use *am/am not/is/isn't/are/aren't*.

1. Brussels...the capital of Belgium. *Brussels is the capital of Belgium.*
2. I...interested in hockey. *I am not interested in hockey.*
3. I...angry.
4. It...cold today. _____
5. The Hague...in Switzerland.
6. I...afraid of dogs.
7. My hands...dirty.
8. Russia...a very big country.
9. The Amur...in Europe.
10. Diamonds...cheap.
11. Motor-racing...a dangerous sport.
12. Squirrels...big animals.

Ex. 5. Write questions with What/Who/How/Where/Why...? Use *am/is/are*.

1. What colour your house? *What colour is your house?*
2. Where my key?
3. Where my trousers?
4. How old your grandmother?
5. What colour his hair?
6. How much these shoes?
7. Who your favourite actor?
8. Why you always late?

Ex. 6. Ask questions. (Read the answers to the questions first.)

- | | |
|---|----------------------|
| 1. (his name?) <i>What's his name?</i> | Robert. |
| 2. (single or married?) <i>Are you single or married?</i> | I'm single. |
| 3. (British?) | No, I'm not. |
| 4. (where / from?) | From Australia. |
| 5. (how old?) | I'm 18. |
| 6. (a student?) | No, I'm a secretary. |
| 7. (your mother a teacher?) | No, she's a lawyer. |
| 8. (where / from?) | She's Italian. |
| 9. (her name?) | Rachel. |
| 10. (how old?) | She's 40. |

Ex. 7. Write positive and negative short answers (Yes, I am./No, he isn't, etc.)

- | | |
|--|-------------------------------|
| 1. Are you married? <u><i>No. I'm not.</i></u> | 6. Is it light now? _____ |
| 2. Is she tall? <u><i>Yes. she is.</i></u> | 7. Are your hands warm? _____ |

3. Is it cold today? _____
4. Are you an engineer? _____
5. Are you hungry? _____

8. Are you thirsty? _____
9. Is your father tall? _____
10. Is it sunny? _____

Ex. 8. Translate into English.

1. Твій брат вдома? 2. Скільки коштують ці листівки? 3. Цей готель дуже дорогий. 4. Я цікавлюсь мистецтвом. 5. Всі магазини сьогодні відкриті. 6. Музей сьогодні відкритий? 7. Мені жарко. 8. Моя сестра архітектор. 9. Я не втомилася. 10. Звідки родом її чоловік? 11. Вони не студенти, вони лікарі. 12. Тобі цікаві іноземні мови?

THERE IS (ARE) CONSTRUCTION

We use “**there is (are)**” constructions talking about the existence of people, things, etc. These constructions have the meaning “є”, “знаходиться”, “існує”. The verb “to be” in such constructions can be used in different tense forms:

there is/are
there was/were
there will be
there has/have been
there had been

There are many French books in this library.

There was a meeting at the club yesterday.

There will be a good crop in this region this year.

There hasn't been any rain for some days.

Word order:

“there is (are)” + subject + adverbial modifier of place or adverbial modifier of time

The corresponding Ukrainian sentences begin with adverbial modifiers.

Ukrainian
В моєї кімнаті є телефон.
В саду є багато яблонь.
В інституті було собрание.

English
There is a telephone in the room.
There are many apple-trees in the garden.
There was a meeting at the Insitute.

The verb “to be” in such constructions can be used with modal verbs (can, may, must, ought to):

There must be a dictionary on the shelf.

There can be no doubt about it.

There ought to be more books on the subject in our library.

We can also use some other verbs after “there” - to live, to exist, to stand, to lie, etc.:

There lived an old doctor in the village.

There exist different opinions on this problem.

If the subjects are of different number the predicate agrees with the subject that stands first:

There is a table and six chairs in the room.

There were some books and a dictionary on the table.

Interrogative and Negative Forms

Is there a telephone in your room? - No, there isn't.

- No, there is no telephone in my room.

Was there a meeting at the Institute? - No, there wasn't.

Will there be many people there? - No, there won't.

- No, there won't be any people there.

Mind that the sentences: “*There is a book on the table*” and “*The book is on the table*” have different meaning. The first one shows that there is something (“a book”) in that place, the second one shows that the object (“the book”) we now are speaking about or looking for is in that place (“on the table”).

EXERCISES

Ex. 1. Use “there is(are)” construction in the necessary tense form.

1. Look! ___ their telephone number in the letter. 2. Chichester is a very old town. ___ many old buildings there. 3. Excuse me, ___ a restaurant near here? 4. How many students ___ in your group? 5. I was hungry but ___ anything to eat. 6. ___ a football match on TV last night. 7. ___ many people at the meeting? 8. Look! ___ an accident. Call the ambulance! 9. ___ 24 hours in a day. 10. This box is empty. ___ nothing in it. 11. ___ somebody at the airport to meet you when you arrive tomorrow. 12. When we arrived at the cinema ___ long queue outside.

Ex. 2. Ask questions to the following statements, then answer them according to the pattern.

Pattern: There is a good programme on TV tonight.

- Is there a good programme on TV tonight?

- Yes, there is.

There aren't any theatres in my town.

- Are there any theatres in your town?

- No, there are not/there aren't.

1. There is a cat in the window. 2. There are a few changes in the text. 3. There are plenty of glasses in the cupboard. 4. There were a lot of people at the stadium. 5. There isn't anything on the plate. 6. There wasn't anybody in the room. 7. There are difficult exercises in this book. 8. There is something on the shelf. 9. There will be some interesting programmes on TV tomorrow. 10. There are several empty seats in the room. 11. There weren't any pears on the plate.

Ex. 3. Translate into English

A.

1. У цьому журналі багато цікавих статей. 2. У нашому місті багато музеїв і театрів. 3. В цій кімнаті є телефон? 4. В цій кімнаті два вікна. 5. В чашці не було чаю. 6. Скільки статей було в цьому журналі? - Там було декілько статей. 7. Скільки студентів в аудиторії? - Двадцять. 8. Поряд з нашим будинком буде парк. 9. На якій вулиці була школа? 10. На столі лежить декілька книг.

B.

1. Поряд з нашим будинком є школа. Школа знаходиться поряд з нашим будинком. 2. У місті декілька театрів. Театри знаходяться у центрі міста. 3. В вазі стояли квіти. Квіти стояли в красивій вазі. 4. В театрі багато дітей. Діти зараз у театрі. 5. Є декілька способів рішення цієї задачі. Способи рішення цієї задачі наведені на сторінці 5.

The Comparison of Adjectives

Common Comparative and Superlative Forms:

We use the comparative when comparing one person or thing with another.

We use the superlative when comparing one person or thing with more than one.

ADJECTIVES		COMPARATIVE	SUPERLATIVE
One-syllable and some two-syllable words ending in -y, -er, -ow, -le	<i>hot</i>	... + -er <i>hotter</i>	... + -est <i>hottest</i>
	<i>large narrow simple</i>	<i>larger narrower simpler</i>	<i>largest narrowest simplest</i>
Two or more syllable words	<i>beautiful interesting</i>	more + ...	most + ...
		<i>more beautiful more interesting</i>	<i>the most beautiful the most interesting</i>
Irregular forms	<i>good bad old far</i>	<i>better worse older elder farther further</i>	<i>the best the worst the oldest the eldest the farthest the furthest</i>

SPELLING RULES

1. Adjectives like *hot* (*big, fat, sad, wet*) double the consonant:
hot - hotter - the hottest
2. Adjectives like *nice* (*fine, large, late, safe*) add -r, -st:
nice - nicer - the nicest
3. With adjectives like *busy* we use -i in place of -y:
busy - busier - the busiest.

NOTE:

Some two-syllable adjectives like *happy* (*clever, common, narrow, pleasant, quiet, simple, stupid*) have two comparative or superlative forms:

- either with -er/est:

She's cleverer than you. She's the cleverest person I know.

- or with *more/the most*:

She's more clever than you. She's the most clever person I know.

Comparative and Superlative Forms Often Confused:

1. *Further* and *farther* refer to distance:

London is five miles **further/farther**.

Further (Not ‘*farther*’) can mean “in addition”:

There is no **further** information.

2. We use *elder/eldest* before a noun only with reference to people in a family:

my elder brother/son, the eldest child, he’s the eldest
(but not “*He is elder than me.* ”)

We use *older /oldest* for people and things:

He is **older** than I am. This book is **older**.

3. *Lesser* is formed from less but is not a true comparative. We cannot use than after it. *Lesser* means “not so great” and we use it in fixed phrases like: *the lesser of two evils*.

4. *Latest/last*:

I bought **the latest** (i.e. *most recent*) edition of today’s paper.

I bought **the last** (i.e. *final*) edition of today’s paper.

5. The comparative and superlative of *little* is *smaller/smallest*:
a small/little boy, a smaller/the smallest boy.

6. English **in the near future** is **в найближчому майбутньому**.

EXERCISES

Ex. 1. Give the comparative and superlative of the following adjectives:

polite, happy, glad, complete, grey, honourable, shy, dry, just, free, recent, merry, uncomfortable, joyful, hot, thin, accurate, narrow, real, sweet, right, wicked, yellow, cosy, merciful, bad, fat, cheap, big, clumsy, stupid, far, miserable, narrow, virtuous, simple, regular, expensive, low, deep, sad, significant, bitter, intimate, lazy, old, serious, tiny, clever, little, considerate, good, much, dark, beautiful, dear, fit.

Ex. 2. Give the comparative and superlative of the following compound adjectives:

well-known, fine-looking, short-sighted, good-natured, wide-spread, kind-hearted, old-fashioned, light-minded, well-read, high-pitched, strong-willed, much-travelled, narrow-minded.

Ex. 3. Use the adjective in the comparative degree.

1. His poems are popular. (his novels) His poems are more popular than his novels.
2. My room's cold. (the kitchen)
3. My garden is nice. (school garden)
4. Your hair is dark. (your brother's hair)

Ex. 4. Give both comparative or superlative forms where possible.

1. His brother is talented. (than he) - His brother is more talented than he.
(person I have ever met) - His brother is the most talented person I have ever met.
2. His work was careless. (than mine), (in the class)
3. Basketball is popular. (than tennis), (in the USA)
4. This watch is expensive. (than that one), (in the shop)
5. Tuesday is convenient for me. (than Friday), (of all week-days)

Ex. 5. Choose the right forms in these sentences. In some cases both forms are right.

1. Is the station much (further/farther)?
2. You'll find the explanation (further/farther) on.
3. Your record is (worse/worst) than mine.
4. It's the (less/lesser) of two evils.
5. She always wears the (last/latest) fashion.
6. We have no (further/farther) information.
7. Nick skates (good/well).
8. His (latest/last) words were: "The end."
9. She is the (oldest/eldest) member of our family.
10. My flat is (littler/smaller) than yours.
11. I've got (less/lesser) patience than you.
12. He is much (older/elder) than his wife.
13. This is the (more/most) beautiful picture I've ever seen.
14. His English is (best/better) than mine.
15. She is (better/best) now.
16. It's the (furthest/farthest) point west.
17. It's the (oldest/eldest) building in the city.
18. He's my (older/elder) brother.

19. I'm not hurt in the (least/less)!
20. It is the (more/most) I can do for you.

LESSON II

Text A

Fish as food: aquaculture's contribution (I)

Ecological and economic impacts and contributions of fish farming and capture fisheries

James H. Tidwell and Geoff L. Allan

This article has been cited by other articles in PMC.

Historically, the oceans were considered limitless and thought to harbour enough fish to feed an ever-increasing human population. However, the demands of a growing population, particularly in poorer countries, now far outstrip the sustainable yield of the seas. At the same time as fishing has become more industrialised, and wild fish stocks increasingly depleted, aquaculture production—fish and shellfish farming—has grown rapidly to address the shortfalls in capture fisheries. But aquaculture has come under intense scrutiny and criticism as environmentalists fear that it could cause significant environmental problems and further impact wild species that are already threatened. Indeed, both capture fisheries and aquaculture must have environmental costs—all human activities of significant scale do—but it is necessary to fairly evaluate and compare the ecological and economic impact of both. In fact, a thorough analysis shows that the ecological threat of aquaculture is much lower than continuing to supply the majority of fish protein from wild capture.

Fish is a vital source of food for people. It is man's most important single source of high-quality protein, providing 16 % of the animal protein consumed by the world's population, according to the Food and Agriculture Organisation (FAO) of the United Nations (1997). It is a particularly important protein source in regions where livestock is relatively scarce—fish supplies <10% of animal protein consumed in North America and Europe, but 17% in Africa, 26% in Asia and 22% in China (FAO, 2000). The FAO estimates that about one billion people world-wide rely on fish as their primary source of animal protein (FAO, 2000).

Fish also has substantial social and economic importance. The FAO estimates the value of fish traded internationally to be US\$ 51 billion per annum (FAO, 2000). Over 36 million people are employed directly through fishing and

aquaculture (FAO, 2000), and as many as 200 million people derive direct and indirect income from fish (Garcia and Newton, 1997). Consumption of food fish is increasing, having risen from 40 million tonnes in 1970 to 86 million tonnes in 1998 (FAO, 2000), and is expected to reach 110 million tonnes by 2010 (FAO, 1999). Increases in per capita consumption account for only a small portion; it is the growing human population in many countries in Asia, Africa and South America that is primarily responsible for this steadily growing demand for food fish. These data illustrate that a consistent source of fish is essential for the nutritional and financial health of a large segment of the world's population.

Today, fish is the only important food source that is still primarily gathered from the wild rather than farmed—with marine capture historically accounting for >80% of the world's fish supply. Total landings from marine fisheries increased 5-fold in the 40-year period from 1950 to 1990 (Mace, 1997). More recently, however, capture fisheries have not been able to keep pace with growing demand, and many marine fisheries have already been over-fished. In the period 1990–1997, fish consumption increased by 31% while the supply from marine capture fisheries increased by only 9% (FAO, 1999). This has intensified the pressure on the harvesters, which has translated into increased pressures on, and over-fishing of, many commercial fisheries. Nearly half of the known ocean fisheries are completely exploited (FAO, 1999), and 70% are in need of urgent management (MacLennan, 1995).

As fisheries become depleted and fish get harder to catch, many fishermen and governments have responded with investments in equipment and technology to fish longer, harder, and farther away from their home ports. These efforts have resulted in what is essentially an 'arms race' within the marine fishing industry (MacLennan, 1995). Radio and satellite navigation allows fishermen to better locate fishing grounds, while new fish-aggregating devices intensify the harvests. These changes put immense pressure on fish stocks and leave fewer regions out of reach so that fish can reproduce unmolested, thus exacerbating the effects of over-harvesting.

Capture fisheries have advanced to the point where newly discovered fish populations can be put under severe stress more quickly than regulators can collect needed biological data and impose catch limitations. Based on the current assessment of overexploitation of many fish stocks, and overcapacity and overcapitalisation of many fishing fleets, Mace (1997) concluded that many capture fisheries would probably not be commercially viable without significant government subsidies. However, the private and public investment in increased infrastructure creates a financial inertia that makes it more difficult to reduce the pressure on fisheries (Speer, 1995).

Consumer tastes in the First World have largely contributed to the problem. Increasing demand for top predators, such as swordfish or tuna, has put severe pressure on existing stocks. The average size of fish caught for some

species has dropped until there is now a significant need to impose minimum size limits, or capture moratoria, to allow these and other species to reach reproductive age and size before being removed from the population. The hunt for certain species also affects non-target species through their inadvertent capture, known as 'by-catch'. Long-line fishing for swordfish and other billfishes may significantly diminish the populations of many shark species, which are known to have slow reproductive rates and thereby slow recovery rates. Trawling technologies also capture a large amount of by-catch, known as 'trash fish'. Alverson *et al.* (1994) estimated that ocean fishing results in 28.7 million tonnes of by-catch annually, most of which is simply discarded. These figures are very likely to be low estimates of total wastage, as by-catch figures are often under-reported, and statistics do not include fish lost to spoilage, undetected mortality under the surface and ghost fishing through lost equipment that continues to catch fish. For certain shrimp species, the by-catch is often composed of a high percentage of juveniles of commercially important species, compounding the impact on both present and future fisheries production. Nance and Scott-Denton (1997), when analysing a 5-year survey of trawling operations in the Gulf of Mexico, found that only 16% of the total catch was commercially valuable shrimp, while 68% of the total catch was unintended by-catch, mostly juvenile finfish. In some areas of the Gulf of Mexico, it is estimated that for every 1 kg of shrimp harvested, 10 kg of other species are caught and discarded. High-profile examples of by-catch conflicts, such as the capture of sea turtles by shrimp trawls and of dolphins by purse-seines targeting tuna, have drawn severe criticism from environmental groups and consumers. But it is consumer demand that has fuelled this conflict, as tuna and shrimp are the species most demanded in developed countries.

To meet the ever-increasing demand for fish, aquaculture has expanded very rapidly and is now the fastest growing food-producing industry in the world. FAO (2000) estimates that by 2030, over half of the fish consumed by the world's people will be produced by aquaculture (Figure 1). Total aquaculture production increased from 10 million tonnes of fish in 1984 to 38 million tonnes in 1998 (FAO, 2000), and a growth rate of 11% per year has aquaculture on a pace to surpass beef production by 2010. Not only is the total amount of fish being produced important, but also how and where it is produced. While 80% of cattle is raised in industrialised nations, fish farming has been growing almost six times faster in developing countries than in developed countries. The FAO states that 'As an inexpensive source of a highly nutritious animal protein, aquaculture has become an important factor for improving food security, raising nutritional standards, and alleviating poverty, particularly in the world's poorest countries'. Indeed, in those areas where the need is greatest, the contribution of fish and shrimp farming is expected to increase. For instance, the FAO estimates that small-scale aquaculture production in Africa will significantly increase by

2010; in fact, fish and shrimp production in Africa has already grown by 400% between 1984 (37 000 tonnes) and 1998 (189 000 tonnes).

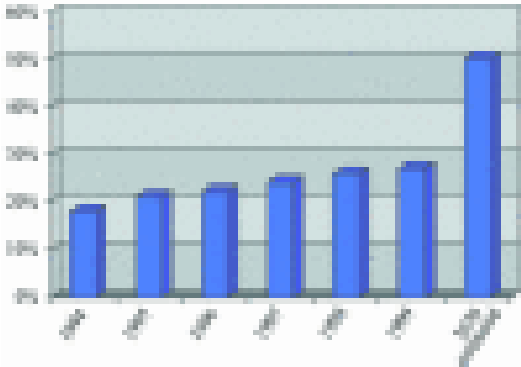


Fig. 1. The percentage of total food fish supplied by aquaculture.

Rapid growth of aquaculture has led, in some cases, to environmental problems and conflicts over limited resources. One problem widely publicised by non-government organisations and environmental groups has been losses of mangrove forests (Naylor *et al.*, 2000). Mangroves are extremely productive coastal ecosystems and their decline has indeed been extensive—as much as 55–60% of the original forests have already been lost. However, most of that loss is due to clearing for rice production, grazing, urban development, fuel, construction materials, wood pulp and tourism; conversion to shrimp farms accounts for <10% (Boyd and Clay, 1998). In fact, the vast majority of new shrimp pond construction does not affect mangroves because these areas have proven to be not well suited for shrimp production due to acid soils and high construction costs. Mangrove buffer zones are now protected in many new shrimp farm developments, and replanting has become common.

‘Biological pollution’ is a term that has been used to describe the potential effects of introduced aquaculture species on natural populations, primarily in the context of salmon (Naylor *et al.*, 2000). Atlantic salmon (*Salmo salar*) is the main salmon species reared artificially; aquaculture harvest of this fish in 1999 was 800 000 tonnes or 2.4 % of total world aquaculture production (FAO, 2000). Gross (1998) recently reviewed and analysed the literature on the potential impacts of Atlantic salmon from aquaculture sites on wild populations and concluded that along with potential negative genetic and ecological effects, salmon aquaculture does offer some benefits for wild populations that are often overlooked. There has been a significant shift in consumer preference from wild salmon to farmed Atlantic salmon. Increased availability has decreased prices, resulting in less pressure on wild stock. Gross’s conclusions were that aquaculture is not the root cause of the current poor state of wild salmon fisheries and conservation, but that mismanaged capture fisheries and habitat destruction have resulted in wide-scale extirpations, depletions and loss of biodiversity in both Atlantic and Pacific salmon. This occurred long before commercial salmon aquaculture appeared in the 1970s.

Recent criticism has also centred on the use of fishmeal in aquaculture diets. Naylor *et al.* (2000) reported that aquaculture is ‘a contributing factor to the collapse of fisheries stocks world-wide’. The authors further state that with aquaculture expansion, ‘ever increasing amounts of small pelagic fish would be caught for use in aquaculture feeds to expand the total supply of commercially valuable fish’. In truth, fishmeal production has changed very little over the past 15 years (Figure (Figure2).2). Adele Crispold (personal communication) from the FAO explains that market forces have simply reallocated the use of a fixed amount of fishmeal, but have not actually changed the total amount of pelagic fish harvested or fishmeal produced. The percentage of fishmeal used for aquaculture feeds has indeed increased from 10% in 1988 to 35% in 1998. But the large majority of fishmeal is still used in livestock feeds and for fertilisers—while the actual amount of fish harvested to produce fishmeal has remained relatively constant at 30 million tonnes per year (FAO, 1999). An analysis of FAO data over the past 15 years indicates that there is no statistical relationship between aquaculture production, harvest rates for pelagic fishes or fishmeal production (Figure (Figure2).2). A shift in fishmeal use toward aquaculture may actually represent an environmentally friendly use of this resource, as fish are more efficient feed converters than the primary users, terrestrial livestock.

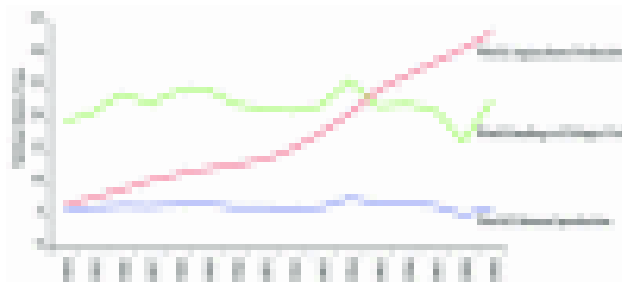


Fig. 2. The relationship between aquaculture production, pelagic fish landings and fishmeal production from 1984 to 2000 based on FAO data.

Naylor *et al.* (1998) also proposed that certain types of fish, particularly salmon and shrimp, are actually net consumers of fish, requiring as much as 3 kg of fish in their feed to produce 1 kg of farmed fish. Overall, these species represent a relatively small proportion of total aquaculture production (Figure (Figure3).3). Furthermore, Forster (1999) points out that, based on classic values of energy flows, 10 kg of forage fish are required to produce 1 kg of a carnivore—such as salmon—in the wild. If by-catch values are taken into account, at least another 5 kg of fish can be added to the equation. Based on these considerations, even if farmed salmon or shrimp do utilise 3 kg of fish to produce 1 kg of weight gain, this would actually represent a significant ecological advantage compared to 10–15 kg of fish used or wasted in the growth and capture of 1 kg of wild salmon or shrimp. Also, when considered *in toto*,

aquaculture is a huge net producer, generating 3.5–4.0 kg of food fish for each kg of pelagic fish used in fishmeal production.

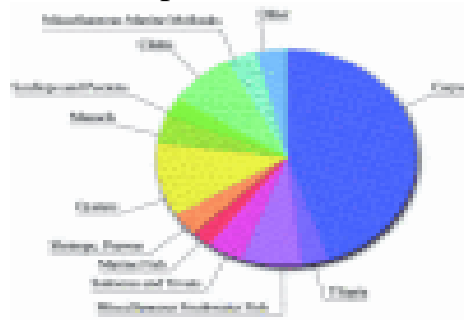


Fig. 3. The proportion of total aquaculture production accounted for by different taxonomic groups.

Exercise 1. Make up 25 different types of questions for text A.

Exercise 2. Retell text A.

Exercise 3. Write a short summary of text A.

Text B

Fish as food: aquaculture's contribution (II)

Importantly, the efficiency of aquaculture production will improve further. As an industry, aquaculture is still in its relative infancy, thus knowledge of the nutritional requirements of most fish species is rather limited compared with poultry and other livestock. Naylor *et al.* (2000) noted that livestock feeds on average 'contain only 2–3% fishmeal'. However, 20 years ago, fishmeal was also the preferred source of protein for poultry feeds, just as is the case for some aquaculture species today. Reduced reliance on fishmeal came as a result of nutrition research, particularly the quantification of requirements for individual amino acids and energy needs as well as the rigorous evaluation of alternative ingredients. The search for alternative ingredients is already a research priority for aquaculture for exactly the same reason: the desire to minimise feed costs. In channel catfish diets, the proportion of fishmeal in the feed has decreased from 8–10% in 1990 to <3% currently, based on an improved knowledge of their nutritional requirements (Robinson and Li, 1996). Several other species can also be successfully fed with similarly low contents of fishmeal (Allan *et al.*, 1999). Other factors caused by the relative immaturity of the industry will also greatly benefit from continuing research. The introduction of vaccines, for instance, has reduced the amount of antibiotics used per kilogram of salmon cultured by over 97% (Klesius *et al.*, 2001).

In an earlier paper, Naylor *et al.* (1998) concluded that, due to a reliance on fishmeal, aquaculture of these species is being subsidised by the marine ecosystem. However, all human food production is eventually ‘subsidised’ by aquatic or terrestrial ecosystems. The production of some aquaculture species is indeed partially fuelled by primary and secondary productivity within the marine system, but fish caught in the oceans have been entirely subsidised by the marine ecosystem. Even the ‘cultural species’ identified by Naylor *et al.* (2000) as net producers, such as carp, tilapia and catfish, do not actually convert food to flesh with higher efficiency than other species such as salmon or shrimp. They are, in fact, only ‘subsidised’ by different ecosystems—the freshwater ecosystem in the form of natural food items or terrestrial ecosystems through the production of feed ingredients, such as corn or soybean, each of which has its own ecological costs. Prudent and proper use of fishmeal under certain situations may actually be advantageous for the environment. Due to its extremely high nutritional quality, i.e. the proper balance of amino acids and fatty acids, and extremely high digestibility, the use of some fishmeal in the diet can reduce waste production in the culture system compared with completely plant-based diets.

The demand for fishmeal could potentially be met by improved use of by-catch from wild capture fisheries (Howgate, 1995). The amount of by-catch killed and discarded annually is estimated to be between 18 and 40 million tonnes (FAO, 1999)—approximately the total amount of fish currently harvested for fishmeal production (30 million tonnes). There is also a significant amount of fish currently wasted due to the intentional discarding of part of the catch. This occurs when fishermen wish to save limited quotas at times when prices are low or when they practice ‘high grading’—discarding smaller fish of low value to create capacity for species that achieve a higher price on the market (FAO, 1999). For some capture fisheries, as much as 40% of the total catch is discarded. In aquaculture there is much more control over production, harvest, processing and distribution (Howgate, 1995), and these practices seldom occur.

Capture fisheries and aquaculture should not be considered in isolation. In certain areas some supposedly ‘wild harvest’ fisheries are actually highly dependent on an aquaculture phase to produce young fish that are necessary to maintain current capture rates. In Alaska, for instance, aquaculture is basically ‘outlawed’. However, without the aquaculture production of seedstock, Alaska’s wild-harvest salmon and oyster industries could not supply a fraction of the total production currently generated. According to Coates (1996), the divisions between aquaculture and capture fisheries will rapidly fade and, in many regions, have already gone. In fact, the best hope of providing fish to meet future demands will likely be co-ordinated partnerships of aquaculture, managed wild fisheries, and wise protection and management of coastal zones and ecosystems.

Studies that do not weigh the relative costs and impacts of the different sources of fish are overly simplistic and not constructive. Skewed conclusions can cause negative public opinion that could impede environmentally responsible aquaculture and its ability to supply the projected 35 million tonnes of aquatic foods needed to meet the difference between demand and capture (FAO, 2000). Unfounded negative media coverage could further stifle aquaculture development in rural and low-income areas where its potential impact is greatest. In a recent report, the FAO (2000) stated that ‘irrespective of whether inaccurate information is generated deliberately to promote a specific cause, or inadvertently through ignorance, it can have a major impact on public opinion and policy making that may not be in the best interest of either the sustainable use of fisheries resources or the conservation of aquatic ecosystems’.

There are not too few fish—there are too many people. If agriculture had not developed to increase the production of terrestrial livestock, we would never have been able to support the current human population. A similar juncture has been reached or passed in fish supplies. Although per capita consumption has not increased substantially, population growth has increased to the point where capture fisheries alone can fill only two thirds of the current demand for fish, thus almost all future demand will have to be met by aquaculture. According to the FAO (2000), ‘there do not seem to be any insurmountable obstacles to the continued growth of aquaculture’. Both aquaculture and capture fisheries cause environmental impacts, which can be substantially reduced through further research and improved management. However, if aquaculture is unfairly assigned a negative label through unbalanced ecological assessments, its potential contributions to present and future food securities could be severely compromised. This could be especially devastating in regions where high-quality protein is needed most. Moreover, it would increase the deficit between wild harvest rates and total demand for fish, which will actually further devastate stocks of many marine fish species. These consequences on both human and fish populations would seem to go against the stated intentions and missions of many of the groups currently attacking aquaculture.

Exercise 1. Make up 15 different types of questions for text B.

Exercise 2. Retell text B.

Exercise 3. Write a short summary of text B.

An example of a research article

Coral Reefs Under Rapid Climate Change and Ocean Acidification

O. Hoegh-Guldberg, P. J. Mumby, A. J. Hooten, R. S. Steneck, P. Greenfield,

Science 14 Dec 2007:
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DOI: 10.1126/science.1152509

Abstract

Atmospheric carbon dioxide concentration is expected to exceed 500 parts per million and global temperatures to rise by at least 2°C by 2050 to 2100, values that significantly exceed those of at least the past 420,000 years during which most extant marine organisms evolved. Under conditions expected in the 21st century, global warming and ocean acidification will compromise carbonate accretion, with corals becoming increasingly rare on reef systems. The result will be less diverse reef communities and carbonate reef structures that fail to be maintained. Climate change also exacerbates local stresses from declining water quality and overexploitation of key species, driving reefs increasingly toward the tipping point for functional collapse. This review presents future scenarios for coral reefs that predict increasingly serious consequences for reef-associated fisheries, tourism, coastal protection, and people. As the International Year of the Reef 2008 begins, scaled-up management intervention and decisive action on global emissions are required if the loss of coral-dominated ecosystems is to be avoided.

Coral reefs are among the most biologically diverse and economically important ecosystems on the planet, providing ecosystem services that are vital to human societies and industries through fisheries, coastal protection, building materials, new biochemical compounds, and tourism. Yet in the decade since the inaugural International Year of the Reef in 1997, which called the world to action, coral reefs have continued to deteriorate as a result of human influences). Rapid increases in the atmospheric carbon dioxide concentration ($[\text{CO}_2]_{\text{atm}}$), by driving global warming and ocean acidification, may be the final insult to these ecosystems. Here, we review the current understanding of how anthropogenic climate change and increasing ocean acidity are affecting coral reefs and offer scenarios for how coral reefs will change over this century. The scenarios are intended to provide a framework for proactive responses to the changes that have begun in coral reef ecosystems and to provoke thinking about future management and policy challenges for coral reef protection.

Warming and Acidifying Seas

The concentration of carbon dioxide in Earth's atmosphere now exceeds 380 ppm, which is more than 80 ppm above the maximum values of the past 740,000 years, if not 20 million years. During the 20th century, increasing $[\text{CO}_2]_{\text{atm}}$ has driven an increase in the global oceans' average temperature by 0.74°C and sea level by 17 cm, and has depleted seawater carbonate

concentrations by $\sim 30 \mu\text{mol kg}^{-1}$ seawater and acidity by 0.1 pH unit. Approximately 25% ($2.2 \text{ Pg C year}^{-1}$) of the CO_2 emitted from all anthropogenic sources ($9.1 \text{ Pg C year}^{-1}$) currently enters the ocean, where it reacts with water to produce carbonic acid. Carbonic acid dissociates to form bicarbonate ions and protons, which in turn react with carbonate ions to produce more bicarbonate ions, reducing the availability of carbonate to biological systems (Fig. 1A). Decreasing carbonate-ion concentrations reduce the rate of calcification of marine organisms such as reef-building corals, ultimately favoring erosion at $\sim 200 \mu\text{mol kg}^{-1}$ seawater.

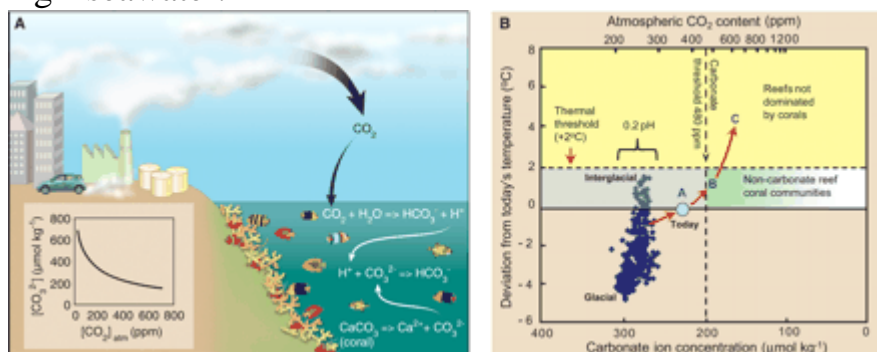


Fig. 1.

(A) Linkages between the buildup of atmospheric CO_2 and the slowing of coral calcification due to ocean acidification. Approximately 25% of the CO_2 emitted by humans in the period 2000 to 2006 was taken up by the ocean where it combined with water to produce carbonic acid, which releases a proton that combines with a carbonate ion. This decreases the concentration of carbonate, making it unavailable to marine calcifiers such as corals. (B) Temperature, $[\text{CO}_2]_{\text{atm}}$, and carbonate-ion concentrations reconstructed for the past 420,000 years. Carbonate concentrations were calculated from $\text{CO}_{2\text{atm}}$ and temperature deviations from today's conditions with the Vostok Ice Core data set, assuming constant salinity (34 parts per trillion), mean sea temperature (25°C), and total alkalinity ($2300 \text{ mmol kg}^{-1}$). Further details of these calculations are in the SOM. Acidity of the ocean varies by ± 0.1 pH units over the past 420,000 years (individual values not shown). The thresholds for major changes to coral communities are indicated for thermal stress ($+2^{\circ}\text{C}$) and carbonate-ion concentrations ($[\text{carbonate}] = 200 \mu\text{mol kg}^{-1}$, approximate aragonite saturation $\sim \Omega_{\text{aragonite}} = 3.3$; $[\text{CO}_2]_{\text{atm}} = 480 \text{ ppm}$). Coral Reef Scenarios CRS-A, CRS-B, and CRS-C are indicated as A, B, and C, respectively, with analogs from extant reefs depicted in Fig. 5. Red arrows pointing progressively toward the right-hand top square indicate the pathway that is being followed toward $[\text{CO}_2]_{\text{atm}}$ of more than 500 ppm.

We used global $[\text{CO}_2]_{\text{atm}}$ and temperature data from the Vostok Ice Core study to explore the ocean temperature and carbonate-ion concentration seen today relative to the recent past for a typical low-latitude sea maintaining a mean temperature of 25°C during the past 420,000 years (Fig. 1B). The results show a

tight cluster of points that oscillate (temperature $\pm 3^{\circ}\text{C}$; carbonate-ion concentration $\pm 35 \mu\text{mol kg}^{-1}$) between warmer interglacial periods that had lower carbonate concentrations to cooler glacial periods with higher carbonate concentrations. The overall range of values calculated for seawater pH is ± 0.1 units. Critically, where coral reefs occur, carbonate-ion concentrations over the past 420,000 years have not fallen below $240 \mu\text{mol kg}^{-1}$. The trends in the Vostok ice core data have been verified by the EPICA study, which involves a similar range of temperatures and $[\text{CO}_2]_{\text{atm}}$ values and hence extends the conclusions derived from the Vostok record to at least 740,000 years before the present (yr B.P.). Conditions today ($[\text{CO}_2]_{\text{atm}} \sim 380$ ppm) are significantly shifted to the right of the cluster points representing the past 420,000 years. Sea temperatures are warmer ($+0.7^{\circ}\text{C}$), and pH (-0.1 pH units) and carbonate-ion concentrations ($\sim 210 \mu\text{mol kg}^{-1}$) lower than at any other time during the past 420,000 years (Fig. 1B). These conclusions match recent changes reported for measurements of ocean temperature, pH, and carbonate concentration. In addition to the absolute amount of change, the rate at which change occurs is critical to whether organisms and ecosystems will be able to adapt or accommodate to the new conditions. Notably, rates of change in global temperature and $[\text{CO}_2]_{\text{atm}}$ over the past century are 2 to 3 orders of magnitude higher than most of the changes seen in the past 420,000 years (Table 1). Rates of change under both low (B1) and high (A2) Intergovernmental Panel on Climate Change (IPCC) emission scenarios are even higher, as are recent measurements of the rate of change of $[\text{CO}_2]_{\text{atm}}$. The only possible exceptions are rare, short-lived spikes in temperature seen during periods such as the Younger Dryas Event (12,900 to 11,500 yr B.P.). Given that recent and future rates of change dwarf even those of the ice age transitions, when biology at specific locations changed dramatically, it is likely that these changes will exceed the capacity of most organisms to adapt.

Table 1. Rates of change in atmospheric CO_2 concentration ($[\text{CO}_2]_{\text{atm}}$, ppm/100 years) and global temperature ($^{\circ}\text{C}/100$ years) calculated for the past 420,000 yr B.P. using the Vostok Ice Core data and compared to changes over the last century and those projected by IPCC for low-emission (B1) and high-emission (A2) scenarios.

Rates were calculated for each successive pair of points in the Vostok Ice Core record by dividing the difference between two sequential values (ppm or $^{\circ}\text{C}$) by the time interval between them. Rates were then standardized to the change seen over 100 years. Ratios of each rate relative to the mean rate seen over the past 420,000 years are also calculated.

Ocean Acidification and Reef Accretion

Many experimental studies have shown that a doubling of pre-industrial $[\text{CO}_2]_{\text{atm}}$ to 560 ppm decreases coral calcification and growth by up to 40%

through the inhibition of aragonite formation (the principal crystalline form of calcium carbonate deposited in coral skeletons) as carbonate-ion concentrations decrease. Field studies confirm that carbonate accretion on coral reefs approaches zero or becomes negative at aragonite saturation values of 3.3 in today's oceans (Fig. 4), which occurs when $[\text{CO}_2]_{\text{atm}}$ approaches 480 ppm and carbonate ion concentrations drop below $200 \mu\text{mol kg}^{-1}$ in most of the global ocean. These findings are supported by the observation that reefs with net carbonate accretion today (Fig. 4, 380 ppm) are restricted to waters where aragonite saturation exceeds 3.3. Geological studies report a notable gap in the fossil record of calcified organisms, including reef-building corals and calcareous algae, during the early Triassic when $[\text{CO}_2]_{\text{atm}}$ increased dramatically and reached levels at least five times as high as today's. Phylogenetic studies suggest that corals as a group survived the Permian-Triassic extinction event but may have done so through forms lacking calcified skeletons. Although Scleractinian (modern) corals arose in the mid-Triassic and lived under much higher $[\text{CO}_2]_{\text{atm}}$, there is no evidence that they lived in waters with low-carbonate mineral saturation. Knoll *et al.* succinctly state that “it is the rapid, unbuffered increase in $[\text{CO}_2]_{\text{atm}}$ and not its absolute values that causes important associated changes such as reduced $[\text{CO}_3^{2-}]$, pH, and carbonate saturation of sea water”. The rate of $[\text{CO}_2]_{\text{atm}}$ change is critical given that modern genotypes and phenotypes of corals do not appear to have the capacity to adapt fast enough to sudden environmental change.

Reef-building corals may exhibit several responses to reduced calcification, all of which have deleterious consequences for reef ecosystems. First, the most direct response is a decreased linear extension rate and skeletal density of coral colonies. The massive coral *Porites* on the Great Barrier Reef has shown reductions in linear extension rate of $1.02\% \text{ year}^{-1}$ and in skeletal density of $0.36\% \text{ year}^{-1}$ during the past 16 years. This is equivalent to a reduction of $1.29\% \text{ year}^{-1}$ or a 20.6% drop in growth rate (the product of linear extension rate and skeletal density) over the 16-year period. While at present it is not possible to confidently attribute the observed decrease in growth and calcification to ocean acidification, it is consistent with changes reported in oceanic pH and carbonate-ion concentrations.

Second, corals may maintain their physical extension or growth rate by reducing skeletal density. However, erosion could be promoted by the activities of grazing animals such as parrotfish, which prefer to remove carbonates from lower-density substrates. Increasingly brittle coral skeletons are also at greater risk of storm damage; thus, if rates of erosion outstrip calcification, then the structural complexity of coral reefs will diminish, reducing habitat quality and diversity. A loss of structural complexity will also affect the ability of reefs to absorb wave energy and thereby impairs coastal protection.

Third, corals may maintain both skeletal growth and density under reduced carbonate saturation by investing greater energy in calcification. A

likely side effect of this strategy is the diversion of resources from other essential processes, such as reproduction, as seen in chronic stress, which could ultimately reduce the larval output from reefs and impair the potential for recolonization following disturbances.

Resilience and Tipping Points

Maintaining ecological resilience is the central plank of any strategy aiming to preserve coral reef ecosystems. Ecological resilience is a measure of the rate at which an ecosystem returns to a particular state (e.g., coral-dominated communities) after a perturbation or disturbance (e.g., hurricane impacts). Recent changes to the frequency and scale of disturbances such as mass coral bleaching, disease outbreaks, and destructive fishing, coupled with a decreased ability of corals to grow and compete, are pushing reef ecosystems from coral- to algal-dominated states. If pushed far enough, the ecosystem may exceed a “tipping point” and change rapidly into an alternative state with its own inherent resilience and stability, often making the possibility of returning to a coral-dominated state difficult.

To examine the ecological implications of the 20.6% reduction in coral growth rate that Cooper *et al.* measured in Great Barrier Reef *Porites*, we simulated a similar reduction in the growth of massive brooding and spawning corals on exposed Caribbean forereefs specifically to investigate what happens to the balance between corals and macroalgae in a system of high primary production (Fig. 2). The ecological model simulated a 50-year time series for a wide range of initial coral cover and grazing rates by fish on benthic algae while holding all other factors (e.g., nutrient concentrations) constant. Each time series revealed the underlying trajectory of coral recovery, stasis, or degradation between major disturbances, and the final equilibrium values of coral cover were plotted to illustrate potential resilience (Fig. 2). The unstable equilibria represent thresholds, and for recovery to outweigh mortality reefs must lie either above or to the right of the threshold. For example, if coral cover is low (<5%), the intensity of fish grazing on benthic algal competitors needed to shift the reef into a state where recovery is possible (i.e., to the right or above the unstable equilibrium) moves from 30% to almost a half of the reef having to be grazed. This implies that in the absence of invertebrate grazers like the sea urchin, *Diadema antillarum*, which essentially disappeared from Caribbean reefs in the early 1980s after a massive disease outbreak, highly productive reefs would likely require the highest levels of parrotfish grazing (i.e., ~40% of the reef being grazed) for a reef to be able to recover from disturbance. The loss of ecological resilience occurs because coral cover increases more slowly after disturbance and competitive interactions with macroalgae become more frequent and longer in duration (Fig. 3) (table S1). Although the ecological model only represents a single Caribbean reef habitat in a very productive physical

environment and has not incorporated several other putative consequences of acidification such as a loss of rugosity, sensitivity analyses reveal that changes to coral growth rate have a relatively large impact on model predictions, and therefore the conclusions of a reduction in resilience appear to be robust.

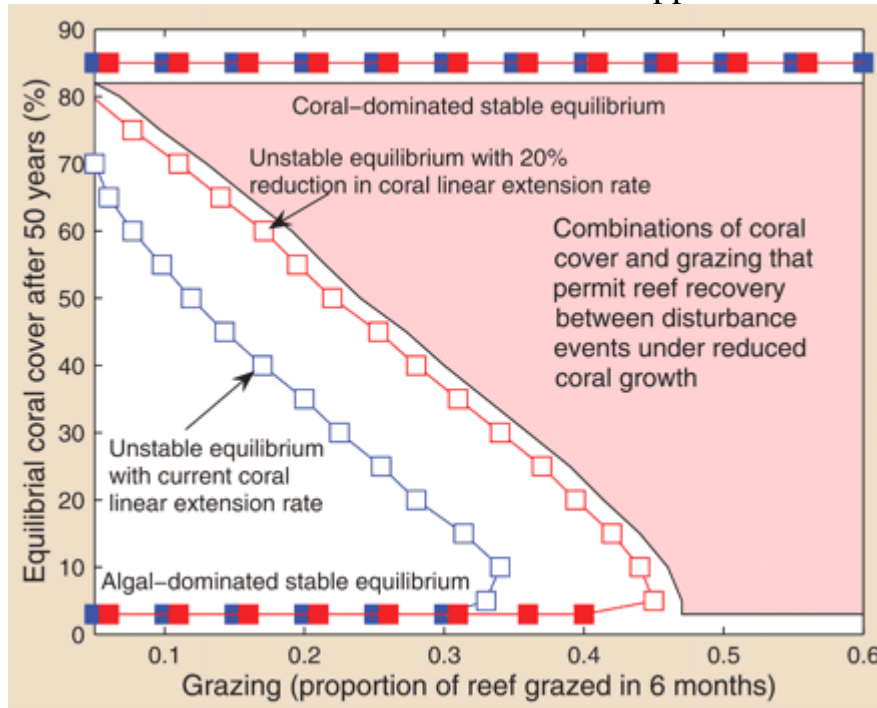


Fig. 2.

Reduction in the resilience of Caribbean forereefs as coral growth rate declines by 20%. Reef recovery is only feasible above or to the right of the unstable equilibria (open squares). The “zone of reef recovery” (pink) is therefore more restricted under reduced coral growth rate and reefs require higher levels of grazing to exhibit recovery trajectories.



Fig. 3.

Ecological feedback processes on a coral reef showing pathways of disturbance caused by climate change. Impact points associated with ocean acidification (e.g., reduced reef rugosity, coralline algae) are indicated by the blue arrows, and impact points from global warming (e.g., bleached and dead

corals) by the red arrows. Boxes joined by red arrows denote that the first factor has a negative (decreasing) influence on the box indicated. Green arrows denote positive (increasing) relationships. Over time, the levels of factors in hexagonal boxes will increase, whereas those in rectangular boxes will decline. Boxes with dashed lines are amenable to local management intervention.

Thermal Stress, Synergies, and Ecological Feedback Loops

The sensitivity of corals and their endosymbiotic dinoflagellates (*Symbiodinium* spp.) to rising ocean temperatures has been documented extensively. *Symbiodinium* trap solar energy and nutrients, providing more than 95% of the metabolic requirements of the coral host, which is consequently able to maintain high calcification rates. When temperatures exceed summer maxima by 1° to 2°C for 3 to 4 weeks, this obligatory endosymbiosis disintegrates with ejection of the symbionts and coral bleaching. Bleaching and mortality become progressively worse as thermal anomalies intensify and lengthen. Indeed, mass coral bleaching has increased in intensity and frequency in recent decades. At the end of the International Year of the Reef in 1997, mass bleaching spread from the Eastern Pacific to most coral reefs worldwide, accompanied by increasing coral mortality during the following 12 months. Corals may survive and recover their dinoflagellate symbionts after mild thermal stress, but typically show reduced growth, calcification, and fecundity and may experience greater incidences of coral disease.

To illustrate the combined effects of acidification and bleaching on reefs, we simplified the coral ecosystem into the nine features required to model feedback mechanisms (Fig. 3). Although it is not comprehensive, the model provides a theoretical framework indicating that acidification and bleaching enhance all deleterious feedbacks, driving the coral ecosystems toward domination by macroalgae and noncoral communities (Fig. 3) (table S1).

Trajectories in Response to Climate Change

Global temperatures are projected to increase rapidly to 1.8°C above today's average temperature under the low-emission B1 scenario of the IPCC, or by 4.0°C (2.4° to 6.4°C) under the higher-emission A1F1 scenario (Table 1). Increases in the temperature of tropical and subtropical waters over the past 50 years have already pushed reef-building corals close to their thermal limits. Projections for ocean acidification include reductions in oceanic pH by as much as 0.4 pH units by the end of this century, with ocean carbonate saturation levels potentially dropping below those required to sustain coral reef accretion by 2050 (Fig. 4). Changes in ocean acidity will vary from region to region, with some regions, such as the Great Barrier Reef and Coral Sea, and the Caribbean Sea, attaining risky levels of aragonite saturation more rapidly than others (Fig. 4).

Just as carbonate coral reefs do not exist in waters with carbonate-ion concentrations $< 200 \mu\text{mol kg}^{-1}$, they are likely to contract rapidly if future $[\text{CO}_2]_{\text{atm}}$ levels exceed 500 ppm. Similarly, unless thermal thresholds change, coral reefs will experience an increasing frequency and severity of mass coral bleaching, disease, and mortality as $[\text{CO}_2]_{\text{atm}}$ and temperatures increase.

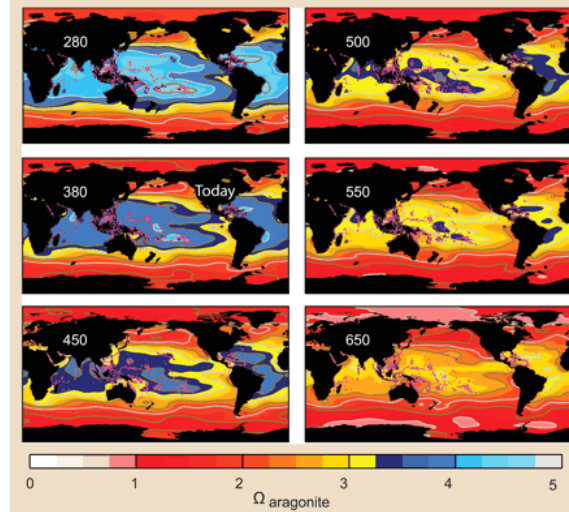


Fig. 4.

Changes in aragonite saturation $\{\Omega_{\text{aragonite}} = ([\text{Ca}^{2+}] \cdot [\text{CO}_3^{2-}]) / K_{\text{sp aragonite}}\}$ predicted to occur as atmospheric CO_2 concentrations (ppm) increase (number at top left of each panel) plotted over shallow-water coral reef locations shown as pink dots (for details of calculations, see the SOM). Before the Industrial Revolution (280 ppm), nearly all shallow-water coral reefs had $\Omega_{\text{aragonite}} > 3.25$ (blue regions in the figure), which is the minimum $\Omega_{\text{aragonite}}$ that coral reefs are associated with today; the number of existing coral reefs with this minimum aragonite saturation decreases rapidly as $[\text{CO}_2]_{\text{atm}}$ increases. Noticeably, some regions (such as the Great Barrier Reef) attain low and risky levels of $\Omega_{\text{aragonite}}$ much more rapidly than others (e.g., Central Pacific).

We have projected three scenarios for coral reefs over the coming decades and century. In doing so, we recognize that important local threats to coral reefs, such as deterioration of water quality arising from sediment and nutrient inputs associated with coastal development and deforestation, and the overexploitation of marine fishery stocks, may produce synergies and feedbacks in concert with climate change (Fig. 3) [supporting on-line material (SOM)]. How quickly we arrive at or how long we stay within each of the three scenarios will depend on the CO_2 emission rate, with each scenario highlighting the context against which management and policy actions must be devised.

If conditions were stabilized at the present $[\text{CO}_2]_{\text{atm}}$ of 380 ppm, that is, Coral Reef Scenario CRS-A (Figs. 1B and 5A), coral reefs will continue to change but will remain coral dominated and carbonate accreting in most areas of their current distribution. Local factors—i.e., those not directly related to global climate change, such as changes to water quality—affecting levels of sediment, nutrients, toxins, and pathogens, as well as fishing pressure, will be important

determinants of reef state and should demand priority attention in reef-management programs. However, as we move toward higher $[\text{CO}_2]_{\text{atm}}$, coral-community compositions will change with some areas becoming dominated by more thermally tolerant corals like the massive *Porites* and others potentially dominated by thermally sensitive but rapidly colonizing genera, such as the tabulate *Acropora*. Under the current rate of increase in $[\text{CO}_2]_{\text{atm}}$ ($>1 \text{ ppm year}^{-1}$), carbonate-ion concentrations will drop below $200 \mu\text{mol kg}^{-1}$ and reef erosion will exceed calcification at $[\text{CO}_2]_{\text{atm}} = 450$ to 500 ppm , i.e., Scenario CRS-B (Figs. 1 and 5B). The density and diversity of corals on reefs are likely to decline, leading to vastly reduced habitat complexity and loss of biodiversity, including losses of coral-associated fish and invertebrates.

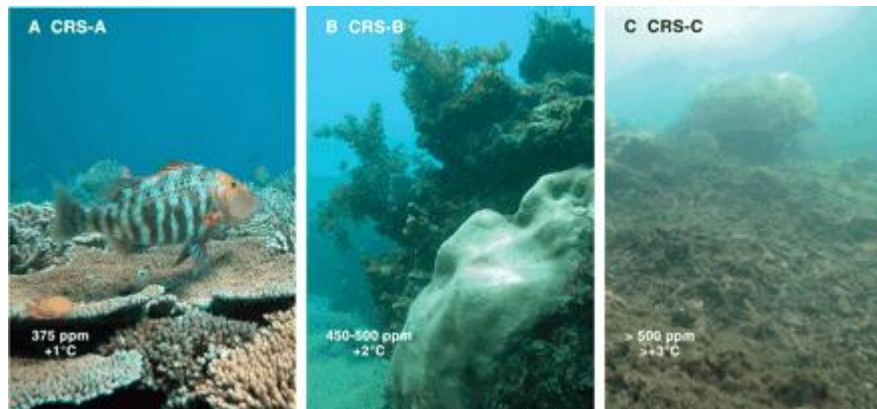


Fig. 5.

Extant examples of reefs from the Great Barrier Reef that are used as analogs for the ecological structures we anticipate for Coral Reef Scenarios CRS-A, CRS-B, and CRS-C (see text). The $[\text{CO}_2]_{\text{atm}}$ and temperature increases shown are those for the scenarios and do not refer to the locations photographed. (A) Reef slope communities at Heron Island. (B) Mixed algal and coral communities associated with inshore reefs around St. Bees Island near Mackay. (C) Inshore reef slope around the Low Isles near Port Douglas. [Photos by O. Hoegh-Guldberg]

Coralline algae are a key settlement substrate for corals, but they have metabolically expensive high-magnesium calcite skeletons that are very sensitive to pH. Hence, coral recruitment may be compromised if coralline algal abundance declines. Coral loss may also be compounded by an increase in disease incidence. Ultimately, the loss of corals liberates space for the settlement of macroalgae, which in turn tends to inhibit coral recruitment, fecundity, and growth because they compete for space and light, and also produce antifouling compounds that deter settlement by potential competitors. Together these factors allow macroalgae to form stable communities that are relatively resistant to a return to coral domination. As a result of weakening of coral growth and competitive ability, reefs within the CRS-B scenario will be more sensitive to the damaging influence of other local factors, such as declining water quality and the removal of key herbivore fish species.

Increases in $[\text{CO}_2]_{\text{atm}} > 500$ ppm will push carbonate-ion concentrations well below $200 \mu\text{mol kg}^{-1}$ (aragonite saturation < 3.3) and sea temperatures above $+2^\circ\text{C}$ relative to today's values (Scenario CRS-C, Fig. 1). These changes will reduce coral reef ecosystems to crumbling frameworks with few calcareous corals. The continuously changing climate, which may not stabilize for hundreds of years, is also likely to impede migration and successful proliferation of alleles from tolerant populations owing to continuously shifting adaptive pressure. Under these conditions, reefs will become rapidly eroding rubble banks such as those seen in some inshore regions of the Great Barrier Reef, where dense populations of corals have vanished over the past 50 to 100 years. Rapid changes in sea level (+23 to 51 cm by 2100, scenario A2), coupled with slow or nonexistent reef growth, may also lead to “drowned” reefs in which corals and the reefs they build fail to keep up with rising sea levels.

The types of synergistic impacts on coral and reef-dependent organisms defined for Scenario CRS-B will be magnified substantially for CRS-C, with probably half, and possibly more, of coral-associated fauna becoming rare or extinct given their dependence on living corals and reef rugosity. Macroalgae may dominate in some areas and phytoplankton blooms may become more frequent in others, as water quality declines owing to the collateral impact of climate change on associated coastal areas, drying catchments and causing episodic heavy rainfall that transports nutrients and sediments into coastal areas. Whether or not one defines the transition from CRS-B to CRS-C and $[\text{CO}_2]_{\text{atm}}$ of 450 to 500 ppm as the tipping point for coral reefs, it is clear that coral reefs as we know them today would be extremely rare at higher $[\text{CO}_2]_{\text{atm}}$.

We recognize that physiological acclimation or evolutionary mechanisms could delay the arrival of some scenarios. However, evidence that corals and their symbionts can adapt rapidly to coral bleaching is equivocal or nonexistent. Reef-building corals have relatively long generation times and low genetic diversity, making for slow rates of adaptation. Changes in species composition are also possible but will have limited impact, as even the most thermally tolerant corals will only sustain temperature increases of 2° to 3°C above their long-term solar maxima for short periods. However, such changes come at a loss of biodiversity and the removal of important redundancies from these complex ecosystems. Some studies have shown that corals may promote one variety of dinoflagellate symbiont over another in the relatively small number of symbioses that have significant proportions of multiple dinoflagellate types. These phenotypic changes extend the plasticity of a symbiosis (e.g., by 1° to 2°C) but are unlikely to lead to novel, long-lived associations that would result in higher thermal tolerances. The potential for acclimation even to current levels of ocean acidification is also low given that, in the many studies done to date, coral calcification has consistently been shown to decrease with decreasing pH and does not recover as long as conditions of higher acidity persist.

Socioeconomic Impacts of Coral Reef Decline

The scenarios presented here are likely to have serious consequences for subsistence-dependent societies, as well as on wider regional economies through their impact on coastal protection, fisheries, and tourism. These consequences become successively worse as $[\text{CO}_2]_{\text{atm}}$ increases, and unmanageable for $[\text{CO}_2]_{\text{atm}}$ above 500 ppm. Although reefs with large communities of coral reef-related organisms persist under CRS-A and CRS-B, they become nonfunctional under CRS-C, as will the reef services that currently underpin human welfare. Climate change is likely to fundamentally alter the attractiveness of coral reefs to tourists, which is an important consideration for the many low-income coastal countries and developing small island states lying within coral reef regions. Under-resourced and developing countries have the lowest capacity to respond to climate change, but many have tourism as their sole income earner and thus are at risk economically if their coral reefs deteriorate. For instance, tourism is a major foreign exchange earner in the Caribbean basin and in some countries accounts for up to half of the gross domestic product. Coral reefs in the United States and Australia may supply smaller components of the total economy, but still generate considerable income (many billions of U.S. \$ per year) from reef visitors that are increasingly responsive to the quality of reefs.

Reef rugosity is an important element for the productivity of all reef-based fisheries, whether subsistence, industrial, or to supply the aquarium trade. The density of reef fish is likely to decrease as a result of increasing postsettlement mortality arising from a lack of hiding places and appropriate food for newly settled juveniles. Regardless of future climate-change influences, the total landing of coral reef fisheries is already 64% higher than can be sustained, with an extra 156,000 km² of coral reef estimated as being needed to support anticipated population growth by 2050. For example, in Asia alone coral reefs provide about one-quarter of the annual total fish catch and food to about 1 billion people. Climate-change impacts on available habitat will only exacerbate already overstretched fisheries resources.

The role of reefs in coastal protection against storms has been highlighted in analyses of exposed and reef-protected coastlines. We do not yet have estimates for how fast reef barriers will disappear, but we can anticipate that decreasing rates of reef accretion, increasing rates of bioerosion, rising sea levels, and intensifying storms may combine to jeopardize a wide range of coastal barriers. People, infrastructure, and lagoon and estuarine ecosystems, including mangroves, seagrass meadows, and salt marshes, will become increasingly vulnerable to growing wave and storm impacts. Observations of increasingly intense tropical hurricanes and cyclones in all oceans suggest that losses of beach sand from coastal zones are likely to increase. Further losses may occur from reduced sand production, formed in many cases by coral reefs, as a consequence of ocean acidification and thermal stress on calcareous algae

and other sand producers. Beaches are also under threat of erosion from rising sea levels. The combination of these factors will lead to less stable beaches and impacts on other organisms, such as turtles and sea birds that depend on beach habitats for reproduction, as well as leading to economic impacts on tourism and coastal fishing communities.

Opportunities for Management Intervention

The inherent inertia of the atmosphere and of our attempts to mitigate CO₂ emissions suggest that reef managers and coastal resource policies must first reduce the influence of local stressors such as declining water quality, coastal pollution, and overexploitation of key functional groups such as herbivores. These types of action are most likely to assist coral reefs through the decades of stress that inevitably face them. There may be opportunities for using coral restoration to reduce the risk that reefs will shift into a non-coral-dominated state; however, the efficacy of coral restoration methods to increase rugosity and coral cover remains unclear, and further evaluation of methods is badly needed. With respect to the latter, there is a mismatch between the feasible scale of restoration (hectares) and that of the extent of degradation (many thousands of km²). Nevertheless, new techniques for the mass culture of corals from fragments and spat may assist local restoration or the culture of resistant varieties of key organisms.

At the 100- to 1000-km scale of coral reefs, one of the most practical interventions is to facilitate grazing by fish and invertebrate herbivores. This is likely to play an important role in situations like that of the Caribbean where densities of one important herbivore, the sea urchin *Diadema antillarum*, were decimated by disease in the early 1980s. Clearly, the improved management of reef fish, especially grazers such as parrotfish, would be expected to result in an improved ability of coral reefs to bounce back from disturbances, as long as other factors such as water quality are not limiting. Unfortunately, with the exception of marine reserves, there is negligible explicit management of herbivores in most countries, but this could be improved by setting catch limits. Diversification of the herbivore guild to include modest densities of invertebrates like sea urchins will also enhance the resilience of coral reef ecosystems.

Conclusion

It is sobering to think that we have used the lower range of IPCC scenarios in our analysis yet still envisage serious if not devastating ramifications for coral reefs. Emission pathways that include higher [CO₂]_{atm} (600 to 1000 ppm) and global temperatures of 3° to 6°C defy consideration as credible alternatives. Equally important is the fact that IPCC scenarios are likely

to be cautious given scientific reticence and the inherently conservative nature of consensus seeking within the IPCC process. Consequently, contemplating policies that result in $[\text{CO}_2]_{\text{atm}}$ above 500 ppm appears extremely risky for coral reefs and the tens of millions of people who depend on them directly, even under the most optimistic circumstances.

Exercise 1. Make up 25 different types of questions for the article.

Exercise 2. Retell the article.

Exercise 3. Write a short summary of the article.

GRAMMAR

ENGLISH TENSES

The category of aspect shows the way in which the action develops, whether it is in progress or completed, etc. There are four groups of tenses: Indefinite, Continuous, Perfect, Perfect Continuous. The Indefinite form has no aspect characteristics whatever, the Continuous, Perfect and Perfect Continuous forms denote both time and aspect relations.

INDEFINITE TENSES

The Present Indefinite (Simple) Tense
shows an action as a fact (customary, repeated):

always - *всегда*
every day - *каждый день*
every hour - *каждый час*
every week - *каждую неделю*
sometimes - *иногда*
every month - *каждый месяц*
usually - *обычно*
often - *часто*
seldom - *редко*
this week - *на этой неделе*
this month - *в этом месяце*
this year - *в этом году*
every year - *каждый год*

every time - *каждый раз*
 this time - *на этот раз*

The Present Indefinite (Simple) may denote:

1. a permanent action (a fact):

*She **speaks** English. They **live** in France.*

2. the general truth:

*The Earth **rotates** round its axis.
 Vegetables **grow** well in this climate.*

3. a repeated, customary action:

*The Browns **go** to the seaside every summer.
 We **write** two tests each term.*

4. a future action if planned beforehand:

The train **leaves** at 10 tomorrow.

AFFIRMATIVE		NEGATIVE		INTERROGATIVE			
I	work	I	do not	work	Do	I	work?
He	works	He	does not	Work	Does	he	work?
She	works	She	does not	work	Does	she	work?
It	works	It	does not	work	Does	it	work?
We	work	We	do not	work	Do	we	work?
You	work	You	do not	work	Do	you	work?
They	work	They	do not	work	Do	they	work?

It can be formed with the help of *to be*:

e.g. *He **is** always busy. They **are** at the office every day.*

EXERCISES

Ex. 1. Answer the following questions according to the model:

Model: *What does a driver do? - He drives.*

What do drivers do? - They drive.

1. What does a singer do? 2. What does a runner do? 3. What do students do? 4. What does a dancer do? 5. What do cooks do? 6. What do dancers do? 7. What does a painter do? 8. What do teachers do? 9. What does a typist do? 10. What do painters do? 11. What do writers do?

Ex. 2. Write the following sentences in the 3rd person singular.

1. I think I am ill. 2. They often visit their granny. 3. We live in Leeds. 4. You usually speak too quickly. 5. Do you like boiled potatoes? 6. Good animals always obey their masters. 7. The boys box in the gymnasium on Fridays. 8. His dogs always attack the neighbours. 9. Heavy trucks make a lot of noise.

Ex. 3. Write the following sentences a) in the negative, b) in the interrogative.

1. She understands the rule. 2. He usually has breakfast at 8 o'clock. 3. The lecture starts at 10.15. 4. The flowers look fresh. 5. She usually walks in the morning. 6. He has coffee in the evening. 7. She remembers them well. 8. He plays chess very well. 9. She leaves home at 10 o'clock every day. 10. Ann misses you badly. 11. They feel very cold. 12. Tom looks sick. 13. They harvest grapes in March. 14. The last boat sails at 10 p.m. 15. That train goes very fast.

Ex. 4. Put the verb in brackets into the Present Indefinite.

1. Oscar Wilde and Bernard Shaw (be) the most witty British writers. 2. Fishermen often (tell) tales about their catches. 3. Their children (go) to a private school. 4. Little Amanda (collect) all sorts of toy-pigs. 5. My father (like) a lot of milk in his tea and a few lumps of sugar. 6. Anything that he (say) (be) worth listening to. 7. We usually (spend) our holidays in Spain. 8. My English friends (live) in a nice house that (stand) on a hill that (overlook) lake Windermere, which (be) in the Lake District. 9. What this sentence (mean)? 10. I (live) in Tver, which (be) my native town. 11. My brother (sing) in Italian opera. 12. My sister (have) a good appetite and she always (eat) heartily. 13. Let's go outside. It (be) terribly hot in the house. 14. What you (see) over there? 15. In England the traffic (keep) to the left but on the Continent it (keep) to the right. 16. This map (be) the largest that we (have). 17. They often (come) to see me in my town house. 18. The twittering of birds in the trees in spring (be) a pleasant sound.

Ex. 5. Answer the questions using the Present Indefinite.

1. What time do you go to the Institute? (generally, usually) 2. What do you do on Sunday mornings? (often) 3. How do you spend your leisure time? (usually, occasionally) 4. What sort of radio programmes do you listen to? (usually, often,

always) 5. How do you help your parents? (always, sometimes, usually) 6. What sort of films do you enjoy? (nearly always) 7. Where do you read for your examinations? (normally, sometimes) 8. Where do you have your meals? (usually, sometimes) 9. What do you take if you have a headache? (generally, usually) 10. How do you celebrate your birthday? (nearly always, occasionally)

Ex. 6. Put the verb in brackets into the correct form.

Examples: *The lecture begins at 10 o'clock (begin).*

How many languages do you speak (you/speak)?

1. What time (the museums/open) in St.-Petersburg?
2. I have a bike but I (not/use) it very often.
3. How many cups of tea (you/drink) a day?
4. "What (you/do)?" - "I am a chemical engineer."
5. "Where (your father/come) from?" - "He (come) from Minsk."
6. If you need help, why (you/not/ask) for it?
7. I (play) the guitar, but I (not/play) very well.
8. I don't understand the word "maintain". What "maintain" (mean)?

Ex. 7. Correct the sentences. The English is correct but the information is wrong. Write two correct sentences each time.

Example: *The Earth goes round the Moon. The Earth doesn't go round the Moon.*

The Moon goes round the Earth.

1. The Sun sets in the East.
2. Hens eat foxes.
3. Blacksmiths make things from wood.
4. The river Dvina flows into the Black Sea.

Ex. 8. Make questions. Begin the questions using the word(s) in brackets.

Examples: *Bob plays chess. (How often)? How often does Bob play chess?*

I get up early. (What time/usually?) What time do you usually get UP?

1. Felix watches birds. (How often?)
2. I write to my parents. (How often?)
3. I have dinner in the evening. (What time/usually?)
4. She works. (Where?)
5. I go to the Zoo. (How often?)
6. People do stupid things. (Why?)
7. The motor breaks down. (How often?)

Ex. 9. Translate the sentences into English using the Present Indefinite Tense.

1. Я зазвичай роблю домашнє завдання увечорі. 2. Мій друг мешкає на півночі. 3. Моя сестра вчиться в медичному коледжі. 4. У них два заняття іноземною мовою в тиждень. 5. Він завжди відвідує нас, коли буває в Одесі. 6. “Скільки часу ви витрачаєте на дорогу додому?” - “Як правило, я витрачаю на дорогу додому близько 30 хвилин.” 7. Він тепер рідко подорожує. 8. Ви часто ходите в кіно? 9. Вона ніколи не запізнюється. Вона завжди приходить вчасно. 10. “Ви відчувваєте що небудь?” - “Ні, я нічого не відчуваю.” 11. Її батько - інженер. Він будує мости. 12. Я не вчу французьку мову, я вчу німецьку. 13. Тепер ми рідко з німи зустрічаємося. 14. Її чоловік часто їздить у відрядження?

THE PAST INDEFINITE (SIMPLE) TENSE

The Past Indefinite Tense forms with the help of the second form of the verb. All English verbs are divided into two groups: Regular verbs and Irregular verbs.

See Irregular Verbs in the List of Irregular Verbs.

Regular verbs form the Past Indefinite and Participle II by adding *-ed* to the stem of the verb, or only *-d* if the stem of the verb ends in *-e*:

to want – wanted to unite - united
to open – opened to live – lived

The following spelling rules should be observed:

1. Final *y* is changed into *i* before the addition of *-ed* if it is preceded by a consonant:
to carry - carried
to reply - replied
y remains unchanged if it is preceded by a vowel:
to enjoy – enjoyed
2. If a verb ends in a consonant preceded by a short stressed vowel, the final consonant is doubled:
to stop - stopped to sob - sobbed to submit - submitted
to plan - planned to stir – stirred

Final *r* is doubled if it is preceded by a stressed vowel:

to occur - occurred to prefer - preferred to refer - referred

Final *r* is not doubled when preceded by a diphthong:

to appear – appeared

Final *l* is doubled if it is preceded by a short vowel, stressed or unstressed:

to compel - compelled

to quarrel – quarrelled

Affermative: I worked/wrote

Negative: I didn't work/write

Interrogative: Did I work/write?

The Past Indefinite (Simple) may denote:

1. An action performed in the past:

We entered the house in silence.

He met us at the station.

2. A succession of past actions:

He shut the window, switched off the light and went upstairs.

3. A repeated action in the past:

He made an entry in his diary every night.

NOTE: Repeated actions are often expressed by *used to + Infinitive*, *would + Infinitive*.

When I was young I used to work much.

Did you use to collect stamps?

He didn't used to be very punctual.

He would spend all days locked in his room.

EXERCISES

Ex. 10. Read a sentence about the present and then write a sentence about the past.

Example: *Granny usually gets up at 6.30. Yesterday she got up at 6.30.*

1. Granny usually wakes up early. Yesterday morning ...
2. Granny usually walks in the garden. Yesterday ...
3. Granny usually has a sandwich for lunch. Yesterday ...
4. Granny usually goes out in the evening. Yesterday evening ...
5. Granny usually sleeps very well. Yesterday ...

Ex. 11. Put one of these verbs in each sentence: *hurt, teach, spend, sell, throw, fall, catch, buy, cost.*

Example: *I was thirsty, so I bought apple juice in the shop.*

1. My father ... me how to drive when I was 17.
2. James ... down the stairs and ... his leg.
3. We needed some money so we ... our summer house.
4. They ... a lot of money yesterday. They ... a dishwasher which ... 10000 roubles.
5. The boy ... the ball to the dog and the dog ... it.

Ex. 12. Write questions. A friend has just come back from Italy and you are asking him about it.

Examples: *What place/go to? What place did you go to?
The weather/fine? Was the weather fine?*

1. how long/stay there?
2. stay at a hotel?
3. go alone?
4. how/travel?
5. the food/good?
6. what/do in the evenings?
7. make any friends there?

Ex. 13. Put the verb into the correct form. All the sentences are past.

Example: *I didn't go (not/go) to the park yesterday because the weather wasn't (not/be) very good.*

1. I (not/have) breakfast this morning because I (not/have) time.
2. We (not/buy) anything because we (not/have) any money.
3. I (not/sleep) because I (not/feel) sleepy.
4. She (not/be) interested in the book because she (not/understand) it.

Ex. 14. Write some sentences about Denis who started following his friend Henry's life-style. Denis stopped doing somethings and started doing other things.

Denis: was in time for work, didn't keep late hours, worked in his garden.

Henry: was always late everywhere, read only thrillers, travelled a lot.

Make sentences like these:

Examples: *Denis used to be in time for work.*

He never used to read thrillers or He didn't use to read thrillers.

- 1.
- 2.
- 3.

Ex. 15. Translate into English using the Past Indefinite Tense.

1. Ми почали цей опит минулого тижня. 2. Вони повернулися додому в 7 вечора. 3. Ми вирішили надіслати цього листа вчора. 4. Кому ви віддали ці журнали? 5. Вчора я зустрів Стіва в бібліотеці. 6. Коли ви його бачили в останній раз? — У минулий вівторок. 7. У минулому ми не вивчали французький. Ми вивчали англійську мову. 8. В який час ви почали працювати вчора? — Після обіду. У нас було мало роботи. 9. Погода була гарна і ми з друзями пішли в парк. 10. Де ви були годину тому? 11. Я зустрів її позавчора і вона розповіла мені про це.

Ex. 16. Translate into English using *used to* and *would* + *Infinitive*.

1. Тепер вона уникає ходити туди так часто як раніше. 2. Він, бувало, раптово з'являвся в будинку своєї матері і так само раптово зникав. 3. Вона, бувало, годинами сиділа біля відчиненого вікна дивлячись на ліс за пагорбом. 4. Іноді вона скаржилася на своє важке життя і їй ставало легше. 5. Я особисто думаю, що тепер ви говорите по англійськи краще ніж раніше. 6. Тепер він зовсім не палить, так як у нього погане здоров'я, але ж раніше він кував сигарету за сигаретою. 7. Він почав вивчати французьку, а в дитинстві він займався англійською з приватним викладачем. 8. Колись він був вельми заможною людиною.

THE FUTURE INDEFINITE TENSE

Will + infinitive

AFFIRMATIVE

I will work
You will work
He will work
She will work

NEGATIVE

I will not work
You will not work
He will not work
She will not work

INTERROGATIVE

Will I work?
Will you work?
Will he work?
Will she work?

It will work
We will work
You will work
They will work

It will not work
We will not work
You will not work
They will not work

Will it work?
Will we work?
Will you work?
Will they work?

I'll work

I won't work

The Future Indefinite (Simple) Tense denotes a future action:

*You **will write** these exercises tomorrow.*

*I am tired. I **will go** and **have a nap** before dinner.*

Ex. 17. Put the verb in brackets into the Future Indefinite.

1. He (be) here soon. 2. The dress (be) ready tomorrow. 3. They (be) at the station in time for the 10.30 train. 4. I (know) the result in a day. 5. I (be) twenty years old next year. 6. They (remember) you well. 7. When he (come) back? 8. When he comes, I (apologize) to him. 9. I (not see) this beautiful city again. 10. I (recognize) his pictures anywhere.

Ex. 18. Put the verb in brackets into the Present Indefinite and the Future Indefinite.

I.

a. 1. When he (call) I (give) him a piece of my mind. 2. I (be) at home if you (need) anything. 3. They (be) in the gallery if you (decide) to speak to them. 4. If they (want) your advice, they (get) in touch with you. 5. If you (have) anything to report, put it in writing and send it to me.

b. 1. I (write) you about it when I (have) time. 2. He (wait) until they (send) for him. 3. He (be) all right when this (be) over. 4. I'd like to ask you a few more questions before you (go).

c. 1. I (not know) when they (come) to see us. 2. Ask him if he (stay) for dinner. 3. I (wonder) if we ever (see) each other again. 4. I (be) not sure if they (be) in time. 5. He can't tell us when the motor (start).

II.

1. When the weather (get) warmer, I (start) practising again. 2. "Come in," she

said. "I (see) if he (be) at home." 3. Come and see me when you (come) up to town and we (talk) everything over. 4. If my friends (come) in, please ask them to wait in the picture gallery. 5. He (want) to know if you (be) free tomorrow morning at 10.00. 6. I (wonder) when they (write) to us. 7. I (be) down at your office at 12 tomorrow. 8. When things (get) a little more settled, we (come) to see you. 9. They can't tell me when they (be) free. 10. Go straight on till you (come) to a fountain at the corner of the street; then turn left and you (find) this shop on your right. 11. When you (come) to the main road remember to stop and look both ways before you (cross). 12. Ask them when they (move) to a new flat. 13. "I want to get to the bottom of the valley." - "You must be careful when you (go) down because the slope of the hill (be) very slippery." 14. "I (be) glad when I (get) to the top!" 15. He doesn't say when he (come) back. 16. "Give this message to your teachers as soon as you (come) to school," said his mother. - "All right," said the boy running out. - "I (be) sure it (be) still in his pocket when he (get) home tonight," said his father. 17. If the patient (continue) to improve we (transfer) him to another ward. 18. "I (buy) some pot plants." - "When you (buy) them?" - "The florist (bring) them. Perhaps he (bring) them in the afternoon." 19. If you (look) at them, don't smile. 20. Before we (talk) about it, I'd like to show you something.

Ex. 19. Use subordinate clauses of time or condition instead of underlined parts of the following sentences. Make some changes if necessary. Pay attention to the use of tenses.

1. I shall have time next week and I shall fix the car. 2. All will go well and I shall graduate in June. 3. He will finish this job and we will give him another. 4. The traffic conditions will get much worse and the city will have to build elevated roads. 5. The light will turn red and all the cars will stop. 6. The weather will clear and we will finish our games. 7. I will be paid tomorrow and I will buy this dress. 8. We will get there before you and we will wait for you. 9. He will come home and his father will give him a good talking to. 10. He will take this medicine and will be all right.

Ex. 20. All the sentences are future. Put the verbs into the correct form: will/won't or the Present Simple.

Example: *As soon as I see (see) him, I'll tell (tell) him everything.*

1. If they ___ (get) here on time, we can make it.
2. There is a surprise waiting for him when he ___ (get) home.
3. Before you ___ (leave), sir, I ___ (give) you your present back.

4. If you (feel) better this afternoon, we ___ (drive) to the coast.
5. Give him this message when you ___ (see) him.
6. If we ___ (come) in time, we ___ (find) them there.
7. If I ___ (be) lucky, I ___ (get in) without a ticket.
8. ___ (you/be) lonely without me, while I ___ (be) away?

Ex. 21. Make one sentence from two sentences.

Example: *They are off soon. You must visit them before that.*
You must visit them before they are off.

1. I'm going to finish my work. Then I'll go to the cinema.
 _____ when _____
2. He'll spend a week in Brussels. Then he'll go to England.
 _____ before _____
3. He'll come to London in April. He can stay with us.
 _____ when _____
4. It's going to be dark soon. Let's leave before that.
 _____ before _____

Ex. 22. Put in, when or if.

Example: *If it rains in the morning, we won't go swimming.*

1. I'm going to England next week. ___ I'm there, I hope to visit a few museums.
2. Frank might return this evening. ___ he does, can you cook him some meal?
3. I think he'll pass his exam. I'll be very surprised ___ he doesn't pass it.
4. I hope to be on time. But ___ I don't make it, go without me.
5. I'm going shopping. ___ you want anything, I can get it for you.
6. I don't feel well tonight. I think I'll go straight to bed ___ I get home.
7. I'm leaving for Canada tomorrow. I'll write to you ___ I get there.
8. I want you to come to the party but ___ you don't want to come, you needn't.

Ex. 23. Translate into English.

1. Наступного року мені буде 20 років.
2. Можливо він прийде сьогодні.
3. Коли ви почнете вивчати іноземну мову?
4. Він думає, вам не сподобається новий балет.
5. Вона буде дома в 6 годин? - Ні.
6. Я сподіваюся ви добре напишете контрольную роботу.
7. У вас завтра буде багато роботи? - Да.
- 8.

Іспити розпочнуться 1 червня. 9. Фільм буде дуже цікавим. 10. Ми побачимося з ним наступного тижня.

Ex. 24. Translate the sentences into English.

1. Вони не почнуть наради поки не прийде головний інженер. 2. Якщо ви зустрінете їх, попросите зателефонувати нам. 4. Цікаво коли вони повернуться. 5. Не переходьте вулицю поки не запалиться зелене світло. 6. Як тільки він прийде, він подзвонить вам. 7. Він буде деже щасливий коли ти прийдеш в Нью-Йорк. 8. Якщо ви будете пити цю воду, ви захворієте. 9. Я не можу сказати вам, коли вони повернуться. 10. Якщо ви зараз не візьмете таксі, ви не встигнете на літак. 11. Когда вы захочите побачити мене, зателефонуйте. 12. Ви не будете знати англійську мову поки не почнете наполегливо займатися. 13. Я загляну до вас перед відїздом. 14. Коли настане зима, я поїду в Індію. 15. Я не знаю, коли я його знову побачу.

CONTINUOUS TENSES

THE PRESENT CONTINUOUS TENSE

Теперішній продовжений час (Present Continuous Tense) вживається для дії, яка відбувається у даний момент і може бути позначена наступними обставинами часу:

now - зараз

at the (this) moment - у цій(даний) момент.

The Present Continuous Tense утворюється за допомогою допоміжного дієслова **to be** у теперішньому часі та смислового дієслова з суфіксом **-ing** (дієприкметник І).

I am reading
you are reading
he is reading

we are reading
you are reading
they are reading

e.g. He is reading a book at home now.

He is not reading a book at home now.

Is he reading a book at home now?

Yes, he is.

No, he isn't.

Who is reading a book at home now?

What *is* he *reading* at home now?
Where *is* he *reading* a book now?
Why *is* he *reading* a book at home now?
Which book *is* he *reading* now?
What kind of book *is* he *reading* at home now?

They are reading books at home now.
They are not reading books at home now.
Are they reading books at home now?
Yes, they *are*.
No, they *aren't*.
Who *is reading* books at home now?
What *are* they *reading* at home now?
Where *are* they *reading* books now?
Why *are* they *reading* books at home now?
Which books *are* they *reading* now?
What kind of books *are* they *reading* now?

Типовим питанням, яке обычно задають в **Present Continuous Tense** є питання **What are you doing?** (*Що ти робиш? / Що ви робите?*)

e.g. What are you doing? - I am reading a book. / We are sending a fax.

Конструкція **to be going to** (*збиратися*) вживається для вираження намірів щодо майбутнього:

I am going to read this book. Я збираюсь прочитати цю книгу.
They are going to send a fax. Вони збираються відправити факс.

EXERCISES

Ex. 1. Put the verb into the correct form.

Examples: Please be silent for a while. I *am listening* (listen) to the news.
Don't speak so loud. The child *isn't sleeping* (not/sleep) yet.
Listen to those girls. What language *are they speaking* (they/speak)?

1. Please be quiet. I ____ (try) to sleep.
2. Look! It ____ (rain).
3. Why ____ (you/look) at me like that? Am I green or something?
4. You ____ (make) a lot of noise. Can you be a bit quieter?
5. Excuse me ____ (look) for a phone box. Where can I find one?
6. (in the theatre) It's a good play, isn't it? ____ (you/enjoy) it?

7. Listen! Can you hear these children next door? They ____ (cry) again.
8. Why ____ (you/wear) your fur coat today? It's very warm.
9. I ____ (not/go) to school this week. I'm on holiday.
10. I want to lose weight. I ____ (not/eat) sweets now.

Ex. 2. Continue in the negative.

Example: Mother is talking on the phone (sleep). She isn't sleeping.

1. John is standing. (lie down)
2. Father is shaving. (wash)
3. The boys are playing. (fight)
4. We are dancing. (jump)
5. They are speaking. (shout)
6. Mary is running. (walk)
7. I am eating. (drink)
8. The teacher is speaking. (read)

Ex. 3. Answer the questions using the words in brackets.

Example: Are you drawing? (write a story). *No. I'm not. I'm writing a story.*

1. Is he writing a letter? (watch television)
2. Are you reading Byron's poems? (learn them by heart)
3. Is Dad smoking in his study? (read a newspaper)
4. Are they listening to the radio? (talk with a friend)
5. Are you hurrying to work? (go home)
6. Is Joan playing the piano? (listen to a concert)
7. Are you working at your essay? (write a film script)
8. Is she washing up? (cook)

Ex. 3. Answer the questions using the words in brackets.

Example: Is Mother very busy just now? (type a report)

Yes, she is. She is typing a report.

1. Is Jerry very busy just now? (study)
2. Are the students very busy just now? (read)
3. Is Susan very busy just now? (have breakfast)
4. Are the Greens very busy just now? (shop)

5. Is Miss Black very busy just now? (sew)
6. Is Jane very busy just now? (wash up)
7. Is Henry very busy just now? (skate)
8. Are the girls very busy just now? (rehearse)

Ex. 4. Answer the questions using the words in brackets.

Example: What are you doing? (daydream)

I'm daydreaming.

1. Why is Father making such a terrible noise? (teach the dog to bark)
2. What are you doing with the scissors? (cut out a dress)
3. Where are you hurrying to? (run to catch my bus)
4. What are you doing in this shop? (buy a mink coat)
5. Why are you leaving so soon? (go to the University)
6. Why is she playing the violin so late? (rehearse for a concert)
7. Why are the children listening so attentively? (listen to a favourite fairy tale)
8. What is George doing in the kitchen? (bake an apple pie)

Ex. 5. Answer the questions using the words in brackets.

Example: Are you busy tonight? (Yes/meet a friend)

Yes. I am. I'm meeting a friend.

1. Is Ivy busy this afternoon? (Yes/go to the library)
2. Are they busy this evening? (No/have a rest)
3. Is Mary busy after tea? (No/have a nap)
4. Are you busy today? (Yes/have visitors)
5. Is Kate busy after lunch? (No/stay at home)
6. Are the Browns busy today? (No/have a holiday)
7. Is Fred busy tonight? (Yes/go to the concert)
8. Are you busy this afternoon? (Yes/do up the flat)

Ex. 6. Continue in the negative.

Example: Mother is talking on the phone (sleep). *She isn't sleeping.*

9. John is standing. (lie down)
10. Father is shaving. (wash)
11. The boys are playing. (fight)

12. We are dancing. (jump)
13. They are speaking. (shout)
14. Mary is running. (walk)
15. I am eating. (drink)
16. The teacher is speaking. (read)

Ex. 7. Complete these sentences using some of these verbs: *get, become, change, improve, fall, increase, rise.*

Example: The water level is rising very fast.

1. The prices for food _____ at the moment.
2. He is still weak but he _____ stronger slowly.
3. These days life _____ more and more expensive.
4. The weather _____ every moment: now cold, now hot.
5. The cost of living _____. Every year things are more expensive.
6. Victor has gone to work in America. When he arrived, his English wasn't very good but now it _____.
7. The environment is already very bad and it _____ worse.

Ex. 8. Read the conversation between Molly and Fanny. Put each verb into the correct form. The first one has already been done for you.

Molly: Hello, Fanny. I'm so glad to see you. What are you doing (you/do) these days?

Fanny: I _____ (train) to be a secretary.

Molly: Really? _____ (you/enjoy) it?

Fanny: Yes, it's quite interesting. How about you?

Molly: Well, I _____ (get married) soon and I'm very busy. _____ (look for) a house.

Fanny: Really? _____ (you/do) it alone?

Molly: No, my fiancée _____ (help) me.

Ex. 9. Translate into English.

- На кого ви зараз дивитесь? - Я дивлюся на цю стару пані. 2. З ким розмовляє ваш друг? - Він розмовляє з нашим викладачем. 3. О чому ви розповідаєте своїм друзям? - Я розповідаю їм про свою відпустку. 4. Ви зараз пишете диктант? - Ні, ми робимо вправу. 5. Куди ви йдете увечері? - Ми йдемо в цирк. 6. Коли вони приїдуть у Київ? - Вони приїдуть зранку. 7. Ми йдемо до Мінська. 8. Ці студенти роблять вправи або переписують текст? 9. Кого зустрічають ці студенти? - Вони зустрічають іноземних студентів. 10. Куди ви йдете? - Я йду на фотовиставку.

Ex. 10. Translate the jokes.

A.

Капітан корабля кричить своїм матросам: “Хто внизу?” “Це я, Біллі, сер,” - відповідає один. “Що ти там робишь, Біллі?” “Я роблю ... мм ... нічого, сер.” “А Том там?” “Так, сер.” “А що ти там робишь, Том?” “Я допомагаю Біллі, сер.”

B.

- Чому ти йдеш під парасолькою? (carry an umbrella). Ти думаєшь, йде дощ?
- Ні.
- Но сонце теж не пече (shine).
- Ні.
- Тоді чому ти йдеш під парасолькою?
- Бачите лі, коли йде дощ, тато бере парасольку; коли пече сонце, мати хоче використовувати його. Зараз єдиний випадок (the only time), коли я могу використовувати парасольку.

Ex. 12. Put the verb into the correct form, the Present Continuous or the Present Simple.

Examples: I'm planting (plant) a cherry-tree. Will you help me?

How does she keep her children in line (she/keep)?

He doesn't feel well (not/feel). He hasn't been well for quite a time.

1. These things (not/belong) to my parents.
2. Look! He (come). I (want) to speak to him.
3. This stream (flow) to the lake at the bottom of the valley.
4. Today the river (flow) much faster than usual.
5. (it/ever/rain) on Madeira?
6. They usually (grow) vegetables in their garden but this year they (not/grow) any.
7. A: Can you ride a bicycle? B: No, but I (learn). My brother (teach) me.
8. You can borrow my dictionary. I (not/need) it at the moment.
9. I usually (enjoy) music but I (not/enjoy) this record very much.
10. I (not/believe) this man's story.
11. My brother (live) in Cardiff. He has always lived in Wales. Where (your sister/live)?
12. Vladimir is in England now. He (stay) with some friends.
13. She (look for) a new flat at the moment.
14. A: What (your husband/do)?
B: He's a broker but he (not/work) at the moment.

Ex. 13. Put the verb into the correct form.

1. Mr Smith (teach) us at present. He (substitute) for Mr Reese, who (be) our regular teacher.
1. "I (go) to visit Peter tonight. He (leave) tomorrow morning." - "He (come) back the same day?" - "I (not/know)."
2. John often (stay) at a hotel when he (come) to town, but tonight he (stay) with us.
3. The fourth class always (meet) on the 18th floor, but our class (meet) on the 17th floor. However, since they (paint) our regular classroom now, we (go) to meet in the club-room today.
4. "Nick (leave) today." - "What train he (take) for his journey?" - "He (catch) the 5.50 train."
5. The mechanic (repair) my car today. So I must go to work by the underground.
6. "You (write) him tonight?" - "Yes, I always (write) him on his birthday. You (want) to send any message?" - "Certainly."
7. John (say) he (leave) for Chicago on the fifteenth.
8. I (go) to the seaside on my holiday.
9. My brother (come) to see me next week

Ex. 14. Put the verbs in brackets into the correct form, *the Present Indefinite* and *the Present Simple*.

1. A: Where (be) Andrew?
B: He (smoke) on the terrace.
A: I (think) he (smoke) too much.
B: Yes, he (be) a chain-smoker.
2. A.: What (be) this music?
B: It (be) Ann. She (play) the piano.
3. - You (come) with us?
- I'd love to come. Where you (go)?
- We (drive) to the Lake District.
- You (take) the children along?
- No, we (leave) them with our parents.
- You (mind) if I (bring) my dog?
- No.
4. - Mike (come) tonight?
- No, he (work) hard at present.

- What he (do)?
- He (read up) for his examinations.
- But it (be) Saturday. I (be) sure he (not/go) to take his examination on Sunday.
- No, but he (say) he (meet) his girlfriend on Sunday, and the examination (be) on Monday, so he (have) only tonight for his studies.

Ex. 15. Translate into English.

1. У цій частині світу сонце сідає рано. 2. Джойс їде в Лондон завтра, тому тому що її дядько хоче її бачити. 3. Дефким людям найбільше подобається літо, деякі люблять весну або осінь, а інші воліють зиму. 4. “Де Ліззі?” - “Вона катається верхи на коні.” 5. “Що роляють діти?” - “Вони слухають казку і малюють.” 6. Джейн чудово малює. 7. Батько зазвичай їздить на роботу поїздом, але сьогодні він на машині. 8. Щороку він проволить канікули в горах. 9. Я пишу, щоб запросити вас до нас на літо. 10. Я сиджу біля вікна і дивлюся на море. Якийсь судно йде (sail away) у вечірне золоте горизонту.

Ex. 16. Translate into English.

1. “Коли він зазвичай приходиться додому?” - “Він зазвичай приходиться додому о 7 вечора.” 2. Яким поїздом ви виїжджаєте в Петербург наступного тижня? 3. Наступної неділі до мене приїжджають друзі з Шеффілда. 4. Алекс робить нову полку для книг. Він всі меблі для своєї кімнати завжди робить сам. 5. На ній сьогодні капелюх і блакитне плаття. 6. Я не можу зараз дати вам цю книгу, тому що я її читаю. 7. “Ви багато читаете?” - “Так, багато.” - “Ви купуєте книги або берете в бібліотеці?” - “Я зазвичай беру по п’ять книг в центральній бібліотеці та меняю їх через місяць.” 8. “Що ви робите під столом?” - “Я шукаю голку.” 9. “Що у вас зазвичай на сніданок?” - “Я зазвичай їм бутерброд і випиваю чашку кави.” 10. “Куди йти так біжиш?” - “Я біжу на дев’яти годинну електричку. Я зустрічаюся сьогодні з Ніком. Він не любить, коли я спізнююся.” 11. Наступної неділі я їду в Данію.

THE PAST CONTINUOUS TENSE

Минулий продовжений час (**Past Continuous**) вживається для вираження дії, що протікає в даний момент або у відрізок часу у минулому і може бути позначена наступними обставинами часу:

during – протягом

at that moment - в той момент

at that time – у той час

the whole day – цілий день

all day long - весь день

all night long - всю ніч

at 4 o'clock yesterday - о 4 учора **all the time** – весь час
still - все ще
from 5 till 7 o'clock yesterday - з 5 до 7 годин вчора

Past Continuous утворюється за допомогою допоміжного дієслова *to be* у минулому часі та смислового дієслова з суфіксом **-ing** (дієприкметник I).

I was watching	we were watching
you were watching	you were watching
he was watching	they were watching

e.g. He **was watching** TV the whole day yesterday.
Was he **watching** TV the whole day yesterday? Yes, he **was**.
He **was watching** TV yesterday.
No, he **wasn't**. He **wasn't watching** TV yesterday.
Why **was** he **watching** TV the whole day?
Where **was** he **watching** TV the whole day?
Who **was watching** TV the whole day yesterday?
They **were watching** TV the whole day yesterday.
Were they **watching** TV the whole day yesterday?
Yes, they **were**. They **were watching** TV yesterday.
No, they **weren't**. They **weren't watching** TV yesterday.
Why **were** they **watching** TV the whole day?
Where **were** they **watching** TV the whole day?
Who **was watching** TV the whole day yesterday?

Past Continuous вживається також, коли час дії визначен іншою дією у минулому, яка може бути виражена в *Past Simple*, коли дія за тривалістю короче (1) або в *Past Continuous*, коли інша дія також є продовженою:

When my brother came home, I was watching TV.
When I was watching TV, my brother came home.
When I was watching TV, my brother was working.
When my brother was working, I was watching TV.

Слід зазначити, що у *Past Continuous* (також як і у всіх інших часах групи *Continuous*) не вживаються дієслова, позначаючі сприйняття: *to see, to hear, to know, to understand, to find, to want, to like, to love, to need, to believe, to recognize, to remember*.

EXERCISES

Ex. 17. Here is a page from Mr Cook's diary.

- 8.00 - collect the car from the garage
- 10.30 - meet the manager
- 4.30-5.30 - visit the dentist
- 7.30 - the organ concert at the Cathedral

Write sentences saying what he was doing at these times:

1. At 8 o'clock he was collecting his car from the garage. At 10.45 he
2. At 2.20
3. At 5 o'clock
4. At 8 o'clock
5. At 10.05
6. At 11.10

Ex.18. One evening there was a concert in the park near your house. Use the words in brackets to make sentences saying what each member of your family was doing at the time.

Example: (*Don/have/a bath*) *Don was having a bath.*

1. (Mother/cook/in the kitchen) Mother ...
2. (Father/make/a phone call) Father ...
3. (I/get ready to go out) I ...
4. (My sister/wash some clothes) My sister ...

Ex. 19. Answer the questions using when and the verb of the subordinate clause in the Past Continuous Tense.

Example: *When did she meet Helen? (walk along the street)*
She met Helen when she was walking along the street.

1. When did you catch that cold? (skate on a frosty day)
2. When did he write those nice poems? (have a holiday)
3. When did she learn the language? (live in England)
4. When did she hear that song? (listen to a concert on the radio)
5. When did you buy that book? (read up for my exams)
6. When did the boy hurt himself? (ride the bicycle)
7. When did Philip lose his camera? (walk about the city)
8. When did he ring you up? (have supper)

Ex. 20. Make sentences from the words in brackets. Put the verbs into the correct form, the Past Simple or the Past Continuous.

Example: (*He/come/when/I/clean/my flat*).

He came when I was cleaning my flat.

1. (the postman/bring/the letter/when/I/have/breakfast) The postman
2. (it/start/to snow/when/I/go/downstairs)
3. (the doorbell/ring/when/they/enter/the dining room)

Ex. 21. Put the verbs in brackets into the Past Indefinite and the Past Continuous.

1. Mary (play) the piano, John (read), my wife (sew) when suddenly we all (hear) a shout. 2. When the doctor (leave) the hospital, he (catch) a glimpse of himself in the glass front door. 3. When her father (come) in she (sit) before a red tea-table, finishing a very good tea. 4. Today, while he (shave) he (cut) himself slightly. 5. The door of his room (be) open; his mother still (stand) at the window. 6. And, smiling to himself, he (begin) to make plans, fantastic plans for the future. He still (smile) when he (walk) up the rock-cut steps. 7. I (sleep) soundly when the phone (ring). 8. We (sit) on our front porch when Mr Smith (drive) up in his new car. 9. Crosby (cross) the street when the car (strike) him. 10. It (drizzle) when they (come) out of the house. 11. When the World War (break), John (live) in Holland. 12. It (get) dark and I (suggest) that we should go down. 13. John (come) in, (look) at the fire, (stand) a moment, (turn) and (go) away. 14. As I (walk) home yesterday, I (meet) a beggar who (ask) me for some money. 15. We (come) into the dining-room while our parents (eat) supper. 16. She (run) down the stairs and (go) to the library, where her husband (stand) with his mother. 17. Mike (raise) his eyes from the book and (look) out of the window. It still (snow). 18. We (drive) at about forty miles an hour when the accident (happen). 19. You (have) a good time at those parties? 20. A fortnight later Holt (fall) and (hurt) himself when he (ride) his motorcycle. 21. He (go) into the kitchen and (get) himself a cup of coffee. 22. Eric (go) into the library and (sit) down to read the letter. The fire (crackle) merrily in the fireplace, and outside the wind (howl). 23. He (take) a cushion, (put) it behind and (lean) back. 24. At half past four I (put) on the lights. 25. When I (be) a boy, I (want) to be an actor. 26. While he (wait) to cross Fifth Avenue, a man standing beside him (cough) painfully. 27. She (draw) aside the curtains and (look) out into the Square. Two cats (stand) in the light of a lamp - narrow, marvellously graceful. 28. When I (hear) his knock I (go) to the door and (open) it, but I (not/recognize) him at first because I (not/wear) my glasses. 29. When they (walk) up the street together they (begin) to talk. 30. Your telegram (come) just as I (leave) home. 31. John (talk) with his boss when I last (see) him. 32. When he (arrive) home, he (go) straight to the sitting room and (take)

off the picture.

Ex. 22. Put the verbs into the correct form, the Past Simple or the Past Continuous.

Example: *While Sean was finishing (finish) the letter, the night fell (fall).*

1. Dan(fall) off the tree while he (rescue) the cat.
2. Last night I (read) in the bed when suddenly I (hear) a voice downstairs.
3. (you/have) a bath when I phoned you?
4. They (wait) for a taxi when I (arrive).
5. I (not/drive) very fast when I (see) her.
6. I (break) a plate last night. I (do) the washing-up when it (slip) out of my hand.
7. We (not/go) out because it (be) dark.
8. What (you/do) at this time yesterday?
9. We (see) Amanda in the gallery. She (wear) her new necklace.

Ex. 23. Open the brackets. Use the Past Indefinite in case of permanent, repeated, one-time actions. Use the Past Continuous if the action is a temporary one taking place at a given moment in the past.

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

Ex. 24. Translate into English.

I.

1. Я посидів на лавці з пол години, потім почав читати книгу.
2. Я закінчила університет, коли мені було 23 роки.
3. “Коли ви були тут востаннє?” - “Року півтора тому.”
4. Грэй кивнув головою і пішов нагору.
5. Я зустріла Олену

близько трьох років тому, завдяки своїм батькам. 6. Він зупинився і зірвав троянду. 7. Я відвідувала їх рік тому. 8. Я бачила його в Лондоні тиждень тому. 9. Я не бачив його, коли був у С.-Петербурзі. 10. Що з вами сталося в той вечір? 11. Вони повернулися в будинок, коли пішов дощ.

II.

1. “Ти бачив його цього ранку?” - “Так, він стояв біля машини.” 2. Він увійшов і побачив Неллі, яка малювала дивну картину. 3. Він побіг до воріт, де стояла Ганна. 4. Я глянув на Дженни, яка все ще тремтіла від холоду. 5. Ми якраз говорили про нього, коли він раптом увійшов. 6. Вони прийшли в той час, коли я працювала в саду. 7. Вчора о 6 вечора вона накривала на стіл. 8. Що ти грав, коли я увійшла? 9. Вода в чайнику кипіла, коли мої друзі повернулися в табір. 10. Коли я приїхав, Олена, на жаль, якраз пішла. 11. Він раптом зрозумів, що їде не в ту сторону. 12. Я сиділа в саду вчора, коли прийшов брат і приніс цуценя. 13. Коли я увійшов, вони сиділи у вітальні. Старший брат вирішував кросворд, мати в’язала, інші читали. Мати посміхнулася до мене і сказала: “Заходь, будь ласка, та сідай.” 14. Коли вона прокинулася, в саду весело співали пташки. 15. “З ким ви розмовляли по телефону, коли я увійшла?” - “Я розмовляла з сестрою.” 16. До них підійшов якийсь чоловік, коли вони переходили вулицю, і запитав дорогу до площі.

Ex. 25. Translate into English.

Вчора, коли я йшов по проспекту, я зустрів Віктора, мого старого друга. Він одразу впізнав мене, хоча на мені були великі темні окуляри, бо у мене боліли очі. Він сказав: “Я збирався відвідати тебе пару тижнів назад, але, на жаль, не зміг найти час зайти до тебе.” Весь час, поки він говорив те, я намагався згадати щось, що хотів сказати йому. Нарешті, я згадав и сказав йому: “Перед тим, як мені вийти, мені подзвонив Олег. Він хотів поговорити з тобою вчора на вечорі у Бориса. Но ти так жваво розмовляв з Алісою, що він не наважився переривати.” В цей час я побачив ще одного свого друга. Він махав мені з іншого боку дороги. Я сказав Віктору: “До побачення,”- та почав переходити дорогу.

Ex. 26. Translate into English.

Одного ранку в Лондонському автобусі їхав до школи хлопчик. Він був дуже застуджений (have a bad cold) і чхав (snif) весь час так голосно, що всі пасажери дивилися на нього і хитали (shake) головами. Поруч з хлопчиком сидів немолодий джентльмен. Він запитав хлопчика: “У тебе є чистий носовичок (handkerchief)?”

“Так, в мене у кишені є чистий носовичок, - відповів хлопчик. - Але я не

можу дати його вам. Мама каже, що неввічливо просити у когось носовичок. Ви повинні користуватись своїм власним.”

Бешкетник.

Одного разу літній джентельмен прогулювався по вулиці. Він побачив маленького хлопчика біля дверей одного з будинків. Хлопчик стояв біля дверей і намагався дотягнутися (*reach*) до дзвінка (*door-bell*), який перебував занадто високо для нього. Літній джентельмен був доброю людиною, тому він зупинився, щоб допомогти хлопчикові. “Я подзвонив у дзвінок за тебе в дзвінок за тебе,” – сказав він і смикнув (*pull*) за дзвоник. Маленький хлопчик подивився на нього і сказав сміючись: “А тепер нам треба тікати.”

Літній джентельмен не зрозумів, що відбувається. Хлопчик зник (*disappear*) за рогом, а старому довелося пояснювати (*have to explain to*) розлюченому господареві (*owner of the house*), чому він дзвонив в дзвоник.

THE FUTURE CONTINUOUS TENSE

Майбутній продовжений час (**Future Continuous**) вживається для вираження дії, що розгортається у певний момент в майбутньому, і може бути позначена наступними обставинами часу:

at that moment – у цей момент

all the day tomorrow - весь день завтра

at 9 o'clock - у 9 годин

at that time – у цей час

all the time – весь час

from 8 till 9 o'clock – з 8 до 9 годин

Future Continuous утворюється за допомогою допоміжного дієслова **to be** у формі *Future Simple* (*shall be, will be*) та смислового дієслова з суфіксом **-ing** (дієприкметник I):

I shall be waiting

we shall be waiting

you will be waiting

you will be waiting

he will be waiting

they will be waiting

e.g. He **will be translating** an article from 8 till 10 tomorrow.

He **will be waiting for** me at 7 o'clock.

Future Continuous вживається також, коли момент дії визначен іншою дією в підрядному реченні часу або умови (вираженням дієсловом теперішнього часу групи Indefinite (Simple):

e.g. *When we come to my office, my colleagues **will be checking** new files.*
*If you return home very late, my brother **will be sleeping**.*

Майбутній продовжений час у минулому (**Future Continuous In the Past**) вживається при узгодженні часів і утворюється також як і форма Future Continuous з заміною допоміжних дієслів shall и will на should и would:

e.g. He said that he **would be waiting** for me at 7 o'clock at the cinema.

EXERCISES:

Ex. 27. Put the verb in brackets into the Future Continuous.

1. Don't ring her up at 12 o'clock. She (have) her music lesson.
2. At this time tomorrow the boys of our group (play) football.
3. When we arrive in St.-Petersburg, it probably (rain).
4. It is late autumn, soon the leaves (fall).
5. Let's wait here; the Palace Bridge (open) in a minute to let that ship through.

Ex. 28. Answer the questions in the Future Continuous Tense, using the given suggestions.

Example: *What will he be doing tomorrow afternoon ? (drive to the seaside)*
He will be driving to the seaside.

1. What will she be doing on Sunday? (make a dress)
2. What will you be doing at this time next week? (bathe in the Black Sea)
3. What will grandfather be doing when we arrive? (work in the garden)
4. What will he be doing at the University for five years? (study law)
5. What will they be doing at this time tomorrow? (fly to Kiev)
6. What will she be doing at the concert tonight? (sing Russian folk-songs)
7. What will he be doing at this time the day after tomorrow? (interview a foreign delegation)
8. What will she be doing next term? (lecture at the Institute of Foreign Languages)

Ex. 29. Extend the statements in the Future Continuous Tense, using the words in brackets.

Example: *Don't call for me at six. (have a bath)*

Don't call for me at six, I shall be having a bath.

1. Don't ring them up at seven in the morning, (sleep)
2. Don't send us any letters in June, (travel)
3. Don't call on us tonight, (pack)
4. Don't come to see her after lunch, (type)
5. Don't leave the child alone, (cry)
6. Don't tell Granny about it. (grumble)
7. Don't expect him to come next Saturday, (work)
8. Don't wait for Maggie tomorrow, (keep to her room)

Ex. 30. Put the verb in the brackets into the Present Indefinite, the Future Indefinite and the Future Continuous.

1. When I (get) home, my animals (sit) at the door waiting for me. 2. It (be) the middle of June. They (come) soon. 3. If you (want) to see us, come to Tom's on Sunday. We (wait) for you there at midday. 4. At this time next week they (board) the plane to London. 5. They (have) English from nine to ten in this room. 6. I (wait) for you when you (come). 7. "I (call) for her at eight." - "No, don't; she still (sleep)." 8. They are so angry. A few more words and they (quarrel) again.

Ex. 31. Open the brackets. Use the Present Indefinite, the Future Indefinite if the action is permanent, repeated or it is a one-time action. Use the Future Continuous to show that the action is a temporary one, taking place at a given moment in the future.

1. You (know) her. She (stand) at the news stand. She (wear) a scarlet rain coat. 2. I (tell) her everything and I (show) her the papers. I promise you she (not/smile) this time. 3. There (not/be) anyone in when we (come). The secretary (have) lunch. 4. It (rain) when we (get) there. 5. Go straight up the street. The car (wait) for you at the entrance to the department store. 6. We are much too early. There (be) no one there. 7. Of course, I (be) still here when you (return). I (mark) the papers. 8. Come and speak to me about it in your lunch hour. I (type) your stuff. 9. I don't think she (be) there at that time. She (sketch) somewhere along the coast. 10. No one (see) us come. They (have) tea on the terrace. 11. At this time she (do) her shopping. 12. When you (come) to Athens I (cross) the border.

Ex. 32. Translate into English.

1. Ми не повинні спізнюватися. Вони будуть турбуватися. 2. Ми сьогодні йдемо в кіно. Ви будете сидіти поруч зі мною. 3. Нам потрібно повернутися о 10:00. Мама буде чекати нас. 4. “Ви будете їсти зі мною в понеділок.” - “Я б дуже хотів, але боюся, що в цей час я буду здавати іспит.” 5. “Що вони робитимуть, коли ми прийдемо додому?” - “Я думаю вони будуть читати.” 6. “Я недостатньо добре себе почуваю, щоб їхати в аеропорт і зустрічати Алісу.” - “Я зустріну її. Скажіть, як я її впізнаю?” - “На ній буде яскраво зелений костюм.” 7. Цікаво, що ми будемо робити через рік, чи будемо ми ще зустрічатися один з одним. 8. “Мій син в майбутньому році буде в дев'ятому класі.” - “Значить, моя мати буде вчити його англійської мови.” 9. Не кажіть їй про це, бо через хвилину вона буде плакати. 10. “Що ви будете робити в цей час в наступну п'ятницю?” - “Як завжди, буду працювати в саду.”

Ex. 33. Open the brackets, using the appropriate tense forms.

1. I wondered why he (laugh). I could see nothing funny in what (go on).
2. What you two (talk) about? You (discuss) his plan?
3. You (leave) the town early this summer?
4. When you (speak) to her about her lessons?
5. She (wear) dark spectacles. They are not just sun glasses. She (not/see) very well.
6. Why you (wear) sun glasses on a gray day like this?
7. He (live) with his parents now. I think, he (look) for a job.
8. I could not see his face, he (sit) so that his face was in shadow.
9. When I (see) her last she (try) on hats at Angela's.
10. For some fifteen minutes he (write) in silence without once raising his eyes from what he (write).
11. We (walk) for some time. The road (get) worse, just a narrow goat trail.
12. You (leave) us soon. It (get) colder every day.
13. We were friendly at school. I still (see) him from time to time.
14. You (hear) from me one of these days.
15. Phone as late as you can. I (be) up. I (watch) the football game on TV. It's the semi-finals tonight.
16. The rain started when I (wait) for my bus.
17. Why did you speak to him so? He only (try) to help.
18. I hate the place in autumn. It always (rain) there. It (rain) when we came and it (rain) when we left.

Ex. 34. Translate into English.

1. Ви сьогодні підете на лекцію з історії мови? 2. Чи Ніна пише що-небудь? 3. Ви довго чекали його вчора? 4. Чому Ви в светрі та брюках? У вас сьогодні урок ходьби на лижах? 5. Зазвичай він чекає мене біля входу в метро і ми їдемо додому разом. 6. Вічно ти заперечуєш. 7. Я не можу з вами зустрітися, завтра приїжджає мама. 8. Ти що цілу бібліотеку несеш в портфелі? Він дуже важкий. 9. У неї зазвичай 5 або 6 книг в сумці, тому вона така важка. 10. День був дуже холодний. На мені був светр і лижна куртка, і все ж мені було дуже холодно. 11. Ти побачиш її сьогодні в інституті? 12. Дзвінок пролунав, коли я закінчувала писати твір. 13. Він увійшов до кімнати, де його чекав екзаменатор. 14. Хто-небудь читає цю газету? Я хочу її взяти. 15. Де він зараз працює? 16. Приходь сьогодні, я буду чекати.

The Present Perfect Tense

Справжнє доконаний час (**Present Perfect**) висловлює дію, яка до цього моменту теперішнього часу вже скоєна, причому значущим є не час вчинення дії, а її результат.

Present Perfect може бути позначен наступними прислівниками невизначеного часу або обставинами часу з прийменниками **since** или **for**:

already - уже

ever ('eva] - когдa-либo

yet - ещe

never - никoгдa

just - тoлькo чтo

recently - недaвнo, нa днях

so far - пoкa, дo сих пoр

lately - недaвнo, в пoслeднee врeмeя

1. Present Perfect утворюється за допомогою допоміжного дієслова **to have** теперішнього часу і III форми дієслова (Participle II):

have (has) checked

I have checked

we have checked

you have checked

you have checked

he has checked

they have checked

since - відтоді

for - прoтягoм

for a long time – давнo

for ages – цілу вічність

eg. He **has already checked** a file.
Has he checked a file yet?
 Yes, he **has**.
 He **has** already **checked** a file.
 No, he **hasn't**. He **hasn't checked** a file yet.
 How **has** he **checked** a file?
 Where **has** he **checked** a file?
 Who **has checked** a file?
 They have already checked a file.
Have they checked a file yet?
 Yes, they **have**. They **have** already **checked** a file.
 No, they **haven't**. They **haven't checked** a file yet.
 How **have** they **checked** a file?
 Where **have** they **checked** a file?

Present Perfect не вживається з питальним словом *when*, а також і з усіма обставинами минулого часу.

2. Present Perfect може вживатися також, якщо час дії (на відміну від часу дії в Past Simple) не закінчилося до данного моменту в теперішньому:

Present Perfect	Past Simple
I haven't been to the theatre <i>this year</i> .	I wasn't at the theatre <i>last year</i> .
I haven't seen him <i>this morning</i> . (It is still morning)	I didn't see him <i>this morning</i> . (It is afternoon)

The Past Perfect Tense

Минулий доконаний час (**Past Perfect**) вживається для вираження досконалої дії в минулому, попередньої іншої дії у минулому (вираженої, як правило, в Past Indefinite), и может бути позначен насткпними обставинами часу:

by that time *к тому времени*;
 by 12 o'clock - *к 12 часам*;
 by the evening - *к вечеру*, etc.

Past Perfect утворюється за допомогою допоміжного дієслова *to have* у минулому часі і дієприкметника II від смислового дієслова:

I had done, you had done, he had done, we had done, etc.

e.g. I had finished our work by the week-end.

I had got my driving licence by the end of the year.

Окрім того, Past Perfect вживається для узгодження часів і в придаткових реченнях часу (зі сполучником *after*); в головному реченні з підрядним часу Past Perfect вживається у тих випадках, коли вони вводяться сполучниками *when* або *before*:

e.g. **After** I had finished my work, I phoned my friend and invited her to the cinema.

When I came home, my brother had already left.

Before we came to Moscow, we had lived in a small town in the east.

Однак при викладі подій в розповіді вживають Past Indefinite.

The Future Perfect Tense

Майбутній досконалий час (**Future Perfect**) вживається для вираження дії, закінченої до даного моменту у майбутньому, і може бути позначена наступними обставинами часу:

by that time – *на той час*

by the evening – *до вчора*

by 12 o'clock – *до 12 годин*

by the week-end – *до вихідних*

by June – *до червня*

by the end of the year – *до кінця року*

Future Perfect утворюється за допомогою допоміжного дієслова to have в формі Future Simple (shall have, will have) та дієприкметника II від смислового дієслова:

I shall have finished we shall have finished

you will have finished you will have finished

he will have finished they will have finished

e.g. He will have finished his work by 7 o'clock.

Майбутній досконалий час у минулому (**Future Perfect in the Past**) вживається при узгодженні часів і утворюється за допомогою допоміжного дієслова to have у формі Future Indefinite in the Past (should have, would have) та дієприкметника II від смислового дієслова:

e.g. He said that he would have finished his work by 7 o'clock.

EXERCISES

Ex. 1. Put the verb in brackets into *the Present Perfect*.

1. I don't know this girl. I never (meet) her before. 2. "Where is Mother?" - "She just (go) out." 3. "Don't you know what the film is about?" - "No, I (not/see) it." 4. Don't worry about the letter. I already (post) it. 5. "Is he a good teacher?" - "Oh yes, he (help) me a lot." 6. I know London perfectly well. I (be) there several times. 7. I can't find my umbrella. I think, somebody (take) it by mistake. 8. "Do you speak Spanish?" - "No, I never (study) it." 9. "Do you know where they have gone?" - "No, they (sell) their house and (not/leave) their new address."

Ex. 2. Answer the questions. Put the verb in brackets into *the Present Perfect*.

Example: Is his article ready? (write)

Yes, he has written it.

1. Are her rooms clean? (do)
2. Is our dinner ready, Mother? (cook)
3. Does she know the poem? (learn)
4. Do you know this sort of pencil? (use)
5. Does he know how nice the cake is? (eat)
6. Do you know that your gloves are on the table? (find)
7. Is Bobby's face clean? (wash)
8. Do you know how beautiful these songs are? (hear)

Ex. 3. Put the verb in brackets into *the Present Indefinite* and *the Present Perfect*.

1. Look! They (stop). 2. I (want) to see you. I (not/see) you for ages! 3. "What (be) your name?" - "My name (be) always Cole." 4. "You (read) this book?" - "Yes." - "What you (think) of it?" 5. I (not/be) to a zoo before. It (be) a nice feeling to go somewhere you never (be) before. 6. "You (know) Nick?" - "Yes." - "How long you (know) him?" - "I (know) him for 10 years." 7. There (be) a lot of things I (want) to do for a long time and I (not/do) them. 8. You (realize) we (know) each other for quite a period of time now? And this (be) the first occasion you (ask) me to come with you. 9. "You (know) the girl who just (leave) the shop?" - "Yes, that (be) Bella York." - "She (be) a customer of

yours?” - “Not, exactly. She (be) here several times, but she never (buy) anything.” 10. Come in, I (be) awake since sun-up. 11. I (not/see) your pictures for a long time. Can I look round? 12. It’ll be good to see him again. How long he (be) away? It (seem) ages. 13. I (know) you nearly all my life, but I never (see) you so excited about anything.

Ex. 4. You are talking to a friend about the events in your family. Make sentences from the given words according to the pattern.

Example: My brother Greg/graduate/from the University.

My brother Greg has graduated from the University.

You know, Elinor, a lot has changed in our family since we last met.

1. Father/get/a new job/in South Africa.
2. He and Mother/leave/for Cape Town.
3. Mary/marry/an architect/from Canada.
4. I/pass/my/law/exams.
5. I/meet/the man/for me.

Ex. 5. Read the situation and then write a suitable sentence. Use the verb given in brackets.

Example: Hugh is listening to some music. It is a new cassette, (buy)

Hugh has bought a new cassette.

1. Andrew is sleeping soundly. It is late morning, (oversleep).
2. You are going to sit down to dinner and discover there is no bread in the house, (run out of).
3. Last weekend Gen went mountain-walking. Now she is in bed. (to catch a bad cold).
4. Your neighbours were playing their VCR very loud. Now it’s quiet, (switch off).

Ex. 6. Put in *been* or *gone*.

Example: Where’s Paul? - He has **gone** to the library.

We’ve **been** to the country today. Look, we’ve brought some flowers.

1. Where have you spent your holidays? - I’ve _____ to Italy.
2. Are you going to the shops? - No, I’ve just _____ to the shops.
3. Is Alex home? - No, he’s _____ to the park.
4. Are they both out? - Yes, they’ve both _____ to the market.

Ex. 7. Make sentences with *already* and *yet*.

Example: Don't forget to pack some warm clothes. - *I've already packed them.*
Have you typed the letters yet? - *Yes, I've already typed them.*
Have you bought that dress? - No, I haven't bought it yet, but I'm going to buy it.

1. Why don't you have a bath? - _____
2. Shall I buy some newspapers? - No, _____
3. Have you asked Jim yet? - Yes, _____
4. Have you invited Larry and Sue? - No, I _____, but I am _____
5. Has the manager arrived yet? - Yes, _____
6. Has Jill written to Dad? - No, she _____ but she _____ tonight.

Ex. 8. Use the words in brackets to make questions according to a pattern.

Example: (he/ever/paint/people) *Has he ever painted people?*

1. (you ever/be/to Scotland?) _____
2. (your parents/live/here all their lives?) _____
3. (you/hear/this concert?) _____
4. (how many times/you/ be married?) _____
5. (he/ever/meet/the President?) _____
6. (you/ever/visit/the White House?) _____

Ex. 9. Use the verb in brackets to complete the answers to the questions.

Example: Is he handsome? (seen)
Yes, he is the most handsome man I've ever seen.

1. Is it a fast car? (drive)- Yes, it's the fastest _____
2. Is it a warm coat? (have) - Yes, it's the _____
3. Are they nice people? (meet) - Yes, they are the _____

Ex. 10. Make questions using the words given.

Example: (anything/happen/recently?)
Has anything happened recently?

1. (you/read/any books recently?) _____
2. (you/hear/from Tom in the past few days?) _____
3. (you/buy/any new records recently?) _____
4. (you/eat/anything today?) _____
5. (you/see/any good films recently?) _____
6. (it/snow/here this year yet?) _____

Ex. 11. Translate the questions and answers.

Example: Коли ти в останній раз бачив Аню? - Я не бачив її з травня.
When did you last see Ann? - I haven't seen her since May.

1. Коли в останній раз йшов дощ? – Дощу не було цілу вічність.
2. Коли вони відвідували вас в останній раз? – Вони не відвідували нас з червня.
3. Коли ти в останній раз грав в теніс? – Я вже давно не грав в теніс.
4. Коли ти в останній раз їла кокос? - Я ніколи не їла кокос.
5. Коли ти в останній раз водив машину? - Я не водив машину шість місяців.
6. Коли ти в останній раз їздив до Канади? - Я ніколи не їздив до Канади.
7. Коли вона тобі писала в останній раз? – Вона не писала з минулого літа.

Ex. 12. Translate into English using *the Present Perfect Tense*.

1. Вони побудували новий будинок. Ти його бачив? 2. Ти показав мамі свою картину? - Ні, вона ще не готова. 3. Я подивився цей фільм. А ти? – Так. Це цікавий фільм. 4. Ти був у лондонському зоопарку? - Так. 5. Батько щойно повернувся з моря. 6. Візьміть ці журнали. Я вже прочитав їх. 7. Ви були коли-небудь в Греції? - Так, це дуже красива країна. 8. Ми ще не зробили дослід. 9. Вона ніколи не перекладала такі важкі статті. 10. Я дзвонив йому тричі сьогодні. 11. Сьогодні він поїхав до Нью-Йорку. 12. Ти бачив директора сьогодні? - Ні.

Ex. 13. Translate into English. The first sentence is done for you.

1. Я дзвоню тобі вже втретє за вечір.
It's the third time I've phoned you this evening.
2. Ти запізналася вже вдруге на цьому тижні.
3. Машина ламається вже втретє за місяць.

4. Я випила вже шосту чашку кави за вечір.

Ex. 14. Read the situation and then write a sentence.

Example: Ten minutes ago Granny lost her glasses. Now she has them on her nose, (lose/find).

Granny lost her glasses but now she has found them.

1. Harry went to Egypt but now he is back in Ireland again.
(go/come back) Harry _____ but now _____
2. I lived in the centre but now I live in a new district.
(live/move) _____
3. I had long hair. Now I wear it short.
(have/cut) _____
4. Ten years ago I met Fran. We are great friends now.
(meet/become) I _____ and we _____
5. He travelled to the North last year. You can read about it in his book.
(travel/write) _____
6. They bought a house three years ago. Now other people live in it.
(buy/sell) _____

Ex. 15. Put the verb in brackets into the correct form.

1. I just (call) him. 2. I (not/call) him yesterday, I was busy. 3. My parents just (go) away. 4. She already (answer) the letter. 5. She (answer) it on Tuesday. 6. My friends (go) away five minutes ago. 7. I (read) that book during the summer holidays. 8. The fisherman (sell) all his fish now. 9. He (sell) the last one half an hour ago. 10. I (not / see) him for three years. 11. (meet) him last week. 12. The newspaper (come)? - Yes, Ann is reading it now. 13. You (wear) your hair long when you were at school? - Yes, my mother (insist) on it. 14. He (not / smoke) for two weeks. He is trying to give it up. 15. When he (arrive)? - He (arrive) at 2.00. 16. You (shut) the window? 17. I (read) his books when I was at school. I (enjoy) them very much. 18. You (be) here before? - Yes, I (spend) my holidays here last year. - You (have) a good time? - Yes, the sun never (stop) shining. 19. The clock is slow. - It isn't slow, it (stop). 20. Here is your dress; I just (mend) it. 21. I (leave) home at 8.00 and (get) here at twelve. 22. You (have) breakfast yet? - Yes, I (have) it at 8.00. 23. You (see) the stars last night? 24. We (miss) the bus. Now we'll have to walk. 25. The lecture just (begin). You are a little late. 26. He (break) his leg in a skiing accident last year. 27. I can't go out because I (not /finish) my work.

Ex. 16. Put the verb in brackets into the correct form.

1. He showed her inside the house. "Oh! How lovely!" she exclaimed. "And you (do) it all by yourself? When you (buy) the house?" 2. I understand you (have) an unpleasant experience at the week-end? What (happen) exactly? 3. You remember the shell you (find) on the beach? 4. "How many children you (teach) in that family?" the girl asked her new governess. 5. "What is going on here?" Mel sighed, "We (have) a storm for three days. It (ruin) everything here." 6. "Can we get dinner here?" - "Of course, we can. Have you got enough money? I (spend) my last dollar on the taxi." 7. As we got into the taxi my brother asked, "Well, you (speak) to Harry?" - "I (speak) to him for a moment." 8. "Hello", the little girl said to her mother and looked at her companion. "Come and say 'How do you do' to Mr Zappa." - "I (see) him already." - "You can't have done, dear. He only just (arrive) here." - "I (see) him in the hall this afternoon." - "I'm sure you didn't. You (see) my little daughter yet, Mr Zappa?" 9. "I say, your cheek is like a grater (терка)! You (not/shave) today." 10. You (not/hear) what the pilot (say)? 11. At school I (be) never good at languages, but here I (pick) up a bit of French. 12. "Good night. It (be) nice to meet you," he (say) and (go) off to his car.

Ex. 17. Put the verb in brackets into the correct form.

1. In the morning, coming downstairs, Rosemary (see) Tony lying in the sitting room: What you (do) here? - I (sleep) here. - I am sorry we (take) your room. 2. He's a night watchman. He works at night and (sleep) in the daytime. It's noon now, and he still (sleep). 3. I first (meet) Richard a month ago, and I (meet) him several times since then. 4. I usually (go) to bed before midnight. 5. What's your brother doing? - He (play) tennis with our neighbour, they (play) it every day. 6. He wants to buy a car, but first he must learn how to drive, so he (take) driving lessons. 7. I (write) to my parents a fortnight ago, but I've not had a reply, so I just (write) again. 8. Where is my daughter? - She (talk) to a policeman. - What (happen)? - She has been driving without a license. 9. It's 3 p.m. and he (not/eat) anything today, but he (eat) a good dinner last night. 10. Is Mary ready to come out? - No, she still (dress). 11. I (read) this book several times. I first (read) it in 1990. 12. He often (read) detective stories; he (read) a very good one now. 13. She (not/have) a holiday since 1996, but she (have) a very long holiday in 1995. 14. We (stay) here for nearly a week. - I hope you (not/think) of leaving.

Ex. 18. Translate into English.

1. Я втратила голку. Я ніде не можу знайти її. 2. Ти дивився вчора фільм по телевізору? 3. Її батьки купили їй машину на 21-й день народження. 4. У неї тепер дуже коротке волосся. Вона зробила нову стрижку. 5. Вчора ввечері він прийшов додому дуже пізно. Він прийняв ванну, потім ліг спати. 6. Ви відвідали багато музеїв, коли були в Лондоні? 7. Книги немає на полиці. Хтось узяв її. 8. Коли твій батько кинув палити? 9. Я не снідала вранці, тому що мені не хотілося їсти. 10. Чому ти не хотів грати в шахи вчора? 11. Машина виглядає дуже чистою. Ти вимив її?

12. Молли: Привіт, Джеймс. Алан тут?

Джеймс: Ні немає, боюся він вийшов.

Молли: Дуже шкода! Коли точно він вийшов?

Джеймс: Близько 20 хвилин тому.

Ex. 19. Translate into English.

1. Радий з вами познайомитися! Я читав всі ваші статті. 2. Я закінчила картину. Погляньте на неї будь ласка. 3. Сьогодні я ще не читав газети. 4. Ви принесли мені ще одну книгу? - Ні, я прийшов за вошою радой. 5. Скільки разів ви вже були в Лондоні? Я знаю, що ви їздили в Лондон в минулому році. 6. Вас щойно відвідував ваш онук? - Так, він приходив сьогодні вдень. 7. Лена дала мені дуже цікавий фільм минулого тижня, але я ще не подивився його. 8. Ви відправили за лікарем? - Так, він скоро прийде. 9. Ви давно знаєте Майю? - Я знаю її все життя. 10. Я дуже люблю подорожувати. Я побувала в багатьох столицях Європи. 11. Я не була в Києві з тих пір, як ми переїхали в Полтаву. Я дужелюблю це древнє місто. 12. За останній час я зустрічав її кілька разів. Вона дуже змінилась. 13. Сім років тому він виїхав до Америки, з тих пір я його не бачила. 14. Я зустрілася с Томом у своїх друзів три роки тому з тих пір я нічого не чула про нього. 15. Ранок був холодний і дощовий, але з 10 години погода змінилась, сонце яскраво сяє. 16. Ви добре знаєте це місто? - Ні, я ніколи тут раніше не була. 17. Ви не відвідували нас з тих пір, як приїхали.

Ex. 20. Translate into English.

1. У середу минулого тижня йшов сильний дощ. 2. Я зазвичай снідаю о 7.30. 3. Він вже побудував дачу? - Ні, він все ще будує її. 4. Чому ви йдете так швидко? - Я йду швидко тому, що я боюся спізнитися на електричку тому що я боюсь опоздать на електричку. Я завжди ходжу швидко вранці. 5. Моя сестра ніколи не носить шубу. 6. Того вечора я дивився телевізор. 7. Лістоноша зазвичай приходиться 8 вечора. Зараз вже 8.30, а вона все ще не прийшла. 8. Щовечора я дивлюся телевізор. 9. Коли я

прийшов до Петра у минулу неділю, він читав нову книгу. Як тільки він закінчить читати її, він дасть її мені. 10. Боюся, я програв цю партію в шахи (this game of chess). Я грав дуже погано. Зазвичай я граю набагато краще. 11. Лекція ще не почалася, і студенти розмовляють. Зазвичай лекція починається о 9.00. 12. У школі він грав у баскетбол. 13. Я не грав у волейбол з 1983 року. 14. Автор ще молода людина. Він написав свою першу п'єсу у 1985 році. 15. Зараз 10 вечори. Дитина вже заснув. Вчора ввечері він ліг спати набагато раніше.

Ex. 21. Open the brackets using *Past Perfect*.

1. I (to translate) the text before the bell.
2. She (to do) her lessons by the evening.
3. He (to clean) his room by five o'clock.
4. We (to speak) to him before the meeting.
5. Mother (to cook) dinner by seven o'clock.
6. Her son (not to do) the home task by nine o'clock.
7. She (not to make) a dress before party.
8. What they (to do) by three o'clock?
9. Who (not to write) the exercise before the bell?
10. Why you (not to sleep) before your mother's coming?
11. Your child (to go) to bed by ten o'clock?
12. You (to reach) your house before the sunset?
13. They (to receive) the telegram by that time?
14. Why they (not to have) lunch by twelve o'clock?
15. We (to have) dinner by eight o'clock.

Ex. 22. Translate into English using *Past Perfect*.

1. Ми зробили уроки до приходу батька.
2. До дев'ятої години я повечеряв.
3. Він не вивчив вірша до вечора.
4. Вони розвели багаття до заходу сонця.
5. Черговий витер дошку до приходу вчителя.
6. Я не переклав статтю до ранку.
7. Діти заснули до десятої години?
8. Чому він не надіслав листа до свята?
9. Хто закінчив роботу до шостої вечора?
10. Ми прокинулись до сходу сонця.
11. Я приготувала пиріг до приходу гостей.

12. Гра почалась до четвертої години?
13. До третьої години я проглянув всі документи.
14. Чому вони не прийшли до обіду?
15. До 1990 року він був лікарем.

Ex. 23. Open the brackets using *Past Simple* або *Past Perfect*.

1. When the police (to arrive), the car (to go).
2. George (to finish) doing his homework at eight o'clock.
3. When she (to get) to the shop, it (to close).
4. The train (to leave) when he (to come) to the station. J
5. We (to eat) everything by the time he (to arrive) at the party.
6. I (to know) that he (not to learn) the poem.
7. When they (to leave) the beach, the rain already (to start).
8. Arthur (not to know) that we already (to arrive).
9. When I (to come), I (to see) that mother (to cook) dinner.
10. My friend (to study) English before he (to enter) the institute.
11. The car (to go) when I (to look) into the street.
12. He (to take) the decision before I (to come).
13. Nick (return) from office by seven o'clock.
14. We (to get) to the stadium at four o'clock but the game already (to start).
15. She (to come) at six o'clock.
16. I (to think) that my parents already (to return).
17. He (to be sure) that we (not to recognize) him.
18. You (to find) your key which you (to lose) before.
19. Meg (to say) that she (to be) in this city.
20. The doctor (to arrive) when we already (to help) him.

Ex. 24. Open the brackets using *Past Perfect* або *Past Simple*.

1. She (to telephone) him three times but he (to leave) the city.
2. Alan (to hope) that they (not to come) yet.
3. I (to think) that he (not to refuse) to go to the theatre.
4. When he (to find) his purse, somebody (to take) money out of it.
5. You (to get) home before it (to start) raining?
6. Cathy (to say) that she (to find) this puppy in the street.
7. The room (to be) empty: everybody (to go).
8. They already (to leave) when the trouble (to start)?
9. Why you (not to recognize) him? — He (to change) a lot.
10. Jenny (to have) dinner before mother (to come)?
11. It (to be) my first time I (to fly).

12. Martin (to go) to the park before you (to arrive)?
13. When he (to be) a teenager, he (to study) guitar for two years.
14. He (to tell) me he already (to pay) fine.
15. The principal (to be angry) when he (to see) that pupils (not to leave) the classroom yet.
16. When I (to open) the door, I (to see) that he (to look) as if he just (to wake) up.
17. It (to be) his first time he (to jump) with parachute.
18. She (to have) no doubt that I (to make) a great mistake.
19. It (to be) the second time she (to make) that mistake.
20. They (to be) surprised when they (to understand) that he (to give) them a false name.

Ex. 25. Translate into English using *Past Perfect* або *Past Simple*.

1. Я раптом згадав, що забув подзвонити мамі.
2. Він не знав, хто надіслав йому цю листівку.
3. Сестра сказала мені, що бачила цікавий фільм.
4. Він відкрив очі і побачив, що сонце вже зійшло.
5. Пацієнт помер до того, як лікар оглянув його.
6. Де вона вчилась до того, як прийшла працювати у ваш офіс?
7. Я закінчив перекладати статтю до сьомої години.
8. Він не помітив, що забув годинника.
9. Ми не знали, що вона дзвонила пізно.
10. Моя племінниця була щасливою, що отримала такий гарний подарунок.
11. Вони дісталися свого будинку до того, як пішов сніг.
12. Що вони розповіли вам до того, як я прийшов?
13. До того часу я вже прибрала всі кімнати і полила квіти.
14. Коли вона прийшла? — Вона прийшла, коли ми вже повечеряли.
15. Мої батьки були раді, коли почули, що я склав іспит.
16. До того, як він переїхав до Києва, він жив в Одесі.
17. Чому твій друг був впевнений, що ми не впізнали його?
18. Учень сказав, що він не вивчив урок.
19. Він був стомлений, бо переклав дуже велику і складну статтю.
20. Коли я побачив, що хтось украв мій гаманець, я подзвонив у поліцію.

Ex 26. Open the brackets using *Past Simple*, *Past Continuous*, *Past Perfect*.

1. He (to do) his lessons by five o'clock and at five he (to play) football in the yard.

2. Gerry (to be) at home when you (to arrive)? — No, he (to go) to school.
3. My parents (to come) home by seven o'clock and (it seven we (to have) dinner.
4. His father (to look) tired as he (to work) hard before.
5. By eight o'clock I (to learn) a poem and at eight o'clock I (to watch) TV.
6. When he (to see) me, I (to read) the newspaper which I (to buy) in the street.
7. Beth just (to go) home when he (to phone) her.
8. When Alison (to enter) the house she (to see) that her son (to play) with a ball which she (to buy) in the shop.
9. They (to arrive) to the theatre late. The play already (to begin).
10. When I (to come) into her room, she (to play) the piano which her father (to buy).
11. He (to want) to impress her parents as he (not to meet) them before.
12. Mother (to tell) that she (to plan) fish soup and a chocolate mousse for dinner.
13. His brother (to be) taken to hospital because he (to have) an accident.
14. When we (to arrive), mother (to go) into the kitchen to do the last preparations for the meal.
15. Mary (to bring) him a glass of water as he (to ask) her about it.
16. When David (to enter) the kitchen, he (to see) that his cat (to eat).
17. Jenny (to tell) her mother that she (to water) the flowers.
18. We (to want) to know which way they (to choose).
19. She (to be) afraid that they (not to tell) the police the truth.
20. They (to know) that he already (to start) his work for our firm

Ex. 27. Translate into English using *Past Simple, Past Continuous, Past Perfect*.

1. Коли він подзвонив мені додому, мої батьки сказали, що я вже пішов.
2. Вона хотіла побувати в місті, де вона провела своє дитинство.
3. Коли я виглянув у вікно, я побачив, що в небі яскраво світить сонце, а дощ припинився.
4. Коли ми прибули на вокзал, поїзд вже пішов.
5. Вона дісталася свого будинку дуже пізно, бо пізно вийшла від батьків.
6. Моя подруга почувала себе погано, через те що отримала сонячний удар.
7. Учні написали твір про літні канікули, які вони провели на узбережжі Чорного моря.
8. Коли він був молодим, він брав участь у футбольних матчах.
9. Вона поскаржилась, що ніхто не допоміг їй виконати це завдання.
10. Коли вона робила доповідь, вона не дивилась у свої записи.
11. Коли я вийшов зі свого будинку, я згадав, що не взяв з собою грошей.
12. Наша команда виграла, тому що ми хотіли перемогти.
13. Він не здогадався, скільки я заплатила за сукню, яку купила в вашому

магазині.

14. Охоронець не впізнав людину, що пограбувала банк.
15. Вони хотіли знати, де ви провели відпустку?
16. Коли я прийшла додому, я побачила, що моя дочка читає книгу, яку я принесла їй з бібліотеки.
17. До цього я ніколи не був у цьому музеї, тому мені захотілося відвідати його.
18. Як тільки вони повечеряли, вони одразу ж пішли на прогулянку.
19. Вчора він зустрів друга, якого не бачив з дитинства.
20. Оскільки я прийшов додому о десятій, мій син ще не пішов спати.

Ex. 28. Open the brackets using *Past Simple, Past Continuous, Past Perfect*.

1. Kate (to go) to the airport with her parents and her brother Nick. While he (to wait) at the airport, Nick (to remember) that he (to have) something important to tell Kate. Her friend (to phone) just as they (to leave) to ask at what time Kate's flight (to leave). Previously Kate's friend (to think) that she wouldn't be all to get to the airport in time but she (to turn) up while Kate (to say) goodbye to her parents. She finally (to go) through passport control and everybody (to wake) goodbye.

2. It (to be) the day of his English exam. He (to wake) up and (to look) at his alarm clock. He (to see) that it (to stop) raining during the night. He (to realize) he would be late for his exam. He (to be) ever an hour late and' exam already (to begin). When he (to sit) at the table, he (to find) that he (to leave) his pen at home. He (to ask) his friend to give him a pen. Despite everything (to go) wrong he (to pass) his exam.

3. Yesterday I (to read) a story. It (to be) a story about a novelist who (to write) a novel that (to be) a great success. Once he (to meet) his friend that he (not to see) for many years. After they (to talk) for some hours, the novelist (to say): "We have already talked about me. Now, let's talk about you. What you (to think) about the last novel when you (to read) it?"

Ex. 29. Translate into English using *Past Simple, Past Continuous, Past Perfect*.

1. Після того як ми трохи поговорили, мама з сестрою пішла на кухню готувати обід.
2. Коли батьки зайшли до кімнати, вони побачили, що діти прикрасили її квітами, які вони щойно купили.
3. Чому він не подарував їй квіти, які купив для неї?
4. Вчора він отримав листа, з якого довідався, що його бабуся померла.

5. Перед вечіркою вони купили маленькі подарунки для кожного гостя.
6. Коли всі гості були в зборі, його дружина запросила їх випити кави, яку вона приготувала.
7. Тільки коли я прийшов додому, я зрозумів, якої помилки припустився.
8. Коли вона прийшла додому, вона побачила, що її молодша сестра зробила все за неї.
9. Батько вийшов із саду лише після того, як посадив усі дерева.
10. Був вечір, коли він повернувся додому і зрозумів, що запізнився: вся сім'я вже пішла на прогулянку.
11. Коли вона прийшла до школи, вона дуже нервувала, тому що не вивчила уроків.
12. Ми дивились телевізор, коли мій старший брат прийшов і сказав, що отримав Листа від бабусі.
13. Тільки коли вона пішла, мій друг сказав, що колись ця дівчина подобалася йому.
14. Нарешті наша фірма отримала документи, які ми замовили.
15. У класі я побачив кількох учнів. Один учень витирав з дошки текст, який написав учитель, а двоє підмітали підлогу.
16. Його сім'я переїхала до Києва, коли йому було сім років. Раніше вони жили в Полтаві.
17. Яку іноземну мову ти вивчав перед тим, як поступив на факультет іноземних мов?
18. Коли ми прийшли до неї, ми довідалися, що вона хвора.
19. Збори не починалися, доки всі не зійшлися.
20. Коли моя подруга пішла, я згадала, що забула повернути їй диск.

Ex. 30. Open the brackets using Present Perfect, Past Simple, Past Continuous *or* Past Perfect.

1. I just (to meet) him.
2. Look! Sam (to bring) some cheese biscuits.
3. They (to dance) from six till ten o'clock.
4. We (not to see) each other before we (to come) to the place.
5. The meeting (to begin) before he (to come) to the place.
6. Yesterday we (to return) home late.
7. We (to understand) that she (not to see) us before.
8. At seven o'clock yesterday Cathy (to sleep) as she (to be) tired.
9. How long you (to have) this pain in your shoulder? For about three months.
10. Last year they (to work) very hard.
11. They are very happy as they (to get) home.
12. He (to sign) all the papers by the evening.
13. Steve just (to finish) school.

14. Jack and Jenny (to watch) television when their mother (to come).
15. We just (to watch) this TV programme.
16. You (to go) to the opera last night? — Yes, we (to see) “Tosca”.
17. At eight o'clock last morning Beth still (to be) in bed.
18. When my husband (to have) coffee, he (to go) to his office.
19. She already (to have) her coffee.
20. They (to drink) tea at this time yesterday.
21. When I came and (to enter) the kitchen, I (to see) that my parents (to drink) coffee.

Ex. 31. Translate into English using Present Perfect, Past Simple, Past Continuous, Past Perfect.

1. Скільки ти не бачив їх?
2. Ми побачили їх ще до того, як вони звернули увагу на нас.
3. Де ти був? — Я щойно повернувся з відрадження.
4. Де він провів канікули? — Він провів їх на березі моря.
5. Тільки коли він пішов на роботу, він згадав, що забув дома гаманець.
6. Коли я виходив з кабінету, задзвонив телефон.
7. Він вже повернувся? Я можу з ним поговорити?
8. Сьогодні я вперше сів за кермо автомобіля.
9. То був перший раз, коли я потрапив на виставку сучасного живопису.
10. Подивись, що ти зробив зі своїми брюками.
11. Коли я прийшов додому, я побачив, що мій собака розриває книжку, яку я взяв у свого друга.
12. Минулого тижня вони посварилися, а сьогодні вона вже нищить всі листи, які колись одержувала від свого друга.
13. Коли Джеймс прийшов додому, він побачив, що на нього чекає чоловік у військовій формі.
14. Вони сказали, що провели медовий місяць в Італії.
15. Він пролив фарбу на підлогу, коли фарбував стіни.
16. Ми не могли впізнати один одного, бо не бачились з того часу, як були підлітками.
17. У нього випала плomba із зуба, коли він жував гумку.
18. Вона вирішила залишитись вдома, тому що почувала себе не зовсім добре.
19. Ти вже вирішив, що робити? — Я думаю, що треба трохи відпочити і піти в кіно.
20. Ми думаємо, що він прийняв правильне рішення.

Ex. 32. Open the brackets using Present Perfect, Past Simple, Past Continuous and Past Perfect.

1. They are happy because their child (to enter) the university.
2. It (to be) great to see her last week.
3. Sorry I (not to phone) you earlier.
4. He was very sorry to hear that you (not to come) in time.
5. We hoped they (to get) home before the rain (to start).
6. I am glad he already (to return) from his business trip.
7. Whenever I (to drive) past that restaurant, there always (to be) a lot of people.
8. You ever (to be) to an open-air concert?
9. My parents were angry because I (not to pass) my exam.
10. His brother told him that he (to eat) all the fruit which he (to buy).
11. At this time two weeks ago we (to lie) on the beach.
12. Beth (to become) pale when she heard the news.
13. I (not to be) impressed with his new car when I (to see) it yesterday.
14. The Aztecs (to be) an American Indian tribe who (to live) in Mexico.
15. Yesterday when I (to look) out of my window, I (to see) that my children (to run) in the garden.
16. I (not to speak) to you since last week.
17. I was sure he always (to be) your best friend.
18. Janet never (to take) part in the concerts.
19. When she (to come) home, her son (to have) supper.
20. I (to read) all the articles before mother (to come).

Ex. 33. Open the brackets using *Present, Past, Future Simple; Present, Past, Future Continuous; Present, Past Perfect.*

1. She (to go) to school every day.
2. Beth (to go) to school at the moment.
3. The lesson already (to begin).
4. He (to go) to school tomorrow?
5. Tomorrow at this time I (to be) at school.
6. What they (to do) at seven o'clock yesterday?
7. Next Sunday he (to play) tennis from ten till twelve.
8. Where he (to be) now? — He just (to go) to the library!
9. They (to go) to the cinema when I (to meet) them yesterday.
10. She ever (to be) in Oslo? — Yes, she (to be) there last month.
11. He (to tell) us yesterday where he (to buy) this book.
12. Look! My daughter already (to sweep) the floor and now she (to water) the flowers on the window-sill.
13. We (to go) to play in the yard when mother (to come).
14. He (to live) in France five years ago.

15. They (to play) football the whole day if you (to give) them a ball.
16. Last month my dog (to run) away and nearly (to die) in the street.

Ex. 34. Open the brackets using Present, Past, Future Simple; Present, Past, Future Continuous; Present, Past Perfect.

1. I (not to know) what time (to be) now. My watch (to stop).
2. Usually he (to come) home at seven o'clock but yesterday he (to come) at nine.
3. We (not to go) to the theatre next Friday as we (to be) there a week ago.
4. At last we (to stop) working and now we can have a rest.
5. What he (to do) now? - He (to paint) the wall.
6. Yesterday she (to pay) for her ticket and (to leave).
7. Peter (to be) ready in ten minutes. He (to take) a bath at the moment. — If he (not to take) a bath soon, I (to go) for a walk alone.
8. Mary (to clean) the room and John (to make) the dinner.
9. She (to be) surprised now: someone (to put) flowers for her.
10. When we (to warn) them about the danger, they (to leave) the city.
11. My son (to watch) television — his favourite programme (to be) on now.
12. They (to be) in our country for some years I think.
13. Now I (not to be) sure that he (to do) his lessons at four if o'clock.
14. Our manager signed the documents and (to go) upstairs.
15. How many times you (to see) him since he went to London?

Ex. 35. Translate into English using Present, Past, Future Simple; Present, Past, Future Continuous; Present, Past Perfect.

1. Що ти робиш? — Я дивлюся фільм, який приніс мені мій друг два дні тому. Він прийде за годину, щоб забрати касету, а я хочу подивитись фільм до того, як він прийде.
2. Коли я прийшов додому, я побачив, що мама прибирає на кухні. Я хотів допомогти їй мити посуд, але вона вже зробила це.
3. Коли я вчора прийшов на роботу, я не зміг відкрити двері офісу, бо хтось зіпсував замок.
4. Тепер він згоден з тобою: він теж не думає, що тобі треба вибачитися.
5. Я закінчив роботу о восьмій. Коли я вийшов на вулицю, то побачив, що сніг вже не йде. Було холодно і дув сильний вітер.
6. Ми завжди думали, що він чесна людина. Ніхто не припускав, що він може сказати неправду.
7. Якщо ти запитаєш, вона розкаже тобі про свою подорож до Греції. Вона з неї щойно повернулась.

8. Привіт! Я знаю, що минулого тижня ти хворів. Як ти себе почуваєш зараз?
9. Ми йшли вулицею і розмовляли. Раптом моя подруга зупинилась і сказала: “Подивись, це новий магазин. Я ще в ньому не була. Давай заїдемо туди!”
10. Давай зателефонуємо нашим друзям! Вони вже повернулися з відпустки.
11. Він ішов додому, коли до нього підійшла жінка і запитала, як пройти до аптеки.
12. Ми подякували йому за те, що він зробив для нас. Ми ніколи не забудемо про це.
13. Я сподіваюсь, що мій брат прийде на зустріч вчасно. Звичайно він ніколи не запізнюється.
14. Якщо ви побачите Пітера, перекажіть йому, що я зустрінусь з ним за кілька годин. Зараз я зайнятий.
15. Минулої неділі ми поїхали в село. Погода була чудова: дощ не йшов, вітер був теплий. Ми провели чудові вихідні дні.

Ex. 36. Open the brackets using Present, Past, Future Simple; Present, Past Future Continuous; Present, Past Perfect.

1. Look! He (to look) strange without moustache. Why he (to have) a shave?
2. She says that tomorrow she (to see) her favourite film at six o'clock if she (to come) home in time.
3. There (to be) nobody at my office yesterday. I (to tell) everybody (to go) home.
4. I (not to think) that it (to be) comfortable to ring him now. He just (to arrive) from Europe and he (to unpack) his things at the moment.
5. When the old man shouted, the strangers (to jump) off the fence and (to run) away.
6. I am sure that if they (to see) me again, they (to recognize) me at once.
7. Sorry, I (not to understand) you. Repeat please, what you just (to say).
8. Beth (to come) by five o'clock yesterday. She (to come) into her room and (to begin) reading an interesting book which she (to take) at the library.
9. Andrew (to feel) very excited yesterday as somebody (to tell) him about the accident.
10. Nick (to be) happy last week because his father (to allow) him to drive his car.
11. Victoria (to be) always busy. She (to be) busy now too. Look! She (to look) through the papers.
12. Joe already (to have) three letters from his parents since the day he (to go) away.

Ex. 37. Translate into English using Present, Past, Future Simple; Present, Past Future Continuous; Present, Past Perfect.

1. Ми підемо на прогулянку? - Ні, я дуже зайнята. Я роблю уроки. Я вже написала твір, а зараз готуюсь до уроку з історії.
2. Сьогодні вони вирішили провести вечір в кафе. Звичайно вони ходять на дискотеку, але цього вечора вони не танцюватимуть: вони будуть обговорювати важливе питання.
3. Пішли в парк! - Якщо ти почекаєш мене двадцять хвилин, ми підемо туди. Я дивлюсь дуже цікаву передачу, і я хочу подивитись її до кінця.
4. Мій друг завжди виконує домашні завдання увечері. Але сьогодні він виконав їх вдень, бо його старший брат вчора пообіцяв взяти його з собою на футбольний матч.
5. Прийшла весна. Сніг уже розтанув. З кожним днем погода стає теплішою. Вже з'явилась перша зелена трава.
6. Після того як я попрацював у бібліотеці, я поспішив до кафе, бо мої друзі чекали на мене там. Коли я прийшов, я побачив, що вони вже замовили каву для мене.
7. Вона чудово відпочила цього літа і сподівається, що і наступну відпустку проведе на морі.

Ex. 38. Open the brackets using the necessary tenses.

When David was at school, he (to be) very close friends with Peter. They (to be) at school together for about nine years. Then David's parents (to move) to Paris. Although they (to write) very often to each other, David and Peter gradually (to drift) apart. Many years later Peter (to get) married. As he and his wife (to save) up some money, they (to decide) to spend their honeymoon in Italy. While they (to tour) the country, they (to decide) to stop at a small hotel. One day Peter (to discover) that his old friend David (to be) in the next room. David also (to get) married and he and his wife (to spend) their honeymoon in Italy at that time, too.

Ex. 39. Open the brackets using the necessary tenses.

You (to hear) what (to happen) to me last month? I (to go) to Spain on business at that time. After I (to take) my bags out of the car, I (to realize) that I (to forget) my passport at home. I (to find) a phone and (to telephone) home in hope that my wife (not to leave) for work yet. A minute (to pass) but

nobody (to answer). I (to think) “She (not to be) at home at the moment. She already (to leave)”. Then I (to think) that my wife might be in the bathroom. When some seconds (to pass) my wife (to answer). I (to be) right she (to take) a shower while I (to telephone). She quickly (to jump) in her car and (to bring) me my passport to the airport. She (to arrive) just in time.

Ex. 40. Translate into English using *Present, Past, Future Simple; Present, Past Future Continuous; Present, Past Perfect.*

1. Я знаю цього лікаря вже п'ять років. Він завжди уважний до своїх пацієнтів.
2. Сьогодні він важко працював цілий день. Коли він прийде з роботи, він ляже в ліжку і одразу засне.
3. Подивіться, яка вона гарна! Вона купила собі нову сукню і взула туфлі на високих підборах.
4. Не шуміть! У сусідній кімнаті діти: вони не можуть заснути.
5. Завтра з сьомої до дев'ятої вона буде в театрі. Вона дивитиметься нову п'єсу.
6. Я не можу піти з тобою в диско-бар. Мій молодший брат заховав ключі від вхідних дверей і я не можу їх знайти.
7. Ми побачимо їх завтра о третій. Ми домовились про зустріч минулого тижня.
8. Мені здається, я бачила цих людей раніше. Згадала! Ми зустрічались два місяці тому, коли я була в Києві.
9. Ти думаєш, їй сподобається мій подарунок? Якщо він не сподобається їй, я почуватиму себе незручно.
10. Він не міг заснути до ранку. Всю ніч він думав про дівчину, яку зустрів у своїх друзів.
11. Моя молодша сестра зараз у своїй кімнаті. Мабуть, сидить біля вікна і мріє про сукню, яку побачила у вітрині магазину.
12. Діти голосно розмовляли. Але коли вчитель зайшов до класу, вони припинили розмову.
13. Він ніколи не зупинявся в цьому готелі. Тут дуже дорогі номери. Що змусило його зупинитися тут цього разу?
14. Вчора ввечері я йшов додому і зустрів свого друга. Він саме тоді повернувся додому. Перед цим він був в Лондоні у справах.
15. Я не впевнена, що вони погодяться піти на прогулянку. Якщо вони не погодяться, ми підемо в парк самі.

Ex. 41. Open the brackets using *Future Perfect.*

1. I (to do) it by that time.
2. He (to write) a letter by the time she comes.
3. We (to build) a new house by the end of the year.
4. Mother (not a cook) dinner when we come home.
5. You (to do) your homework by seven o'clock?
6. They (not to arrive) by the evening.
7. Why she (not to come) by five o'clock?
8. Who (to take) exam by this time?
9. He (to read) this book by the end of the month?
10. I (not to look) by this time through all the magazines.

Ex. 42. Translate into English using *Future Perfect*.

1. Він не перекладе цю статтю до третьої години.
2. Вона виконає цю роботу до кінця місяця.
3. Чому твій друг не напише статтю до вечора?
4. Ти закінчиш читати цю книжку до завтра?
5. Чи здійсниться моє бажання до Нового року?
6. Вони до того часу вже поїдуть.
7. Чому вона не почне працювати до дев'ятої ранку?
8. Чи закінчиться ця телепередача до четвертої години?
9. Вчитель до завтра перевірить всі роботи.
10. До того часу діти вже приберуть в кімнаті?
11. Всі туристи зберуться біля готелю до шостої?
12. Ніхто не приїде сюди до кінця дня.

Ex. 43. Open the brackets using *Future Simple*, *Future Continuous*, *Future Perfect*.

1. He (to write) a letter tomorrow.
2. He (to write) a letter at seven o'clock tomorrow.
3. He (to write) a letter by seven o'clock tomorrow.
4. When I come home tomorrow, he (to write) a letter.
5. Where she (to go) to buy a new dress?
6. What language he (to speak) by the next year?
7. They (to write) the test from two till three.
8. We (to have) supper by half-past seven.
9. What time he (to come) this evening? — He (to come) by seven o'clock.
10. I (to meet) you at the station at nine o'clock tomorrow. — My train already (to arrive) by that time.
11. You (to finish) everything by this evening?
12. We (to do) washing-up by the time mother comes.
13. What you (to buy) him for his birthday?

14. What dress she (to buy) by the party?
15. He (to have) his French lesson at ten o'clock.

Ex. 44. Translate into English using *Present Simple*, *Future Simple*, *Future Continuous*, *Future Perfect*.

1. Мої батьки прийдуть додому о сьомій годині. Я зроблю уроки до цього часу.
2. Він працюватиме в саду, коли його дружина повернеться з роботи.
3. Мама вже приготує обід до того часу, як я прийду додому.
4. Що ти роби́тимеш завтра? — Я зроблю всі уроки до другої години, а потім до вечора сидітиму над англійською мовою.
5. Як тільки мій друг повернеться додому, він почне працювати над доповіддю. Він напише її до десятої години.
6. Не дзвоніть йому завтра о п'ятій. Він буде дуже зайнятий в цей час. Він буде обговорювати важливе питання.
7. Телеграма прийде, коли ви не чекатимете її.
8. Якщо ти прийдеш до сьомої, я приготую тобі смачну вечерю.
9. Коли ти закінчиш писати свою книгу, ти покажеш її мені? — Думаю, що покажу її тобі через місяць.
10. Ми приготуємо всі необхідні документи до того часу, як ви зайдете до нас у офіс.
11. Як тільки я буду вільний, я подзвоню вам сам.
12. Ми чекатимемо на тебе біля кафе. Ти закінчиш свої справи до цього часу?
13. Що він роби́тиме о п'ятій? — Не знаю, але я думаю, що до цього часу він вже складе іспит.
14. Ти знаєш, о котрій годині вони повернуться додому?
15. Вони переїдуть до нового будинку до Нового року.

PERFECT CONTINUOUS TENSES

Perfect Continuous Tenses (Present Perfect Continuous, Past Perfect Continuous, Future Perfect Continuous) висловлюють розвиваючу дію, яка почалася в певний момент раніше іншої дії в теперішньому, минулому або майбутньому часі, і триває до іншого певного (або даного) моменту. Така дія може бути визначена питанням *how long?* і вживатися з наступними обставинами часу з прийменниками *for* и *since*:

for ..hours / days / weeks / months / years протягом ... годин / днів / тижднів / місяців / років

for a long time протягом тривалого часу, давно

since Monday / September / 2000 з понеділка / з вересня / з 2000 року.

Present Perfect Continuous утворюється за допомогою допоміжного дієслова *to be* у формі *Present Perfect (have been)* та дієприкметника *I* смислового дієслова:

I have (not) been studying

You have (not) been studying

He has (not) been studying

We have (not) been studying

You have (not) been studying

They have (not) been studying

e.g. *They have been studying English for three years.* Вони вивчають англійську мову три роки.

He has been working at our office since 1995. Він працює у нашому офісі з 1995 року.

Present Perfect Continuous не вживається з дієсловами *to be, to have, to know, to understand, to remember, to recognize, to forget, to want, to like, to love, to wish.*

Замість *Present Perfect Continuous* ми вживаємо *Present Perfect*:

e.g. *I have known this person for five years. I haven't seen these people for a long time.*

Past Perfect Continuous утворюється за допомогою допоміжного дієслова *to be* у формі *Past Perfect (had been)* та дієприкметника *I* смислового дієслова:

I had (not) been studying

You had (not) been studying

He had (not) been studying

We had (not) been studying

You had (not) been studying

They had (not) been studying

e.g. *I had been studying English for half a year by the time (when) I went to London on holiday.*

By the beginning of June we had been studying English for nine months.

Future Perfect Continuous утворюється за допомогою допоміжного дієслова *to be* в формі *Future Perfect (will have been)* та дієприкметника *I* смислового дієслова:

I shall (not) have been studying

We shall (not) have been

роки.

5. Вони вже півтори години обговорюють це питання.
6. Діти гуляють вже чотири години?
7. Він думає про неї впродовж дня.
8. Скільки вона чекає автобус? — Вона чекає його вже чверть години.
9. Ми обговорюємо план роботи з п'ятої години.
10. З якого часу ви працюєте в бібліотеці? — Я працюю тут з ранку.
11. Хлопці сперечаються вже двадцять хвилин.
12. Скільки діти граються на вулиці? — Вони граються з десятої ранку.
13. Сьогодні з ранку іде дощ.
14. Він живе в Лондоні вже 10 років.
15. Хто з ваших колег працює на заводі з 1970?

Ex. 3. Open the brackets using *Present Perfect* or *Present Perfect Continuous*.

1. She (to be) ill since last week.
2. He (to know) me since childhood.
3. I (to try) to understand you for half an hour.
4. He (to be) in Kyiv for three years.
5. She (to look) for her key since she came home.
6. They (to be) here since two o'clock.
7. My sister (to sleep) for ten hours.
8. We (to be) married since 1977.
9. How long Mary and Ann (to know) each other?
10. We (not to see) them for three months.
11. His car is very old. He (to have) it for many years.
12. It (to snow) for four hours.

Ex. 4. Open the brackets using *Present Simple*, *Present Continuous*, *Present Perfect*, *Present Perfect Continuous*.

1. Her children (to be) in the yard. They (to play) football now. They (to play) it since ten o'clock.
2. She (to speak) English well. She (to study) it for five years. Listen! She (to speak) English to her teacher.
3. His son just (to return) home. He (to be) dirty. He (to play) volley-ball.
4. Where David (to be)? — He (to be) in the library. He (to work) there at the moment. — How long he (to be) there? — He (to work) for three hours.
5. Why she (to look) tired? - She (to work) all night.
6. Since when they (to wait) for us? - They (to wait) for half an hour. We (to be) late.

7. My sister (to drive) a car. She (to learn) to drive for two months.
8. Beth (to be) busy this morning, hasn't she? — Yes. She already (to write) some letters and (to interview) four people.
9. Julia already (to return) home. She always (to come) home at this time. She (to do) her lessons. She (to do) them since three o'clock.
10. My baby (to sleep) at the moment. My baby (to sleep) for two hours.
11. Peter (to write) letters now. He (to write) since seven o'clock. He (not to finish) writing yet.
12. What they (to do) now? — They (to discuss) a very important problem. They (to discuss) it for two hours; but they (not to reach) the agreement yet.
13. I never (to suppose) that he can cook. He (to be) in the kitchen now. He (to cook) for an hour and he already (to prepare) some tasty dishes.
14. The weather (to be) fine today. There (to be) no clouds in the sky, the warm wind (to blow). The sun (to shine) since early morning.
15. Where (to be) the pupils? — They (to be) in the garden now. They (to plant) and (to water) the trees. They already (to plant) twenty trees.
16. You (to decide) where to go tonight? — I (to think) about it since eight o'clock but I (not to take) the decision yet.
17. Where my purse (to be)? — You (to put) it into your bag.
18. Why you (not to like) this woman? — I (to hate) her since I met her.
19. He (to work) as a translator for already five years.
20. I can say nothing about this ballet as I (not to see) it.

Ex. 5. Translate into English using Present Simple, Present Continuous, Present Perfect, Present Perfect Continuous.

1. На кого ти чекаєш? — Я чекаю на свою подругу. Я стою тут вже п'ятнадцять хвилин, але вона ще не прийшла.
2. Міжнародний семінар щойно завершився. Він тривав майже тиждень.
3. Сьогодні дуже холодно. Небо вкрито хмарами, іде сніг. З ранку дме лютий вітер.
4. Вона вже пошила собі нову сукню? - Ні. Вона все ще шиє її. Вона шиє її вже кілька тижнів, але сукня ще не готова.
5. Ти вже півгодини переписуєш цю вправу. Перестань писати і відпочинь трохи.
6. Я тільки зараз зрозумів, що його немає вдома. Де він? — Він на роботі. Він працює уже чотири години.
7. Вже сорок хвилин ми доводимо тобі, що ти неправий, але ти все ще не зважаєш на наші доводи.
8. Де лікар? — Він оглядає пацієнта в своєму кабінеті. Він там уже п'ять хвилин.
9. Чому ти така схвильована? — Цілий день я намагаюсь додзвонитись до

- своїх батьків, але ніхто не відповідає. Де вони можуть бути?
10. Вони дуже виснажені. Чому? — Весь день вони важко працювали, а тепер вони хочуть відпочити.
 11. Де ваш собака?! Він розірвав мою книжку!
 12. Вони завжди були відданими друзями. Вони знали один одного з дитинства.
 13. Чому ти так розчарована? — Мені не подобається сукня, яку я сьогодні купила. Я вже тричі приміряла її.
 14. Де Пітер? — Він пішов кататися на ковзанах. — Скільки він катається?
- Він тільки що пішов на ковзанку. Ти можеш наздогнати його, якщо поквапишся.
 15. Бабуся всюди шукає свої окуляри. Куди вона їх поклала?

Ex. 6. Open the brackets using *Past Perfect Continuous*.

1. I (to do) my lessons for an hour when my parents came.
2. He was tired as he (to play) badminton for several hours.
3. She (to sleep) two hours when we returned.
4. It (to rain) for half an hour when I left home.
5. The weather was cold as the severe wind (to blow) since yesterday.
6. Who (to wait) for you at the station for a quarter of an hour when you arrived?
7. How long you (to watch) television when your mother entered your room?
8. She (to take) the bath for ten minutes when I rang her.
9. They (to swim) in the swimming-pool when mother appeared.
10. Since when you (to clean) your flat when your granny came home?

Ex. 7. Open the brackets using *Past Perfect* or *Past Perfect Continuous*.

1. They (to discuss) this question for an hour when I came into the room.
2. We (to be) in Paris for three days when our father called on.
3. I (to wait) for this letter for a month when the postman brought me it.
4. Only she dared to tell him the truth, as she (to know) him for many years.
5. They (to be) married for ten years when I met them.
6. My sister (to unpack) her things for half an hour when her friend rang her.
7. They left the flat where they (to live) for twenty years.
8. She (to be) in her room for two hours when somebody knocked the door.
9. He (to serve) in this house for six years when the war began.
10. The pupils (to write) the test for twenty minutes when their teacher left the classroom.
11. My friend was angry, as somebody (to ring) him all night.
12. I didn't like the house, even though I (to live) in it for many years.

Ex. 8. Open the brackets using *Future Perfect Continuous*.

1. She (to read) a magazine for two hours when I come.
2. We (to watch) television for a hour when our parents come home
3. I (to do) my lessons for three hours when my friend telephones me.
4. You (to work) at your report when we arrive?
5. He (not to clean) his room for some time when his granny returns?
6. They (to discuss) this question for some minutes when we enter the office.
7. The teacher (to correct) mistakes for an hour when pupils come into the classroom.
8. Who (to wait) for us at the station when we arrive?
9. My brother (to work) at the factory for some years when I finish my school.
10. They (to play) chess for half an hour when you entered the room?

Ex.9. Розкрийте дужки, вживаючи дієслова у *Future Simple, Future Continuous, Future Perfect, Future Perfect Continuous*.

1. He will be hungry because he (not to eat).
2. We (to go) by train for two days by the time we get there.
3. She will be tonight as she (to work) all day.
4. Brian (to have) dinner when mother comes.
5. They (to meet) us by the time they have to leave Ukraine.
6. She (to work) at school for twenty years by 2001.
7. My sister (to study) for five years when she gets her degree.
8. Don't be late! They (to wait) for you in the cold.
9. They (to live) in this house for some months by the time we find them a new flat.
10. Her granny (to be) a member of the committee for three years by the time she retires.
11. Our children (to play) for three hours by five o'clock.
12. At eleven o'clock she (to sleep).
13. I (to be) a member of our team for seven months by the time the championship begins.
14. Tomorrow at this time I (to watch) television.
15. Her husband (to wait) for her at the airport when her plane lands.
16. In September they (to be) married for ten years.
17. We let you know when Nick (to phone).
18. By seven o'clock he (to drive) for nine hours.
19. You (to have) a house-warming when you move in?
20. Our friends (to dance) for an hour when we come to disco.

Ex. 10. Translate into English using *Present Simple, Future Simple, Future Continuous, Future Perfect, Future Perfect Continuous*

1. Він почне працювати о дев'ятій ранку.
2. Вона піде на пенсію через рік. Вона пропрацює на нашому заводі сорок років до того часу, як вона піде на пенсію.
3. Наступного місяця вони святкуватимуть срібне весілля. Вони будуть одружені вже двадцять п'ять років до того часу.
4. Завтра о сьомій вечора я працюватиму над доповіддю, Коли ти прийдеш, я працюватиму над нею вже три години. Я закінчу писати доповідь до десятої і ми підемо на прогулянку.
5. Якщо ви подзвоните йому о другій, його не буди вдома. Він працюватиме в бібліотеці в цей час. Він працюватиме там уже чотири години, коли ви подзвоните.
6. Не приходь до неї о п'ятій вечора. Вона ще не повернеться з тренування до цього часу. В цей час вона буде їхати в автобусі додому.
7. Завтра увечері я зустрінусь зі своїми друзями на дискотеці. Якщо я запізнюсь, вони танцюватимуть вже годину.
8. Я думаю, що дідусь буде дуже стомлений увечері. Він працюватиме в садку цілий день.
9. Ви побачите свого друга на зустрічі? — Ні, він буде у відпустці наступного тижня. Він відпочиватиме вже два тижні, коли відбудеться зустріч.
10. Як тільки я закінчу малювати цю картину, я покажу її тобі. Я сподіваюсь, що закінчу малювати її до кінця місяця.

Ex. 11. Translate into English using *Past Continuous, Past Perfect, Past Perfect Continuous, Past Simple*.

1. Де ти був о другій годині? — Я був у саду. Я поливав квіти. Я поливав їх уже годину, коли ти подзвонив мені
2. Що вона робила о сьомій вечора? — Вона дивилась телевизор. Вона дивилась його вже кілька годин, коли батьки прийшли.
3. Ти закінчив перекладати статтю до восьмої години? — Я Ні, о восьмій я ще не переклав її. Я закінчив переклад об одинадцятій.
4. Я шукав свою книжку вже кілька годин, коли мій брат прийшов і знайшов її.
5. Нарешті вона подзвонила йому вчора. Він чекав цього дзвінка кілька тижнів.

6. Мій товариш вже кілька годин їхав поїздом в Одесу, коли я подзвонив йому.
7. Вона була дуже схвильована. Вона не була в місті свого дитинства багато років.
8. Коли ми вийшли з дому, йшов сильний дощ. Він йшов уже годину.
9. Він не міг згадати, куди він поклав касету. Він шукав її вчора весь день.
10. Що він робив вчора вранці? — Він мив машину. Він мив її вже півгодини, коли його дружина покликала його снідати.
11. Вона була дуже роздратована: всю ніч хтось співав в сусідній квартирі.
12. Ми знали, що він працював над цією проблемою багато років.

Ex. 12. Put the following sentences into the past.

1. I know he will come in time.
2. We are sure they will recognize us.
3. She think she will get up early.
4. I hope he will help us.
5. Do you think they will agree with us?
6. I am sure she will not refuse to go to the theatre.
7. Is he afraid he will be ill?
8. Why do you suppose they will win the game?
9. Do they promise they will send us a letter?
10. He is sure she will finish her work soon.
11. Does she consider they will make a mistake?
12. Why is he sure he will help him?
13. Tom feels he will be late.
14. I can not understand why they will stay here
15. We want to know when he will go out.
16. My doctor thinks this medicine will help me.
17. He doesn't know when her train will arrive.
18. We don't suppose she will know the news.
19. His friend is not sure he will be working at 7 o'clock.
20. I hope I will have finished working by the evening.

Ex. 13. Open he brackets using *Future Simple, Future Continuous, Future Perfect* або *Future in the Past Simple, Future in the Past Continuous, Future in the Past Perfect*. Translate into Ukrainian.

1. He says he (to phone) me in two days.

2. He said he (to phone) me in two days.
3. She says she (to arrive) at six.
4. She said she (to arrive) at six.
5. I think they (to work) from two till seven on Friday.
6. I thought they (to work) from two till seven on Friday.
7. He is sure he (to finish) translating by the evening.
8. He was sure he (to finish) translating by the evening.
9. We suppose Beth (to play) the piano at six.
10. They were sure he (to arrive) by nine o'clock.
11. He understood she never (to forget) him.
12. We believe we (to pass) our exam.
13. I heard Nick (to return) by Sunday.
14. We knew he (to bring) good music.
15. I am sure he (to help) to get the party ready.
16. She supposed she (not to wait) him after work.
17. I hope you (not to jump) to conclusions.
18. We were sure our child (to sleep) at ten o'clock.
19. My brother was sure his wife (to cook) dinner by his coming.
20. She was afraid her son (not to remember) about her.

Ex. 14. Translate into English.

1. Я сподіваюсь, що вони піклуватимуться про вас.
2. Я сподівався, що вони піклуватимуться про вас.
3. Він думає, що ви забудете про цей випадок.
4. Він думав, що ви забудете про цей випадок.
5. Ми знаємо, що батьки прийдуть до сьомої години, *i*
6. Ми не знали, що батьки прийдуть до сьомої години.
7. Вона відчула, що щось трапиться.
8. Ви знали, що вони не прийдуть.
9. Я впевнений, що він отримає прекрасну освіту.
10. Він був здивований, коли дізнався, що брат не повернеться до ранку.
11. Я не зрозумів, коли він поверне мені гроші.
12. Вона не розраховувала, що працюватиме цілий день.
13. Ми боялись, що поїзд запізниться і ми чекатимемо його годину.
14. Секретарка не знає, чи отримає вона вчасно інформацію.
15. Ви знали, що весь день будете вдома?
16. Чому вона впевнена, що ми проведемо весь день за містом?
17. Я сподівався, що дружина приготує обід до п'ятої години, і о п'ятій ми вже будемо обідати.
18. Батьки були впевнені, що знання англійської мови допоможуть мені в бізнесі.

19. Він не хотів вірити, що ми прийдемо додому лише о дев'ятій вечора.
20. Він думав, що о восьмій він дивитиметься свій улюблений серіал.
21. Ми впевнені, що його картина потрапить до музею.

Ex. 15. Translate into English.

1. Ми зрозуміли, що вона ніколи не повернеться.
2. Я був абсолютно впевнений, що він ніколи не відмовиться від такої чудової пропозиції.
3. Вона боїться, що її син не вступить до університету.
4. Я знала, що всім сподобається моя нова сукня.
5. Мені здалося, що вони зателефонують нам о сьомій.
6. Я сподіваюсь, що побачу їх тільки через місяць.
7. Він мріяв, що через тиждень вже відпочиватиме на березі моря.
8. Лікар не думає, що ці ліки допоможуть вам.
9. Ви впевнені, що ви будете насолоджуватися відпочинком цілий місяць?
10. Він думав, що підпише всі документи до одинадцятої.
11. Ніхто не знав, що ми робитимемо протягом дня.
12. Хто з вас впевнений, що концерт почнеться вчасно?

LESSON III

Text A

Freshwater Fishes of Southeast Asia Potential for the Aquarium Fish Trade and Conservation Issues

Introduction

Southeast Asia is a conglomerate of continental landmasses and numerous islands, all of which lie within the equatorial belt. Composed of the countries of Thailand, Malaysia, Indonesia, Singapore, Brunei and the Philippines, the year-round warmth, high humidity and light of the region has resulted in an environment which is extremely diverse and varied in habitats (Whitmore, 1986). The freshwater fish fauna of this region is exceptionally diverse, and over 1000 species are now recognised (Kottelat et al., 1993) from western Indonesia and East Malaysia (Kottelat et al., 1993; Kottelat & Lim, 1995).

It is thus not surprising that the lucrative aquarium trade has been utilising numerous wild species in Southeast Asia for many years. The number of species which are traded, however, is surprisingly small, despite the large number of species present. Much of the "official" trade has been with farm-bred species like guppies, goldfishes, kois, mollies, swordtails and cichlids, none of which are native to the region. While a great deal has been written about the trade of these species, much less is known about the wild fish trade. As with any natural resource, there are several conflicting points of view about using this resource. Economics dictate that the trade should be expanded, with more species and larger quantities exported. Conservationists argue that such a resource should be left alone and conserved while sentimentalists argue that trade of live animals is inhumane and should be banned outright. Reality, however, requires that a compromise be established.

The trade itself is an enormous one. Singapore itself exports US\$80-90 million worth of fish every year. While the bulk of this trade is due to the sale of cultured species, an increasing part of it includes the re-exportation of wild-caught fish. It is also generally acknowledged that the actual trade, even for Singapore, is probably several times the official figure. There are few reliable figures for the other countries as well, and official figures are often a gross underestimate of the real total. For Southeast Asia as a whole, we estimate a total trade of between US\$300-400 million in aquarium fish species in total.

The present paper is an attempt to place some perspectives on the booming regional aquarium trade in wild fish species. We will focus on an overview of the trade, the problems faced and the practical conservation issues on hand which must be dealt with squarely. We will also look at a few key species which are currently important for the trade, mistakes which have been made in the past, potential for the trade and common misconceptions about it, as well as offer suggestions on how this resource can be managed sustainably. The present observations and suggestions are based on many years of working closely with fish catchers, dealers and exporters in the region, not only on a scientific level but also at the fisheries level. There is so little published information that we feel that it is imperative that some of these observations be put on paper.

Species in the trade

The wild-caught species currently traded can be approximately divided into three categories on the basis of how important they are to the trade.

Category I are the so-called "bread and butter" species are those which are very popular in the trade and are caught and exported in large numbers. Examples of wild-caught bread-and-butter species from Southeast Asia are:

clown loach (*Botia macracanthus*), eel-loaches (*Pangio* spp.), chocolate gouramy (*Sphaerichthys osphromenoides*), pearl gouramy (*Trichogaster leerii*), harlequin rasbora (*Rasbora heteromorpha*), flying fox (*Epalzeorhynchus kalopterus*), lancer (*Luciosoma setigerum*), two-spot catfish (*Mystus bimaculatus*) and glass catfish (*Kryptopterus bicirrhus*).

Category II are wild-caught species which are traded occasionally or in small numbers at the moment, but with a good potential for their increased popularity and export are:

neon rasbora (*Rasbora axelrodi*), Hasselt's goatfish (*Osteochilus hasseltii*), glowlight rasbora (*Rasbora pauciperforata*), graceful rasbora (*Rasbora gracilis*), Hengel's harlequin rasbora (*Rasbora hengeli*), kalbar rasbora (*Rasbora kalbarensis*), red rasbora (*Rasbora reticulata*), six-banded tiger barb (*Puntius hexazona*), zebra barb (*Puntius gemellus*), eyed tiger barb (*Puntius rhombocellatus*), eight-banded barb (*Eirmotus octozona*), filamentous glassfish (*Gymnochanda filamentosa*), fire-eyed loach (*Barbucca diabolica*), swamp loach (*Neohomaloptera johorensis*), Hasselt's loach (*Lepidocephalichthys hasseltii*), Bornean clown catfish (*Leiocassis mahakamensis*), brown clown catfish (*Pseudomystus fuscus*), glass catfishes (*Pseudeutropius* spp.), red dragon eel (*Mastacembelus erythrotaenia*), fighting fishes (*Betta* spp.) and licorice gouramies (*Parosphromenus* spp.).

Category III species are those which are very expensive and cater for the "high end market". Species in this category include:

arowana (*Scleropages formosus*), red-flag giant gouramy (*Osphronemus laticlavus*) and sawfish (*Pristis microdon*).

It is important to note that other than foreign species (like guppies) which are now cultured, a number of native species have also been so exploited. These include:

Siamese fighting fish (*Betta splendens*), kissing fish (*Helostoma temminckii*), gouramy (*Trichogaster trichopterus*), bala shark (*Balantiocheilos melanopterus*), scissor-tail barb (*Barbodes altus*), tiger barb (*Puntius tetrazona*), walking catfish (*Clarias batrachus*) and giant catfish (*Pangasius sutchi*).

Most of these species have been selectively bred over the years with the result that there are now a large number of different breeds of each.

Over-exploitation

There are several well publicised examples of severely over-exploited species, e.g. the bala shark (*Balantiocheilos melanopterus*), arowana (*Scleropages formosus*) and harlequin rasbora (*Rasbora heteromorpha*). Some of them had been overfished to the extent that they have become locally extinct. The classic case must surely be that of the bala shark (*Balantiocheilos melanopterus*).

Bala shark (*Balantiocheilos melanopterus*)

The bala shark was once abundant in Sumatra and Kalimantan, and was a classic Category I species. Despite its simple coloration, it became very popular all over the world as an aquarium fish. This popularity resulted in severe overfishing which effectively exterminated the wild populations. It may well be extinct in these areas. The species became so popular in the trade that it became one of the most important species in the trade. In addition to extensive and intensive collections in the various drainages where it was known to occur, the collectors apparently also discovered the breeding grounds. The bala shark also apparently migrates to reach specific breeding grounds where it undergoes mass spawning. This species reaches sexual maturity at about 10 to 15 cm, although it can reach 25 cm in length. All sizes which could be marketed were harvested, including juveniles and adults up to 15 cm in length. The collections thus took a serious toll not only of juveniles but breeding adults as well. This species also happens to be a relatively delicate species, being "jumpy" and easily excitable. Their fishery thus often results in high mortalities. That the species is relatively short-lived means that regular large collections of specimens for the trade is necessary, and that capture of breeding individuals has very serious consequences for the population. These factors, together with collections even when it was reproducing at its breeding grounds, not surprisingly, resulted in a sharp drop in its numbers after a few years. Undoubtedly, deforestation was also partially to blame, but the key factor which led to its demise must surely be overfishing.

The species has had a "second chance" as fortunately, wild populations in Thailand were still intact. While the wild population in Thailand is dwindling, the species has been bred in captivity.

The success of captive breeding has meant that the trade in this species (which remains very popular) is today based almost entirely on cultured fish.

Arowana (*Scleropages formosus*)



The arowana is widely distributed in Southeast Asia - Cambodia, Peninsular Malaysia, Sumatra and Borneo. There had been local extirpation of *Scleropages formosus* in some drainages in Peninsular Malaysia and Sumatra due to over-collecting, but is still relatively common in some areas. This species has all the features of a Category III species - high value, high demand, relatively initial abundance in the wild. Its biological attributes (low fecundity, oralbrooding habit and being an open-water spawner), however, make it a prime candidate for over-exploitation and possible extinction.

Unlike the market for the bala shark, that for the arowana is somewhat different. The high cost of each fish, even juveniles, means that it is not a species which is exported in large numbers and to average aquarists. For many years, the arowana was only occasionally seen in the aquarium trade and the species appeared regularly in markets as a relatively cheap food fish! Its sudden popularity was basically an Asian phenomenon. At some stage, Chinese superstition had it that keeping this fish gave its owner good luck and prosperity. This belief probably partly arose by chance and partly because of the bright red and deep gold colours of some arowanas, which Chinese and Japanese associate with luck. Suddenly, people (especially businessmen) were paying incredible prices to own an arowana so as to have a good luck charm. In the west, the Southeast Asian arowana (and the South American species) are much less popular, although they appear in the trade occasionally.

The relatively smaller market and much higher individual price of each specimen has meant that the stocks of wild arowana had been less stressed over the short term. Also important is that the arowana individuals are territorial and are dispersed over a wide area, making their collection difficult. Neither do arowanas migrate or congregate when breeding, thereby reducing risks to their populations. In addition, arowanas are relatively long-lived fishes, often adapting well to captivity, and are usually kept in solitary tanks. The turnover of arowanas is thus very small compared to species like the bala shark. Concurrent with the rapid development of the trade of the arowana of course, was the realisation that the fate of the species might be threatened, especially considering its reproductive biology. This resulted in the species being placed on the CITES list of protected species relatively early. Although CITES is usually ineffective in many areas, it nevertheless served to restrict the trade, and most countries have tried to curtail the trade, even if it is often at face value only.

The large size, mouth-brooding behaviour and high price of arowanas have also spurred efforts for their culture relatively early. In the Kapuas area in western Kalimantan, Indonesia, large farms have been established where the arowana has successfully being bred. Under CITES guidelines, once an endangered species can be bred in captivity, applications can be made for its trade to be allowed on a controlled basis. In Singapore, the successful spawning of the second generation of *Scleropages formosus* by Rainbow Aquarium Pte Ltd. and the Primary Production Department (PPD) of Singapore has also lead to the controlled sale of this species. The usage of microchip implantations into these Singapore offspring aids in the identification of legal stocks in the trade. However, wild caught specimens still command good prices (depending on the colour variety) and are in high demand, until at least captive bred stocks can meet demand. There is still an extensive illegal trade ongoing (pers. comm. with fish dealers). The prices of the different colour varieties of *S. formosus* differ greatly. The red and gold varieties can cost from five to ten times more than the green or normal variety (pers. obs.).

It is also important to put issues in perspective. Ten years ago, ad-hoc attempts at captive breeding of arowanas were generally viewed with scepticism. Time, technology and dedication of fish breeders have made this a reality. It is currently heading towards the stage of full commercialisation of breeding arowanas in farms. Perhaps in 10 years time, there will be no more need for the harvest of wild stocks, except perhaps for the occasional specimens to supplement captive stocks to improve their genetic composition. There are also problems with the taxonomic status of *Scleropages formosus*. The different colour varieties may well represent different species, but there are insufficient preserved specimens with good data for the necessary comparisons. The high price and CITES status of *Scleropages formosus* also hinders further taxonomic work.

Clown loach (*Botia macracanthus*)



The clown loach, *Botia macracanthus*. Small specimens are important for the aquarium trade whilst large ones are sometimes sold for food. This is one of the most popular fishes in the trade and is a clear Category I species. Juveniles are

found in abundance in the large rivers of central Sumatra, west Kalimantan and central Kalimantan during the high water seasons. The adults breed at the beginning of the high water season and locals catch the young soon after. This is the only time in the year when the fish is caught. At other times, the individuals are too dispersed, scattered or large to be of value to the trade. The size range preferred by aquarists is three to eight centimetres. Larger specimens tend to be more carnivorous and do not fit in well in community tanks. Adults can attain sizes up to 40 centimetres long. The most commonly marketable size range is from two to four centimetres in length, with the optimum at around two cm. This is because it is at this size when most individuals are caught as they come downstream from their breeding grounds upriver. At this size, they are also easier to maintain in captivity and is easily fed with available fish feed.

The current trade in this species is estimated to be about 20 million pieces exported annually. According to a major dealer in Sumatra, handling up to one million pieces annually is common. It is important to note here that while the minimum breeding size of this fish is about 20-30 cm, the trade is only interested in much smaller individuals. As such, the fishes caught are basically juveniles, and breeding populations are left intact. This is possible also due to the current method for catching these fish (see later) which pre-select for the sizes to be caught. The breeding grounds are not yet known and even if discovered, it is unlikely that there will be any fisheries directed here as the individuals would be too large anyway. In any case, Indonesia has imposed a ban on the export of specimens larger than 10 cm in length. This ban, not only protects breeding adults, but also makes the captive breeding of this species by external agencies more difficult. Some dealers now culture clown loaches. Often, fishermen are able to trap individuals smaller than two cm. These are cheap and too small to be marketable but if they are grown out, a profit of up to 300% or more can be realised if a juvenile of 1.5 cm is raised to 3 cm. Juveniles exhibit incredible growth rates. A doubling in size is discernible in a week, if sufficient food, adequate aeration and filtration are provided. Some exporters also keep excess stock to grow out and sell later at higher prices when the fish is not in stock and prices are high.

Collection of *Botia macracanthus* is slightly different in Borneo and Sumatra. In Sumatra, *Botia macracanthus* are caught by using perforated bamboo poles stuck into the river bank substratum. The perforations are situated just below the nodes of the bamboo pole, and the size of the perforations will determine the occupant size. To obtain fish of a certain size range, the correct perforation size is made. This will catch fishes up to that size. The collector sticks these poles at regular intervals of about one metre apart in the river substratum. During the peak season, the collector will collect at regular intervals by lifting the whole pole out and pouring out the contents into containers or directly onto the boat's

bottom, which is filled with water. Later, the catch will be sorted and transferred into holding tanks, before selling to a middle man. In Borneo, a variation of the abovementioned technique is used. A bundle of trimmed and split bamboo poles of a pre-selected diameter are tied together and sunk with stones. The bundle is attached with a rope that is tied onto stakes driven into the river substratum or onto overhanging bankside tree branches. Fish will take refuge in and amongst the bamboo poles. The collector lifts up the whole bundle and shake out the refugees into a container. This technique used is somewhat more stressful to the fish, as they are shaken out. The technique used in Sumatra only requires pouring out the contents, and thus less harm inflicted on the fish.

The clown loach has been heavily exploited in Sumatra and west Kalimantan for over 20 years now, but can still be found in good numbers in the wild. The reasons, as mentioned earlier is due mainly to the nature of the fisheries and the market, and to a lesser extent on government guidelines which controls its trade. In Central Kalimantan, the exploitation of *B. macracanthus* is not as heavy and the locals catch adults for food (pers. comm., D. Siebert, BMNH). Specimens from Sumatra can be discerned from the Kalimantan specimens by the fish exporters. The overall colour is subtly different between the populations. The Sumatran specimens generally have a silvery sheen over the body; whereas the Kalimantan specimens have a more intense reddish colouration. This could however due to the habitat. The Sumatran specimens inhabits murky water rivers, whereas the Kalimantan ones prefer brown water rivers or even black water tributaries. The dissolved tannins and humic acids in black water tend to accentuate their reddish colours.

Captive artificial breeding of *Botia macracanthus* is possible and has been accomplished by the Thais. However, it is still not cost effective to captive breed them, with the wild caught stock being much cheaper. The species has some unusual breeding characteristics and it is not one of the easiest fish to breed in any case. The technology must be developed to be commercially viable, in order to take pressure off wild stocks. The trade must have enough foresight to counter the inevitable extirpation of wild stocks. If the technology has not been developed in advance, then the whole species may face extermination due to unscrupulous fishing methods, and more worrying, habitat destruction.

Harlequin rasbora (*Rasbora heteromorpha*)

The harlequin rasbora is found in abundance only in swamp forest habitats in Peninsular Malaysia and the northern half of Sumatra. It is a Category I species, commanding a reasonable price but often in large numbers. The species has been popular in the trade for many decades and is popular in community tanks.

The collection of this species in the swamp forest is a tedious process, because the specimens are literally scooped out individually or in groups. Although this is a schooling species, the dense vegetation and uneven terrain of the swamp forest makes collection generally difficult. However, this species has been found to occur in more disturbed areas, e.g. Pulau Bintan, where shoals can be scooped out in large numbers (pers. obs.). Fortunately for the trade, but unfortunately for the fish, school children love to spend their spare time catching fish and earning some pocket money at the same time. Middle men seek out eager helpers to collect harlequin rasboras and pay by lots of a hundred or by per piece. These specimens are collated and collectively sold to the fish dealer. During a major harvest, in excess of a hundred thousand pieces can be obtained within a week (pers. obs.). This fish is easier to catch during the low water season when the fish population is concentrated in shallow pools of water. This is in sharp contrast to the fisheries for the bala shark, arowana and clown loach, which are predominantly fished from large rivers, requiring boats and at least some expertise at fishing.

Ironically, harlequin rasboras are not very prolific breeders. Their endurance in the trade, despite the extensive collecting efforts is due in no small part to its very extensive distribution and difficulty in collecting them enmasse like other species. Even as schooling fish, harlequin rasboras are not present in huge numbers. That the species is still extant, even abundant in some places means that the current fishing practices are sustainable. As will be noted later, the primary fishing period for this fish is during low water periods when the fish are accessible. Shortly after this period, the populations often collapse in any case due to a shortage of water. For this species, we anticipate that the rapid loss of forests (especially swamp forests) will pose the greatest threat to its survival, not the aquarium trade as it stands.

Exercise 1. Make up 15 questions for the text.

Exercise 2. Retell text A.

Text B

Sustainable harvesting of wild stocks

It is our opinion that freshwater fish can be sustainably harvested, unlike some other vertebrates, as long as sufficient tracts of their natural habitat (including the breeding grounds) are conserved. This is in part to the nature of fishes and their habitats.

Annually, two phases occur in the wild - growing and collapse phases (see Goulding, 1989). Typically, the growing phase is just after spawning during the high water season and juveniles are plentiful. This phase is vulnerable to both inter- and intra-specific competition and predation. This is the phase in which certain species can be harvested with less immediate and direct impact to the long term survival of the population, e.g. in *Botia macracanthus*. There is also usually a "population collapse" phase which typically occurs during the dry or low water season. This is the phase in which many individuals die out due to lack of water and other resources. This is a particularly appropriate juncture to harvest, not only because many of the fish will die anyway, but also it is relatively easier for fishermen with the waters being low. Most species of tropical freshwater fish are not annual fish, and the typical lifespan of the smaller fish is anywhere from two to five years or more. Therefore, fish collected during the collapse phase, while benefiting the trade and hobbyists, is not anticipated to have much impact on the population of the species. Its effect on the ecosystem, however, is less clear, but we doubt if the impact is very great considering the small size of the fish and many other non-aquarium species involved. As such, we believe that as long as the fisheries of selected species is coupled with proper harvesting techniques, high mortality rates and the threat to the survival of the species can be avoided, e.g. in the harvest of *Botia macracanthus*. It is important to be more clinical and management-oriented when decisions need to be made on how a fisheries can be made sustainable, on the threats faced by each species and the nature of the trade. From the examples provided of the bala shark, arowana, clown loach and harlequin rasbora, it is clear that the trade and conservation of each species differs. Conservation and fishery practices must thus be specifically tailored to deal with each set of problems.

It is also important to note here that the sustainable utilisation of aquarium fish resources is an important factor to consider when forest conservation in general is considered. The economic value of conserving forest systems usually involve calculations of forest products and by-products, almost always leaving out the value of aquarium fish. This sustainable by-product of an intact forest can add substantially to the overall calculations.

The morality of the trade is another question altogether. Care is increasingly been taken to minimise mortality in wild-caught fish and substantial progress is being made. The actual catching process has improved over the years, and

middle men are increasingly emphasising to their catchers that good quality fish are needed. Gone are the days when only numbers matter. The nature of the aquarium market today (especially in western countries and Japan) is that high quality fish are wanted, even if prices are somewhat higher. With improved catching methods has also come the realisation among many dealers that wild-caught fish must be acclimatised before export. This is to ensure a high percentage of survival on arrival. Concurrent with this is improvement in packing technology which allows high stocking densities for longer periods. This involves not only technology and water quality but more knowledgeable use of appropriate anaesthetics and chemicals. Freshwater fish in general are not very fastidious and are relatively easy to acclimatise, so long as one critical detail of its place of origin is known - habitat type. As an example, fish from peat swamp habitat should be acclimatised in water pretreated with peat or a local equivalent (e.g. dried leaves of *Terminalia catapa*) to make it sufficiently acidic. The transit of fishes through right channels also decreases the time between packing and unpacking on arrival at its destination. The improvement in transport arrangements and choice of export point (e.g. airport used) are very important considerations.

Conclusion

In Southeast Asia, Singapore has the best infrastructure and logistical support. It is therefore not surprisingly the top site for re-exportation of fish. Along with proper packing of the shipments, with advanced materials used for selective permeability, optimal packing can be achieved and thus maximal profit. The official trade in Singapore is between \$80-90 million a year. In the Southeast Asia region, the total official trade is between US\$150-200 million, but as noted earlier, the actual figures may well reach US\$300-400 million. How much of this is represented by the wild-caught fish trade is not known but is generally acknowledged to be quite substantial. We have observed in many cases that fishes exported which were supposedly "bred in captivity" were actually caught from the wild.

At the moment, captive breeding of certain species is simply not economical, with wild caught populations far cheaper. Certain species are no longer collected from the wild, as the captive stock has been successfully bred and are now mass produced, thus very cheap. Examples are *Trichogaster trichopterus* and *Puntius tetrazona*. Different colour varieties of *Trichogaster trichopterus* are readily available from the market at affordable prices. The Moss-green variety of *Puntius tetrazona* had been developed by Singaporean breeders and a variety of colour forms are available.

Deforestation is probably the main reason why fishes and many other organisms (both faunal and floral) are now endangered. Sustainable harvest of wild populations is possible, if the managers and government offices have sufficient knowledge and foresight to preempt disasters. There are certain fish dealers who only collect a limited number of specimens and fully acclimatise them before sale to customers overseas. The trade and hobby should be geared towards healthy fish, rather than high volume but low grade fish; and also towards sustainable harvest and captive breeding. This we believe, is good for the trade, hobbyists, and will also help the cause of habitat and species conservation in general.

List of references.

Photos of other aquarium fishes:



The neon rasbora (left), *Rasbora axelrodi* is becoming increasingly popular in the trade. On the right is the beautiful bleeding heart puffer, *Carinotetraodon* spp.

Exercise 1. Answer the questions for the texts:

1. What is the purpose of the present paper?
2. How many categories of the wild-caught species currently traded on the basis of how important they are to the trade are there?
3. Why is it difficult to make arowana collection?
4. How many severely over-exploited species do you know?
5. What is a growing phase?
6. What is a "population collapse" phase?
7. What do an economic value of conserving forest systems usually involve?
8. What is the main reason why fishes and many other organisms (both faunal and floral) are now endangered?

Exercise 2. Make up 15 questions for text B.

Exercise 3. Translate and study the following words and expressions:

- A. A lucrative aquarium trade, wild-caught specie, gear, adequate aeration and filtration, a shrimp trawler, breeding grounds, according to, a quota system, to institute, the rival fishermen, to start fixing the damage, fish breeders, to face, to be captured, harvest, new fish-aggregating devices, over-exploitation, sustainably harvested, humic acids.
- B. wild catching, in turn, a vertebrate, to take advantage, to exacerbate the environmental problems, a juncture, a massive oversupply, aquaculture products, to keep the environment clean, to take care of, to manage aquaculture better, selected species, deforestation, concurrent .

Exercise 4. Retell and translate text B in written.

GRAMMAR

Conditionals

Conditionals (умовні конструкції або умовні речення) – особливий вид складнопідрядних речень, коли в підрядній частині виражається певна умова, а в головному – наслідки такої умови. Такі речення часто називаються **if-sentences** (речення зі сполучником **if**).

В залежності від умови, вираженої у реченні, умовні конструкції поділяються на чотири типи: умовні конструкції **нульового типу, першого, другого та третього типу**. Також видокремлюють **змішаний тип** умовних речень.

Zero Conditionals

Zero Conditional (умовне речення нульового типу) – умовне речення, що передає загальні істини, природні або наукові факти, правила або ж часто повторювані події, що стали правилом. В таких реченнях сполучник підрядності **if** (якщо) може бути замінений на **when** (коли).

В умовних реченнях нульового типу завжди використовується Present Simple як в головному, так і в підрядному реченні.

Ice cream melts if we heat it. – *Морозиво розтає, якщо ми його нагріємо.*

If you don't water plants, they die. – *Якщо ти не будеш поливати рослини, вони загинуть.*

The ground gets wet when it rains. – *Земля намокає, коли йде дощ.*

When we mix blue and yellow, we get green. – *Коли ми змішуємо синій та жовтий, ми утримуємо зелений.*

First Conditionals

First Conditional (умовне речення 1-го типу) – умовне речення, що виражає **реальну** або дуже **ймовірну** ситуацію в теперішньому або майбутньому часі.

В умовних реченнях **1-го типу** в підрядній частині завжди використовується час Present Simple, а в головній частині, в залежності від ситуації, може використовуватися Future Simple, спонукальний спосіб або ж модальні дієслова can, must, may тощо з інфінітивом без частки **to**.

Future Simple

If I like this dress, I'll definitely buy it. – *Якщо мені подобається ця сукня, я її обов'язково придбаю.*

Your feet will hurt if you wear these uncomfortable shoes. – *У тебе будуть боліти ноги, якщо ти будеш носити ці незручні туфлі.*

If Jack decides to move to Florida, we will never see him again. – *Якщо Джек вирішить переїхати до Флориди, ми його більше ніколи не побачимо.*

Спонукальний спосіб

If you see Jessica tonight, give her this book, please. – *Якщо ти побачиш Джессіку сьогодні ввечері, дай їй цю книгу, будь ласка.*

If oranges are not expensive, buy me two kilos of them. – *Якщо апельсини будуть недорогими, купи мені їх 2 кілограми.*

Please, come to my place and help me if you are not busy tomorrow. – *Будь ласка, прийди до мене додому та допоможі мені, якщо ти не зайнятий завтра.*

Модальні дієслова

If you like this shoes, we can buy them. – *Якщо тобі подобаються ці туфлі, ми можемо їх купити.*

You may stay at home next Monday if there is no work to do here. – *Ви можете залишитися вдома наступного понеділка, якщо тут не буде ніякої роботи.*

Kate must get up really early if she gets this job in New York. It's too far. – *Кейт буде змушена вставати дуже рано, якщо вона отримає цю роботу в Нью Йорку. Вона знаходиться надто далеко.*

В умовних реченнях 1-го типу в підрядній частині з заперечним значенням замість сполучника **if** можна використовувати **unless** (якщо не) та дієслово в стверджувальній формі.

You don't have to do this unless you want. – *Тобі не обов'язково робити це, якщо ти не хочеш.*

I will be very angry unless you clean your room. – *Я буду дуже розлючена, якщо ви не приберетесь у своїй кімнаті.*

Matt won't be able to go on holidays with us unless he saves some money. – *У Метта не вийде поїхати з нами у відпустку, якщо він не назбирає трохи грошей.*

Second Conditionals

Second Conditional (умовне речення 2-го типу) – умовне речення, що передає нереальну ситуацію в теперішньому часі. Підрядне речення передає уявну ситуацію, що суперечить фактам в теперішньому часі, тому така ситуація неможлива або маловірогідна в теперішньому або майбутньому часі.

В умовних реченнях 2-го типу в підрядній частині завжди використовується Past Simple, причому дієслово **were** (а не **was**) використовується для всіх осіб. В головній частині таких речень використовуються модальні дієслова would, could, might з інфінітивом дієслова **без частки to**. В таких реченнях не можна заміняти сполучник **if** на **when**.

If I were him, I would never do that. – *Якщо б я був на його місці, я б ніколи так не робив.*

Jack could be happy if he married Janice. – *Джек був би щасливим, якщо б одружився з Дженіс.*

If Martha were rich, would she move to another country? – *Якщо б Марта була багатою, вона б переїхала до іншої країни?*

The children might play outside if the weather were nice. – *Діти могли б пограти на вулиці, якщо б погода була хорошою.*

Third Conditionals

Third Conditional (умовне речення 3-го типу) – умовне речення, що виражає нереальну ситуацію в минулому та її нереальні наслідки, тобто ця уявна ситуація так і не відбулася. В більшості випадків умовні конструкції 3-го типу передають відтінок докори, критики, прикрості через щось, що не було виконано у минулому.

В умовних реченнях 3-го типу в підрядній **if**-частині використовується час Past Perfect, а також інколи Past Perfect Continuous, а

в головній частині – модальні дієслова would, could, might з формою доконаного інфінітиву без частки **to**. В таких реченнях сполучник **if** не можна замінити на **when**.

You could have passed your exam if you had studied harder. – *Ти б пройшов свій екзамен, якщо б вчився старанніше. (але ти не вчився старанно, тому завалив екзамен)*

If they had asked me for help, I would have helped them. – *Якщо б вони мене попросили про допомогу, я б їм допоміг (але вони не просили, тому я не допоміг)*

What would you have done if I hadn't helped you at that time? – *Що б ти робив, якщо б я тобі тоді не допоміг?*

If you hadn't been talking on the phone for so long, we might have arrived to the airport on time. – *Якщо б ти не розмовляла по телефону так довго, ми б приїхали до аеропорту вчасно.*

Mixed Conditionals

Mixed Conditionals (умовні речення змішаного типу) – умовні речення, в яких ситуації або дії в підрядній та головній частинах відносяться до різних часів. Між собою можуть змішуватися тільки **умовні речення 2-го та 3-го типів**. Існує два види змішаних умовних речень.

В **першому виді змішаних речень** певна умова в підрядній **if**-частині відноситься до минулого часу, а результат в головному реченні – до теперішнього часу. В такому випадку в підрядному **if**-реченні використовується час Past Perfect (як в **third conditional**), а в головному – модальні дієслова would, could, might с формою простого інфінітиву без частки **to** (як в **second conditional**).

If I had got that job, I could be rich now. – *Якщо б я отримав ту роботу, я б був зараз багатим.*

If we had taken a map, we wouldn't be lost now. – *Якщо б ми взяли мапу, ми б зараз не загубилися.*

They might be still together if they hadn't moved to different countries. – *Вони б до сих пір були разом, якщо б не роз'їхалися до різних країн.*

Matt would feel better today if he hadn't gone to the party yesterday. – *Метт відчував би себе краще сьогодні, якщо б не пішов на вчорашню вечірку.*

В **другому типі змішаних речень** умова в підрядній **if**-частині не відноситься до конкретного часу, а є загальною постійною характеристикою чогось. Однак, результат або наслідки такої умови

відбулися в минулому. В такому випадку в підрядному **if**-реченні використовується час Past Simple (як при **second conditional**), а в головному – модальні дієслова **would, could, might** з формою доконаного інфінітиву без частки to (як при **third conditional**).

I wouldn't have helped you if we weren't friends. – Я б тобі не допомагала, якщо б ми не були друзями.

If I spoke French, I could have been appointed to that position. – Якщо б я розмовляв французькою, мене б призначили на цю посаду.

If I weren't afraid of cats, I might have adopted one long time ago. – Якщо б я не боявся котів, я б вже давно взяв собі одного.

Kate wouldn't have let you stay overnight at her place if she weren't a kind person. – Кейт не дозволила б тобі переночувати у неї, якщо б вона не була доброю.

Кома в умовних реченнях

В умовних реченнях, якщо підрядне **if**-речення стоїть після головної частини, то кома між ними **не ставиться**.

I will buy this balloon for you if you behave well. – Я куплю тобі цю кульку, якщо ти будеш добре себе поводити.

Matt wouldn't have done this mistake if you had explained something to him. – Метт не зробив би цієї помилки, якщо б ти йому що-небудь пояснив.

Якщо підрядна частина стоїть перед головною, то вони **відокремлюються** одна від одної **комою**.

If you hold an ice cube in your hand, it melts. – Якщо потримати кубик льоду в долоні, він розтане.

If I were you, I wouldn't have given such a big sum of money to Paul. – Будь я на твоєму місці, я б не давав Полу таку велику суму грошей.

EXERCISES:

Ex. 1. Translate the sentences from English into Ukrainian.

1. If you want I will dictate the adress to you.

2. If the entire ice cap of Greenland melts, the sea level will rise 7 m. Many researchers claim that if the temperature increases more than 3°C, such large sea level rises will be experienced.
3. If climate change causes loss of sea ice habitats, it will threaten the existence of polar bears and other ice-associated animals.
4. If the environment is not protected from pollution, its damage will extract its cost from those living in the vicinity or others living at a distance or even from those coming generations.
4. If the work on the project continued, its data would be extremely important in different fields of man's activity.
5. If the government had paid more attention to the problem of water consumption in time, some regions wouldn't have suffered from drinking water shortage during the arid summer period.
6. If the scientists didn't think of the reasons of climate change, the future scenarios would sound more dramatic.
7. If this scientist hadn't taken part in the work of international organizations, he wouldn't have made such a detailed report on the problem of water resources management to the Ministry.
8. If the salinity and the fall of sea-water temperature are known, it will be possible to predict to fifteen days ahead the date on which water of given salinity will freeze.
9. Unless one carried out a great number of observations, it would be extremely difficult to come to a certain conclusion concerning the factors influencing the weather.
10. You will get right ecological predictions if you apply this method of calculation.
11. Most rivers would have dried if they had depended only on precipitation.

Ex. 2. Translate the sentences from English into Ukrainian.

1. If about half the carbon dioxide emitted by fossil fuel burning were not absorbed by natural 'sinks' in ecosystems and the oceans, climate would already be changing faster than it is.
2. If the progressive scientists in the world hadn't started informing the society of the harm of imbalanced approaches to nature, people wouldn't have started thinking of careful use of natural resources.
3. If this group of specialists had had enough time during the conference last month, they would have discussed more serious items with their colleagues from other countries.
4. If the calculations are correct, the heat weather in Europe would be greater the warmer the Gulf Stream is.

5. If an increase from rain, rivers or melting ice overlaid salty ocean water in Gulf Stream, the UK annual temperature would cool by up to 5°C in a matter of a decade or two, as the Hadley Center computer model shows.
6. If the daily minimum temperatures in central England regularly felt below -10°C, the disruption to the agriculture, transport and other infrastructure would be enormous.
7. If the scientists hadn't started using the method of computer modeling a few years ago, they wouldn't have estimated the future rate of global warming and wouldn't have warned the society of its harmful effects.
8. If the scientists had analyzed the data on precipitation in details, they would have warned the population of the region about the possible flood event.
9. If you cross a certain current and wish to know the limits of it, you have to increase the number of observations.

Ex. 3. Open the brackets using “Zero Conditional” and translate.

1. The alarm (to raise) automatically if fire is discovered.
2. Her child says hello if he (to see) you.
3. If the dog is angry, it always (to bark).
4. The toy (not to work) if the batteries are flat.
5. If the machine (not to have) enough oil, it doesn't work.
6. If you go in the best seats, you (to get) a free drink.
7. If the hot-air balloon (to be) filled with air, it rises.
8. Water (to change) into ice if it (to freeze).
9. If water boils, it (to change) into steam.
10. If she puts her money in a bank, she (to get) five per cent interest.

Ex. 4. Put the verbs in brackets into the correct form.

1. Before you (to cross) the park, you will come to a supermarket.
2. When you (to cross) the park, you will see the hospital.
3. If you (to translate) this article into Russian, I shall use it in my report.
4. If she (to be) in St. Petersburg now, she will meet you at the railway station.
5. If you (not to hurry), you will miss the train.
6. If it (to train), we shan't go to the country.
7. When my friend (to come) to St. Petersburg, we shall go to the Russian Museum.
8. What will you be doing when he (to come) to your place?
9. Don't forget to play for your dinner before you (to leave) the canteen.
10. I shall be able to translate this article if you (to give) me a dictionary.
11. You will have to work hard at home if you (to miss) the lesson.
12. Where will you go when you (to come) to London?
13. The child won't be healthy if you (not to give) him much fruit.

14. I shan' t have dinner before mother (to come) home.
15. What will you do if you (not to finish) your homework tonight?
16. What will he do if his TV set (to break)?

Ex. 5. Put the verbs in brackets into the correct form.

1. If I (to stay) some more days in your town, I (to call) on you and we (to have) a good talk.
2. He (to go) to the Public Library very often when he (to be) a student.
3. As soon as I (to return) from school, I (to ring) you up.
4. You (to pass) many towns and villages on your way before you (to arrive) in Kiev.
5. I (to stay) at home till she (to come). Then we (to go) to the theatre if she (to bring) tickets.
6. After I (to finish) school, I (to enter) the University.
7. When he (to return) to St. Petersburg, he (to call) on us.
8. If I (to see) him, I (to tell) him about their letter.
9. We (to gather) at our place when my brother (to come) back from Africa.
10. I (to sing) this song with you if you (to tell) me the words.
11. I hope you (to join) us when we (to gather) in our country house the next time.
12. What you (to do) when you (to come) home?
13. When they (to cross) the road, they (to see) the hotel.
14. Before she (to get) to the theatre, she (to go) past the shopping centre.
15. What we (to do) if it (to rain) tonight?
16. What she (to do) if she (to see) her best friend again?
17. If the bus (to be) very crowded, you (to be) exhausted by the time you (to get) to work.
18. If it (to be) very cold tonight, our car (not to start) in the morning.

Ex. 6. Translate the sentences from Ukrainian into English.

1. Він зробить вправу з англійської мови, якщо в нього не буде інших справ.
2. Якщо я не допоможу йому, він не напише контрольну роботу.
3. Він не піде до бібліотеки сьогодні ввечері.
4. Якщо він не піде до бібліотеки, він буде вдома.
5. Ми будемо вдома завтра.
6. Її не буде вдома завтра.
7. Якщо її не буде завтра вдома, залиште їй записку.
8. Коли вона прийде до школи, вона зніме пальто.
9. Я прийду додому о шостій годині.

10. Коли я прийду додому, я зателефоную вам.
11. Вона зателефонує нам ввечері.
12. Я побачу Тома завтра.
13. Як тільки я побачу Тома, я розповім йому про це.

Ex. 7. Translate the following sentences using conditional sentences of the First Type (First Conditional).

1. Я зателефоную тобі, якщо в мене буде час.
2. Якщо цей костюм буде коштувати занадто дорого, я придбаю інший.
3. Що ти будеш робити, якщо такси не приїде?
4. Якщо він не зможе прийняти мене, я прийду іншим разом.
5. Якщо зима буде холодною, вони будуть кататися на ковзанах.

Ex. 8. Use the corresponding verb form instead of the infinitive in brackets:

1. If I (to be free) tomorrow, I shall join you with pleasure.
2. If your brother (to be) here now, he will be surprised at your behaviors and I am sure he would not approve of it.
3. If we (to be) not writing this exercise now I should give you my pen.
4. If it (to be raining) now, the children would not be running about in the garden.
5. If the students (to work) regularly they will pass their exams.

Ex. 9. Translate the sentences from Ukrainian into English.

1. Я подзвоню тобі, якщо буду мати час.
2. Якщо це плаття буде коштувати занадто дорого, я куплю інше.
3. Якщо у барі буде багато народу, ми підемо у інший.
4. Що ти будеш робити, якщо таксі не приїде?
5. Якщо він не зможе прийняти мене, я прийду іншим разом.
6. Вона запитає їх, чи побачить вона їх завтра.
7. Ти подзвонишь мені, якщо будуть якісь проблеми?
8. Мама буде хвилюватись, якщо ти не прийдеш вчасно.
9. Якщо зима буде холодною, вони будуть кататися на ковзанах.
10. Він розлютується, якщо побачить вас тут.

Ex. 10. Translate the sentences from English into Ukrainian.

1. If I lived in England, I wouldn't have any problems with my English.
2. If people trusted and respected each other, it would make life easier.
3. If I could read people's thoughts, it would be interesting to know all beforehand.
4. If you met her, you would fall in love with her at first sight.
5. If I were ill, I wouldn't eat anything.
6. If you went earlier, you would see her sister's husband.

7. If I had enough time, I would fly to San Francisco to visit my relatives.
8. If I were you I would study English much better.
9. What would you do if you won million pounds?
10. I don't really want to go to their party, but probably will go. They would be offended if I didn't do.
11. Kate has decided to apply for the job. She isn't really qualified for it, so she probably wouldn't get it if she applied.
12. I would be very frightened, if somebody pointed a gun at me.
13. If you took more exercises, you would probably feel healthier.
14. It's a pity you can't use computer. It would be useful if you could.
15. If Michael were here he would help you to find her adress.

Ex. 11. Translate the following sentences using conditional sentences of the Second Type (Second Conditional).

1. Лікарі б допомогли тобі, якби ти слідував їхнім рекомендаціям. 2. Якби вона працювала більш наполегливо, вона би заробляла більше. 3. Якби в мене був час, я розповів тобі більше. 4. Якби вона володіла іноземною мовою, вона б змогла змінити роботу. 5. Якби діти були тут, вони б допомогли своїм батькам. 6. Якби ми побачили їх завтра, ми б віддали їм ключі.

Ex. 12. Put the verbs in brackets into the correct form.

1. If I was offered the job, I think I (to take) it.
2. I'm sure Amy will lend you the money. I'd be very surprised if she (to refuse).
3. If I sold my car, I (not to get) much money for it.
4. A lot of people would be out of work if the factory (to close down).
5. What would happen if I (to press) that red button?
6. Would Tim mind if I (to use) his computer without asking him?
7. I'm sure Sue (to understand) if you explained the situation to her.
8. I (to help) you if I could, but I'm afraid I can't.
9. We would need a car if we (to live) in the country.
10. I wouldn't mind living in England if the weather (to be) better.
11. If he (to be) here now, he could give you a good advice.
12. If I (to work) at this firm, I'd earn more.
13. If they (can) have some more lessons, they could improve their pronunciation.
14. If Emma (to know) the clue, our team would solve it.
15. If I offered them money, they (to stay) here?

Ex. 13. Put the verbs in brackets into the correct form.

1. If she (to find out) the truth, she (to be) very happy.
2. I (to visit) him in hospital, if I (to know) about his illness.
3. If we (to like) his suggestion, we (to tell) him about it.
4. If John (to want) the advice, he (to ask) you.
5. If his sister (to have) better qualification, she (to be able to) apply for better job.
6. They (to find) the solution, if they (to understand) the problem.
7. If Beth (to go) to her native town, she (to be) happier,
8. If you (not to agree) with me, I (to go) to the director.
9. What you (to do), if he (to tell) you to leave?
10. If I (to be) you, I (to learn) English better.
11. If someone (to give) you a million, what you (to do)?
12. If she (to be) here now, she (to help) you.
13. If Sally (to have) spare time, she could pay you more attention.
14. If the train (to be) less crowded, we would be more comfortable.
15. If students (to be) attentive, they wouldn't make so much mistakes in their dictations.

Ex. 14. Translate the sentences from English into Ukrainian.

1. They would have been surprised if I had made such a mistake.
2. If you had put on your glasses you would have seen better.
3. Would you have been angry if we hadn't come?
4. If I had met you yesterday I would have helped you.
5. If they had gone to the library they would have prepared for the seminar.
6. If she had heard about it yesterday she would have been pleased.
7. He would have found all about this discovery if he had translated the article yesterday.
8. If we had seen them earlier we would have asked them to come to our place.
9. If you had rung him up yesterday you would have known about his illness.
10. I would have caught a lot of fish if I had joined you in fishing.

Ex. 15. Put the verbs in brackets into the correct form.

1. He would't have been so upset if Susan (to write) to him earlier.
2. If he (to know) that Chinese was going to be so difficult, he would never have started to learn it.
3. If father (to manage) to repair his car, he could have driven us to Kiev.
4. If they (not to reach) the land, the sailors would have died.

5. We would have taken her for barbecue if she (to ask) us.
6. If he (to ask) politely, they might have helped him.
7. If she (not to hear) the news, she would't have gone there.
8. If the factory (not to cut back) production, many people would have lost their work.
9. What would they have done if we (not to help) then?
10. He might have heard about it, if he (not to turn on) the radio.
11. If you (to ask) her for tickets, she could have given you some.
12. If they (not to come) home, they wouldn't have noticed the fire.
13. If I (not to be) in a shower, I would answer the call.
14. We wouldn't have gone to this party if we (to know) the truth.

Ex. 16. Put the verbs in brackets into the correct form.

1. If the weather (to be) fine, we (to play) outside.
2. If you (to ring) me up, I (to tell) you something.
3. If my friend (to come) to see me, I (to be) very glad.
4. If mother (to buy) a cake, we (to have) a very nice tea party.
5. If we (to receive) a telegram from him, we (not to worry).
6. If you (not to work) systematically, you (to fail) the examination.
7. If I (to get) a ticket, I (to go) to the theatre.
8. If my husband (to return) earlier, we (to watch) TV together.
9. If she (to know) English, she (to try) to enter the university.
10. If you (not to be) busy, we (to meet).
11. The London Fire never (to start) if the baker (to put) his oven out properly.

Ex. 17. Translate the following sentences using conditional sentences of the Third Type (Third Conditional).

1. Якби він склав останній іспит, він вступив би до університету. 2. Ми би пішли на ту вечірку, якби знайшли няню для малюка. 3. Якби він отримав вищу освіту, він би не працював так тяжко. 4. Якби він попросив його раніше, він зміг би позичити тобі грошей. 5. Вона б не відправила сина до тієї школи, якби вона знала, що йому буде важко навчатися в ній.

Ex. 18. Open the brackets forming First, Second, Third Conditional in each sentence. Translate these sentences.

1. If she (to find out) the truth, she (to be) very happy.
2. I (to visit) him in the hospital, if I (to know) about his illness.
3. If we (not to like) his suggestion, we (to tell) him about it.
4. If Steve (to want) to get a better salary, he (to ask) you.
5. If their manager (to have) more experience, he (to be able to) apply for better

job. 6. They (to do) the sum, if they (to understand) the rule. 7. If Mary (to go) to her native city, she (to be) glad. 8. If you (not to agree) with me, I (to go) to the director. 9. What you (to do), if he (to tell) you the truth?

Ex. 19. Open the brackets using the verbs in the proper form.

1. If I (to have) time tonight, I (to finish) this book. 2. He (can) take you to the concert tomorrow if he (to have) a spare ticket. 3. If they (to have) plenty of time yesterday, they (to miss) the train. 4. If she (to leave) at seven o'clock, we (to ask) her to give us a lift. 5. If my friend (to phone) now, I (not to feel) so lonely. 6. What you (to do) if someone (to present) you a plain? 7. If you (to be able) to finish the job tomorrow, you (to have) a holiday. 8. If she (to be) here now, she (to help) you.

**Ex. 20. Відкрити дужки, формуючи *First, Second* та *Third Conditional*.
Перекладіть речення:**

1. If she (to find out) the truth, she (to be) very happy.
2. I (to visit) him in the hospital, if I (to know) about his illness.
3. If we (not to like) his suggestion, we (to tell) him about it.
4. If John (to want) the advice, he (to ask) you.
5. If their parents (to have) more spare time, they (to be able to) spend more time with them.
6. They (to make) the report, if they (to get) the materials about the accident.
7. If I (to go) to my place, I (to be) happier.
8. If you (not to solve) the problem, I (to go) to the manager.
9. What you (to do), if he (to offer) you to meet his parents?

Ex. 21. Translate the sentences from Ukrainian into English.

1. Ви би почували себе краще, якби ви лягли спати раніше.
2. Він би краще знав англійську, якби влітку прочитав англійські книги.
3. Якби вони прийшли раніше, вони б змогли зайняти найкращі місця.
4. Ми би не запізнилися на потяг, якщо б взяли таксі.
5. Якщо піде дождь, діти залишаться вдома.
6. Якби учора не було так холодно, ми б поїхали за місто.
7. Якщо ти добре попросиш брата, він відремонтує твій велосипед.
8. Якщо він вивчить німецьку мову, він поїде вчитися до Німеччини.
9. Якби ми отримали телеграму, ми б вас зустріли.
10. Якби не було так слизько, вона б не впала.

Ex. 22. Put the verbs in brackets into the necessary tense and translate them in a written form.

1. You will get good results if you (to apply) this method of calculation.
2. If they found the exact meaning of these words, they (to understand) the text easily.
3. Most rivers would have dried, if they (to depend) only on precipitation.
4. The results of the experiment (to be) much better if we had used the new equipment.
5. If the wind is favourable, the ship (to reach) the port.
6. Were the vapour cooled below its dew point, some of it (to become) liquid.

Ex. 23. Put the verbs in brackets into the necessary tense and translate them in a written form.

1. If the hydrologists (to use) the necessary devices, the water measurements would be correct.
2. If the operator's cabin had been equipped with remote control, he (to be able) to work faster.
3. If I meet you tomorrow, I (to tell) you everything.
4. They can (to call) on us, if they like.
5. She would ring him up at once, if I (to know) his number.
6. He wouldn't be late, if everything (to be) all right.

Ex. 24. Put the verbs in brackets into the necessary tense and translate them in a written form.

1. If I meet you tomorrow, I (to tell) you everything.
2. If they (to leave) Bermuda in summer, they will sail north to explore the Gulf Stream.
3. I would ring him up if I (to know) his number.
4. If they (can), they would be here.
5. If you (to come) home earlier yesterday, you would have found me there.
6. He (to be) so kind unless he had known your brother.

Ex. 25. Put the verbs in brackets into the necessary tense and translate them in a written form.

1. If I am going to be late, I (let) you know.
2. If you took more exercise, you (feel) healthier.
3. It would be useful if you (can use) computer.
4. If I (to know) your number, I would have phone you.

5. We wouldn't mind living in London, if the weather (be) better.
6. If he spoke clearly, people (understand) him.

Ex. 26. Rewrite the sentences using Mixed Conditionals and translate:

1. If I were you, I (to check) the facts before I accused them.
2. If she is so hungry, she (not to miss) dinner.
3. If she were in your position, she (to help) him by now.
4. If you had not caught the flu you (not to feel) ill now.
5. If he (not to play) football yesterday, he (to feel) better today.
6. If she (to be) as silly as you say, she (not to answer) all the questions.
7. They (not to join) that expedition if they (to be) as timid as you think.
8. If you (not to remind) me before, I (to forget) about it now.
9. He (not to be) in the prison now if he (not to steal) the money.
10. If they (to invite) me yesterday, I (to come) to their place tonight.

THE USE OF THE SUBJUNCTIVE MOOD

The Subjunctive Mood shows that the action or state expressed by the verb is presented as a non-fact, as something imaginary or desired. It is also used to express an emotional attitude of the speaker to real facts.

wish + V²

wish + had + V³

wish + would + V¹

*The Subjunctive / Suppositional Mood II (sentences with the verb **TO WISH**) denotes an unreal condition referring to the present or future in adverbial clauses of condition. In other types of subordinate clauses it denotes an action simultaneous with the action expressed in the principal clause; thus it may refer to the present and to the past:*

I **wish** I **knew** where you are and what you are doing. (*Dreiser*).
Мені **хотілося б знати**, де ти і що ти робиш зараз.

I **wish** I **were** only joking. (*Gaskell*).
Добре було б, коли б я лише жартував.

I **wish** I **had not told** you about it. (*Wilde*).
Шкода, що я **розповів** вам про це.

We all **wished** that we **had stopped** there. (*Jerome*).

Ми всі *жалкували*, що *не зупинилися* там.

I *wish* he *would agree* to go there.

Я би хотів, щоб вона погодилася поїхати туди.

EXERCISES

Ex. 1. Translate the sentences from English into Ukrainian.

1. I wish you were here.
2. I wish you had been here last week.
3. I wish you would be with me next summer.
4. I wish I had told you the truth.
5. Tom wishes Sue always had time for him.
6. Tom wishes Sue had had more time last week.
7. Tom wishes Sue would have more time in future.
8. I wish I could do it myself.
9. I wish I could have done it then.
10. I wish I would be able to do it soon.

Ex. 2. Translate the sentences from English into Ukrainian.

1. Kate wished her boyfriend were more attentive to her.
2. Now she wishes she had agreed to marry him.
3. We wish it would rain. It's too hot.
4. I wish you wouldn't talk about that, Dad.
5. She wishes she were in love again.
6. I wish you would stop contradicting me!
7. We wished the police were more efficient and hadn't just turned everything upside down in the house.
8. Oh! I am so miserable! I wish I were dead!
9. I wish I could make him change his mind! I wish he would give up that silly idea.
10. Sometimes I wish I were thousands of miles away from civilization.
11. How I wish it were so for ages and nothing would ever change!
12. Many people wish life were not so hectic.
13. They wish you were less bossy and were not ordering people again.
14. How I wish I could fly in the blue sky, over the roofs, over this town!
15. What is love? – I wish I knew the answer.
16. I just wish I had your kind of spirit, Maggie.

Ex. 3. Make up sentences using Subjunctive II.

I		you (to meet) us at the station.
He	Wish	we (to take) a porter. The luggage is heavy.
She	Wishes	they (to send) for a doctor at once.
We	Wished	she (to tell) her friends everything.
They		they (to be) frank with us.

Ex. 4. Fill in the blanks using the corresponding tense form.

1. I wish you ... this film (saw, had seen). I am sure you would like it. 2. I wish you ... earlier (came, had come). You should have gone to the museum together. 3. I wish you ... time to read this article (had, had come). Now you would be able to answer all the questions. 4. I wish you ... my friend (saw, had seen).

Ex. 5. Using the corresponding Mood form instead of the infinitive in brackets.

Model: 1) *I wish you (to go) for a walk late in the evening.*
I wish you did not go for walk late in the evening.
2) *I wish I never (to buy) that terrible raincoat.*
I wish I had never bought that terrible raincoat.

1. I wish I (to buy) that grey hat instead of this one. It was more expensive, but the quality was much better. 2. It looks like raining, I wish we (to take) our umbrellas. 3. The child is crying, I wish I (to know) how to calm her. 4. I wish you (to finish) your work already. We could go for a walk now. 5. I wish I (to know) it was your favourite writer. I would have bought the book for you.

Ex. 6. Complete the following sentences.

1. If I were not so busy ... 2. The weather is so fine today. I wish ... 3. Our tram is starting. Make haste lest ... 4. Had he been informed about her arrival ... 5. If it were not raining now ... 6. Should he bring you up ... 7. It is annoying that ... 8. I should have taken part in the discussion ... 9. Had he been more attentive ... 10. The teacher recommended that ... 11. Wind your watch lest ... 12. If he were not so derisive ... 13. They would have met us at the airport ... 14. It takes me much time to get to my office. I wish ... 15. She looks pale and tired as if ... 16. My friend insisted that ... 17. If you had followed your friend's advice ... 18. Evidently the letter upset him. I wish ... 19. He dropped his eyes as though ... 20. It is important that ... 21. If I were ...

Ex. 7. Translate the following sentences and analyze the use of Subjunctive II.

1. They walked together just as if they had done it scores of times before. (*Essex*). 2. Lord Henry struck a light on a dainty silver case, and began to smoke a cigarette with a self-conscious and satisfied air, as if he had summed up the world into phrase. (*Wilde*). 3. He turned away as if he had never noticed her. (*Essex*). 4. The room looked as if it had not been lived in for years. 5. Even if she were there I would be unlikely to find her. (*A.Christie*).

Ex. 8. Open the brackets using necessary Subjunctive form after “I wish” and translate.

1. I wish I (to know) French.
2. She fell and broke her leg. I wish she (to be) more careful.
3. I wish you (to read) more English books in future.
4. I feel sick. I wish I (not to eat) all the ice cream.
5. They need a singer for the choir. I wish I (can) sing.
6. My parrot has died. I wish I (to look after) it better.
7. I can't remember her telephone number. I wish I (can).
8. I wish I (not to lend) him my car: he has broken it.
9. My watch has stopped. I wish I (to have) a better watch.
10. I feel so tired. I wish I (not to stay up) so late last night.
11. My apartment is rather small. I wish I (to have) a bigger one.
12. I wish I (not to spend) all my money last night.
13. I wish I (to know) the answer to this question.
14. I wish you (to phone) me yesterday.
15. I wish I (to know) then what I know now.

Ex. 9. Paraphrase the sentences using “I wish” and translate.

1. I am not very fit. 2. We weren't together. 3. He was too upset that day. 4. They couldn't come here. 5. It's very hot today. 6. My parents are abroad. 7. It's snowing. 8. He has read my letter. 9. She doesn't know enough English. 10. My son didn't take my advice. 11. His room is untidy. 12. They wasted much time watching TV. 13. He doesn't have a lot of friends. 14. I can't swim.

Ex. 10. Put the verbs in brackets into the necessary tense.

1. I wish I (to know) French.
2. She fell and broke her leg. I wish she (to be) more careful.
3. I wish you (to read) more English books in future.
4. I feel sick, I wish I (not to eat) all the ice cream.
5. They need a singer for the choir. I wish I (can) sing.
6. My parrot has died. I wish I (to look after) it better.
7. I can't remember her telephone number. I wish I (can).

8. I wish I (not to lend) him my car: he has broken it.
9. My watch has stopped. I wish I (to have) a better watch.
10. I feel so tired. I wish I (not to stay up) so late last night.
11. My apartment is rather small. I wish I (to have) a bigger one.
12. I wish I (not to spend) all my money yeaterday.
13. I wish I (to know) the answer to this question.
14. I wish you (to phone) me an hour ago.
15. I wish I (to know) then what I know now.

Ex. 11. Translate the sentences using “I wish”.

1. Якби в мене зараз був вільний час!
2. Шкода, що я запізнився на зустріч.
3. Якби я вмів малювати!
4. Шкода, що вона не знала відповіді на те запитання.
5. Було б добре, якби у мене зараз була відпустка.
6. Шкода, що я не послухався їх поради.
7. Шкода, що вони не змінили свою думку.
8. Було би добре, якби ти знав правду.
9. Якби ти сказав мені про це рішення!
10. Шкода, що він не припинив робити такі помилки.
11. Шкода, що вона хворіє.
12. Шкода, що вже пізно йти на збори.
13. Вона шкодувала, що припинила там працювати.
14. Якби він вмів плавати!
15. Було би добре, якби ви взяли участь в обговоренні цього проекту.
16. Шкода, що ти не завстав мене вдома.
17. Шкода, що дитина не цікавиться історією.
18. Шкода, що ви провели літо в селі.
19. Шкода, що він не в Москві.
20. Я би хотів згадати її адресу.
21. Шкода, що вона не любить класичну музику.
22. Мені шкода, що не відвідав цю виставку.

MODAL VERBS

DEFINITION

Modal verbs are used to show the speaker’s attitude towards the action. We use them with other verbs. There are 10 modals: *can, may, must, shall, should, will, would, ought to, need, dare*. Modal verbs are not “complete” verbs. They are

called defective because they lack (except *dare* and *need*) component tenses, the passive voice and

MODAL VERBS

Модальні дієслова та їх еквіваленти

Модальні дієслова та їх еквіваленти	Значення	Present Tense	Past Tense	Future Tense
Can	Фізична або розумова спроможність або можливість здійснити дію	I, you, he, she, it, we, they can read	I, you, he, she, it, we, they could read	Еквівалент to be able to
To be able to		I am able to read. You, we, they are able to read. He, she, it is able to read	I, he, she, it was able to read. You, we, they were able to read	I, we shall be able to read. You, we, they, he, she, it will be able to read
Must	Зобов'язання	I, you, he, she, it, we, they must read	Еквівалент had to	Еквівалент to have to
To have to	Повинність, змушеність (або необхідність за вимушеними обставинами)	I, you, we, they have to read. He, she, it has to read.	I, you, he, she, it, we, they had to read	I, we shall have to read. You, we, they, he, she, it will have to read.
To be to	Повинен (за планом, за домовленістю)	I am to read. You, we, they are to read. He, she, it is to read	I, he, she, it was to read. You, we, they were to read	
Should	Моральний	I, you, he, she,		

	обов'язок, порада	it, we, they should read		
May	Дозвіл (мені дозволено)	I, you, he, she, it, we, they may read	I, you, he, she, it, we, they might read	Еквівалент to be allowed to
To be allowed to		I am allowed to read. You, we, they are allowed to read. He, she, it is allowed to read	I, he, she, it was allowed to read. You, we, they were allowed to read	I, we allowed to read. He, she, it will be allowed to read

Modal verbs have some other peculiarities:

1. We can't use them as "to"-infinitives: *to go, to speak*.
2. We don't use the "to"-infinitives after modals:
You **mustn't phone** now. It's late.
3. There is no *-(e)s* in the 3rd person singular:
The boss **can see** you now.

in their first use modal verbs have basic meanings which are given in the dictionaries:

can/could – <u>ability</u>	<i>can lift 25 kg / I can type,</i>
may/might – <u>permission</u>	<i>You may leave early,</i>
shall/will/would – <u>prediction</u>	<i>It will rain soon,</i>
should/ought to – <u>duty</u>	<i>You should do as you are told,</i>
must - <u>total obligation</u>	<i>You must be quiet,</i>
needn't - <u>no obligation</u>	<i>You needn't wait.</i>

The second use of modal verbs is to express degrees of certainty or uncertainty.

QUESTIONS AND NEGATIVES: **Can** you play chess?
Could you swim when you were a child?
I can't understand a word.
Must I go there now?

THE CONTRACTED FORMS: can't [ka:nt]

couldn't [kudnt]
 needn't [ni:dnt]
 shouldn't [ʃudnt] oughtn't [o:tnt]
 mayn't [meint]
 mustn't [mAsnt]

CAN

Forms and meanings:

MODAL VERB	PRESENT		PAST	FUTURE
Equivalent				
<i>can</i> <i>to be able to ...</i>	<i>can</i> <i>am</i> <i>is</i> <i>are</i>	able to...	<i>could</i> was were able to	<i>will be able to...</i>

In its first meaning *CAN* expresses:

1. <i>Mental, physical, circumstantial ability</i>	Can you lift this box? He can solve the most difficult problems. They can get there by bus.
2. <i>Permission</i>	You can go now.
<i>можете + инф.</i>	You can play with the boys here.
3. <i>Request</i>	Can you do me a favour? Could you get me a glass of water?
4. <i>Prohibition</i>	You can't cross the street here.
<i>нельзя + инф.</i>	

Notes:

1. We use *could/couldn't* to describe "general ability" in the past:

I could run very fast when I was a boy.

I could read when I was 5.

But if we mean that someone *managed to* do something in the particular situation, you have to use: *was/were able to do smth* (not *could*)

was/were able to = managed "смог", "удалось"

The fire spread throughout the building very quickly but everyone was able to escape (= managed to escape).

They didn't want to come with us at first but in the end we were able (= managed) to persuade them.

The negative *couldn't* is possible in all situations:

My grandfather couldn't swim.

We tried hard but we couldn't persuade them.

1. We use *could* in a number of ways:

a) it is a past of *can*, expressing general ability in the past:

My grandfather could speak five languages.

b) sometimes we use *could* to speak about possible future actions. In this case it has a present or future meaning:

What shall we do this evening?

We could go to the cinema.

Мы могли бы пойти в кино.

When you go to New York, you could stay with Linda.

... ты могла бы остановиться у Линды.

2. The past of *could (do)* is *could have (done)*. We use *could have (done)* to say that we had the ability or opportunity to do something but did not do it:

We didn't go out last night. We could have gone to the cinema but we decided to stay at home.

... могли бы пойти в кино, но решили остаться дома.

Why did you stay at a hotel in New York? You could have stayed with Linda.

3. We often use *can + verb* in place of the simple present with the verbs of perception:

I can see a bird in that tree. (= I see)

Can you see it? (Do you see it?)

I looked up but couldn't see anything. (= didn't see)

I can smell something burning.

I can understand what he means.

I couldn't understand what he said.

I can't see anyone.

The modal verbs "shall", "will" and "would"

The modal verbs *shall* and *will* can be regarded as modal verbs when they are used not according to the general rules. That is, when they are used with a wrong person or in adverbial clauses of time and condition where no future tenses can be used.

The modal verb *will*

The modal verb *will* can express:

1. Wish or resolution to perform an action.

If you will come to my place, I will show you my books.

Якщо ви побажаєте зайти до мене, я обов'язково покажу вам свої книги.

2. Obstinacy in performing an action in the present (will loses its meaning of future here).

I ask her not to call me this name but she will do it.

Я просив її не дзвонити мені, але вона продовжує це робити.

The modal verb *would*

There are several models where *would* is used as a modal verb:

1. In negative sentences in the Indicative mood *would* can be used as a modal verb expressing wish not to perform an action in the past.

He would not answer my questions.

Він вперто не бажав відповідати на мої запитання.

2. The modal verb *would* can be used in the Indicative mood to express obstinacy in performing an action in the past.

I asked her not to bang the door but she would do it.

Я просив її не грукати дверима, але вона все одно робить це.

The modal verb *shall* can be regarded as a modal verb when it is used not according to the general rules. That is with the wrong person (with the second or third) or in adverbial clauses of time and condition.

1. The modal verb *shall* expresses moral obligation and is often used in emotional disputes.

- Get up, little one. It's time to go to school.

- I won't go to school.

- *You shall go.*

- *Вставай малюк. Пора йти в школу.*

- *Але я зовсім не хочу йти в школу.*

- *Ти повинен йти.*

2. The modal verb **shall** is also regarded as a modal verb expressing obligations in questions addressed to the first person because such questions are unlikely to be regarded as normal questions in the Future Indefinite.

Shall I give you his telephone number?

Дати тобі його телефонний номер?

3. The modal verb **shall** with the II and III person can also express promise.

You shall have a fine dress, Cinderella, you shall go to the ball.

У тебе буде гарна сукня, ти поїдеш на бал.

Modal verb "need"

Need is a semi-modal verb because in some ways it is like a modal verb and in other ways like a main verb.

We use *need* mostly in the negative form to indicate that there is no obligation or necessity to do something:

You needn't take off your shoes.

Affirmative form

Affirmatives with the semi-modal *need* are not common and they are used in formal contexts. There is almost always a negative word (e.g. *no one, nobody, nothing*) or phrase in the clause, even if the verb phrase is affirmative:

No one need think that we are doing this every week. (we are not doing this every week)

Nobody need know the name of the person who made the complaint.

Not a thing need change on this page.

Need comes first in the verb phrase (after the subject and before another verb):

Let's forget about it. No one need know about it.

We can't use another modal verb with *need*:

No one need read this.

Not: No one need must read this. or No one must need read this.

Negative form

Warning:

We form the negative by adding *not* after *need*. *Need not* can be contracted to *needn't*. We don't use *don't/doesn't/didn't* with the semi-modal verb *need*:

You need not spend a lot of money on presents. (formal) (or You needn't spend a lot of money on presents.)

Not: You don't need spend a lot of money on presents.

Question form

The question form of the semi-modal *need* is not very common. It is rather formal. The subject and *need* change position to form questions. We don't use *do/does/did*.

Need we write this down?

Not: Do we need write this down?

Need: use

No obligation (needn't)

The semi-modal *need* is most common in the negative. We use it to show that there is no obligation:

We needn't spend much time on this topic. It's not going to be in the exam.

Cans of soup needn't be kept in the fridge.

No obligation in the past

The semi-modal *need* has no past simple form. Instead, we use *didn't need to* or *didn't have to* when we express no obligation in the past:

I didn't need to buy any books. They were all in the library. (main verb need + to)

(or I didn't have to buy any books. They were all in the library.)

Not: I didn't need buy any books. They were all in the library.

Unnecessary events

We use *needn't have* + *-ed* form to refer to events which happened but which the speaker considers were unnecessary:

You needn't have waited for me. (You waited for me but it wasn't necessary.)

You needn't have bought so much food. There are only three of us staying for the weekend. (You bought a lot of food but it wasn't necessary.)

Semi-modal need and main verb need

We can use main verb *need* as an alternative to semi-modal *need*. Main verb *need* is followed by *to* and it changes with person, number and tense (*I, you, we, they need to; she, he, it needs to; I, you, she, he, it, we, they needed to*).

Compare

Semi-modal <i>need</i>	Main verb <i>need</i>	Comment
<i>Need it be so dark in here? (formal)</i>	<i>Does it need to be so dark in here?</i>	In these examples, the meaning is the same for semi-modal <i>need</i> and main verb <i>need</i> + <i>to</i> .
<i>You needn't mention this to your father.</i>	<i>You don't need to mention this to your father.</i>	

Warning:

We must use the main verb *need* when it is followed by a noun phrase or *-ing* clause:

You don't need [noun phrase] an umbrella.

Not: You needn't an umbrella.

My hair doesn't need [-ing clause] cutting for at least another month.

Not: My hair needn't cutting for at least another month.

Typical error

The main verb *need* is followed by *to* when used with another verb.

I need to have my hair cut.

Not: I need have my hair cut.

Modal verb "Should"

***Should*: forms**

Affirmative form

Should comes first in the verb phrase (after the subject and before another verb):

*I **should go** home now.*

Should cannot be used with another modal verb:

*It **should** probably be sunny at that time of year.*

Not: It should may be sunny ... or It may should be sunny ...

Negative form

The negative form of *should* is *shouldn't*. We don't use *don't*, *doesn't*, *didn't* with *should*:

*There **shouldn't** be many people at the beach today.*

We use the full form *should not* in formal contexts or when we want to emphasize something:

*We **should not** forget those who have given their lives in the defence of freedom.*

Question form

The subject and *should* change position to form questions.

Warning:

We don't use *do, does, did*:

Should I turn on the air conditioning?

Not: Do I should I turn on the air conditioning?

Shouldn't you be studying now?

We use *should* and *shouldn't* in question tags:

*I shouldn't have told her that, **should I?***

*They should be getting back on Sunday, **shouldn't they?***

Should: uses

What is ideal or desired

We use *should* most commonly to talk about what is the ideal or best thing to do in a situation:

*There **should** be more public hospitals.*

*They **should** reduce the price of petrol. It's so expensive.*

*There **should** be four more candles on the cake.*

We use *should have* + *-ed* form to talk about things that were ideal in the past but which didn't happen. It can express regret:

*Everyone knows that this is a busy restaurant. They **should have made** a reservation.*

*I **should have studied** harder when I was young. I wish I had gone to college.*

Advice and suggestions

We often use *should* to give advice and make suggestions:

*You **should** tell him what you think.*

*We **should** leave it until tomorrow; it's late now.*

What is likely to happen

We also use *should* to talk about what is likely to happen:

*Shall we start? Luke's delayed but he says he **should** be here in ten minutes.*

*There **should** be a very big crowd at the party. Mary has so many friends.*

Conditional sentences

Warning:

We sometimes use *should* in hypothetical conditional clauses with *if* to express possibility. It is formal:

[information leaflet in a hotel room]

*If you **should** wish to use the Internet, there is a code available at the reception desk.*

*If you **should** decide not to go on the trip, you will get a full refund.*

Warning:

We can also use *Should you* as an alternative to *If you should* in these situations by changing the order of the subject and the verb. Compare these two sentences with the examples above. They have the same meaning and they are also formal:

***Should you** wish to use the Internet, there is a code available at the reception desk.*

***Should you** decide not to go on the trip, you will get a full refund.*

Thanking

Spoken English:

In speaking, we often say *you shouldn't have* when someone gives us a gift:

A: I got you something from Texas. A cowboy hat.

B: Oh Ken, you **shouldn't have**!

Surprise or regret

We sometimes use *should* to express surprise or regret about something that happened:

*I'm amazed that he **should** have done something so stupid.*

*I'm sorry that he **should** be so upset by what I said.*

Should and would

We use *should* as a more formal alternative to *would* with *I* and *we* in conditional clauses.

Compare

formal	neutral
<i>I/We should love to meet her again if I/we had a chance.</i>	<i>I/We would love to meet her again if I/we had a chance.</i>

We use *should* as a more formal alternative to *would* when we want to be less direct.

Compare

formal	neutral
<i>I should think that a lot of people will be interested.</i>	<i>I would think that a lot of people will be interested.</i>

Should and ought to

Should and *ought to* have similar meanings and uses. *Ought to* is more formal and less common than *should*:

*We **should** clean up the garden.*

*We **ought to** clean up the garden.*

Should is much more common in negatives and questions than *ought to*:

***Should** we keep a seat for Margaret? (more common than *Ought we to keep a seat ...?*)*

*He **shouldn't** speak to his parents in that way. (more common than *He oughtn't/ought not to speak ...*)*

EXERCISES

Can, could, shall (will) be able (to)

Ex. 1. Translate into Ukrainian:

1. She can take her examinations next June. 2. He cannot be in the street now: it's pouring! 3. What cannot be have done, I wonder! 4. I am anxious about her. She cannot be taking a walk so late. 5. You cannot have done it. I don't believe it. 6. A new-born puppy cannot see. 7. She cannot be still sleeping. 8. Could you let me know about the meeting? 9. Your friends will be able to help you tomorrow. 10. I shan't be able to come in time.

Ex. 2. Translate into English:

1. Я можу написати твір за дві години. 2. Мій старший брат вміє грати на гітарі. 3. Я не зміг відповісти на його запитання. 4. Не може бути, щоб вона не чекала нас. 5. Невже він не склав іспит? 6. Ти зможеш прийти на мій день народження? 7. Можу я взяти твій конспект з хімії? 8. Ми не змогли купити квитки на прем'єру у нашому театрі. 9. Невже вони виїхали в Канаду?

May, might, shall (will) be allowed (to)

Ex. 3. Translate into English:

1. Можна сісти? 2. Можу я зачинити вікно? 3. Я можу прийти заздалегідь. 4. Ти зможеш пообідати зі мною. 5. Вона, можливо, хвора. 6. Можна цьому хлопчикові погратися твоїми іграшками? 7. Можна мені ввімкнути світло? 8. Завтра, можливо, буде злива. 9. Можливо, вона забула твою адресу. 10. Можна нам користуватися словниками?

Ex. 4. Paraphrase the following sentences referring them to the Future and to the Past.

Model: You *may take* my vocabulary till Friday.
You *will be allowed to take* my vocabulary till Friday.
You *were allowed to take* my vocabulary till Friday.

1. We may spend this week in their camp. 2. The pupils of our group may work at the laboratory twice a week. 3. You may occupy my room. 4. The students may go home. 5. She may look through these documents.

Ex. 5. Translate into Ukrainian.

1. He may be wrong. 2. She might be working still. 3. They might have left the Institute already. 4. She might come here more often. 5. The young man might have been working all this time. 6. They may come at any moment. 7. May I

read the telegram? 8. They may have lost the money, I'm afraid. 9. You may take any book you like. 10. We may not find her at home. 11. The telegram may have been sent yesterday. 12. You may think whatever you like.

Must

Ex. 6. Translate into Ukrainian.

1. One must work when one is young.
2. You must do as you are told.
3. You must not speak loud: the child is sleeping.
4. It's five o'clock. She must be at home.
5. You must come to your lessons in time.
6. She must be very tired, she looks quite worn out.
7. Where is Ann? – She must be working in the next room.
8. Haven't you finished your work yet? You must have been working for more than two hours!
9. What wretched weather! You must be wet to the skin!
10. Poor animal! How it must be suffering!
11. She must be away from home now.

To have to

Ex. 7. Make the sentences interrogative and negative.

Model: She *has to take* a taxi.
 Does she *have to take* a taxi?
 She *doesn't have to take* a taxi.

1. My friend has to come home in time. 2. The young woman has to leave for Moldova. 3. The boy had to sleep in the children's room. 4. I have to wear spectacles. 5. We had to write the test for the second time.

Ex. 8. Translate into Ukrainian.

1. Something has to be done about this affair!
2. He'll have to do what he's told.
3. You will have to come again.
4. Father has fallen ill, so I have to change our plans.
5. I have to stay here for some days.
6. Did you have to get up early yesterday?
7. Shall I have to clean the flat tomorrow?

To be to

Ex. 9. Translate into Ukrainian.

1. I am to leave for Moscow in two days. 2. She is to return tomorrow. 3. We are to finish the experiment just now. 4. He was to be at the meeting at five, so he had to put off his visit to the doctor. 5. What am I to do? 6. She is not to come before six. 7. Hurry up! We are to be at their house at 6 sharp. 8. My friends were to meet me at the bus-stop. 9. He is to come back in a minute.

Ex. 10. Comment on the use of the modal verb TO BE.

1. "Am I to stop if we meet him?" (*Galsworthy*)
2. He said wearily, "There was to have been a parade..." (*Greene*)
3. "... You are to be better informed." (*Greene*)
4. What was to become of her if she did not marry Mr. Binks? (*S. K. Hocking*)
5. What was to be done? (*A. Christie*)
6. It was the eve of the trial when Mr. Mayherne received the letter which was to lead his thoughts in an entirely new direction. (*A. Christie*)
7. From that time forward, Mr. Utterson began to haunt the door in the bystreet of shops. ... by all lights and at all hours of solitude or concourse, the lawyer was to be found on his chosen post. (*Stevenson*)
8. "... What am I to do, my lord? Am I to have any protection?" (*Dickens*)
9. "... Am I to have the benefit of the laws? Am I to have any return for the King's taxes?" (*Dickens*)
10. "You are to go now, Blick!" said Hunter, getting up. (*Murdoch*)
11. You are not to be trusted. (*Fisher*)
12. It was after breakfast, and we had been summoned in from the playground, when Mr. Sharp entered and said: "David Copperfield is to go into the parlour". (*Dickens*)
13. Your mother arranged that she was to come down from London and that I was to come over from Dover to be introduced to you. (*Shaw*)
14. Eliza, you are to live here for the next six months, learning how to speak beautifully, like a lady in a florist's shop. (*Shaw*)
15. By that time of evening only a few persons were to be seen on the wet streets and most of the shops and stores were dark and closed for the night. (*Caldwell*)

Shall

Ex. 11. Translate into Ukrainian. Comment on the meaning of the verb SHALL.

1. You shall do as you are told to. 2. I advise you to keep your word. If you don't, you shall repent. 3. We shall get a new flat in a month. 4. Shall I help you? 5. Shall he come to your place to help you with your luggage? 6. If I have enough money, you shall have the book you asked me for. 7. She shall come back, believe me.

Will, would.

Ex. 12. Translate into Ukrainian.

1. Though the work is difficult, I will do it, and it will be done well! 2. Will you kindly pass me the salt? 3. I will do it whether you like it or not! 4. Would you be so kind as to shut the window? 5. She pushed the door, but it would not open. 6. I asked him not to switch on the radio early in the morning but he would do it.

Ex. 13. Comment on the use of the modal verbs SHALL, WILL, WOULD.

1. "Would you go along? Would you?" Samson said to him. "I might," Roy said with obvious trickery. "If I go." (*Aldridge*)
2. "Go now to the bridge. I will look after the equipment... It shall be covered and no one shall touch it," the woman of Pablo said. (*Hemingway*)
3. "I can't stand it any more, Emmy," Jos said, "I won't stand it; and you must come with me." (*Thackeray*)
4. "But I shall not let you," he said angrily. "You cannot prevent me," she retorted. "But I will prevent you." (*S. K. Hocking*)
5. "Mrs. Gounderby," he returned, laughing, "upon my honor, no. I will make no such pretence to you." (*Dickens*)
6. "I don't know what she saw in me to marry me, but she saw something in me, I suppose, or she wouldn't have married me." (*Dickens*)
7. "That Politt creature wouldn't have had the least idea what to do." (*A. Christie*)
8. "Do come and see Miss Emily, Miss Marple. I'm sure it would do her good." (*A. Christie*)
9. "Will you please tell me about it?" she said. (*A. Christie*)
10. "Will my saying acquit him? Will they believe me?" (*A. Christie*)
11. She shook her head, smiling a little. "Yes, you would like to know. But I shall not tell you. I will keep my secret." (*A. Christie*)
12. "Wondering why I hide my beauty, dear? He, he, he. Afraid it may tempt you, eh? But you shall see – you shall see." (*A. Christie*)
13. "... All is over. Shake hands, old man, for the last time" "Yes," replied he, "I will shake hands; for, as sure as I am here, I bear no malice." (*Stevenson*)

14. "... will you do me a favour?" "With pleasure," replied the other. "What shall it be?" (*Stevenson*)
15. "Hugh!" said Sim. "You have done well today. You shall be rewarded." (*Dickens*)

Need (modal and notional)

Ex. 14. Translate into Ukrainian:

1. You needn't come tomorrow. 2. Need I tell you what has happened? 3. You needn't come so early. The lecture begins only at 5. 4. He always needs money. 5. Does he need this dictionary? 6. I don't need any interpreter. 7. He needs your help.

Ex. 15. Translate into English.

1. Їй не треба було приходити сюди. 2. Він постійно потребує моїх порад. 3. Тут світло, нам не потрібна лампа. 4. Тобі треба ще грошей? 5. Мені не потрібно таксі. Я встигну на поїзд. 6. Тобі потрібен мій конспект з історії? 7. Нам потрібні два квитки на цей концерт. 8. Мені потрібна твоя підтримка на зборах. 9. Все, що йому потрібно – це наша увага і розуміння.

Ex. 16. Translate into Ukrainian.

1. You needn't be in such a fright. Take my arm. (*Shaw*)
2. One need to be careful. (*Zandvoort*)
3. Why need he bother us? (*Kruisinga*)
4. He did not need to be told twice. (*Zandvoort*)
5. You need not make a secret of it. (*Bronte*)
6. I need hardly say I would do anything in the world to ensure Gwendolen's happiness. (*Wilde*)
7. I suppose I needn't have made that observation. (*Pinero*)
8. "I needn't say," observed the locksmith, ... "that, except among ourselves, I didn't want to make a triumph of it." (*Dickens*)

Should, ought (to)

Ex. 17. Translate into Ukrainian.

1. You should work systematically. 2. She ought to be more careful. 3. Your work should be done in time. 4. He shouldn't go there. 5. My work oughtn't to

have been stopped at the very beginning. 6. You should be working now and not talking with your friend. 7. The children should be more attentive at the lessons.

Ex. 18. Translate into English.

1. Тобі слід прочитати цю статтю. 2. Вам не треба було розказувати їй всю правду. 3. Нам треба було зробити все заздалегідь. 4. Ти б провідав свого хворого товариша. 5. Тобі не треба було йти туди без батьків. 6. Твоїй подрузі слід бути уважнішою на уроках. 7. Тобі слід було не брати kota додому. 8. Вам треба було підготуватись до екзамену краще.

Ex. 19. Explain the meaning of “can” (ability, permission, request, prohibition, possible action) in the following sentences.

1. She is unwell, she *can't* leave her room. 2. *Can* I smoke here, Mrs Right? 3. The teacher said they *could* all go home. 4. A policeman arrived and told him he *couldn't* park there. 5. My son is not in town; but he'll be here before long. - *Can* I give him any message? 6. We *can* discuss it now. 7. I *could* never understand what made her behave as she did. 8. If you are tired you *can* lie on the sofa for a bit. 9. “Life,” the old man said, “*can* only be understood when you are old. Now I see all the mistakes I *could have avoided*.” 10. We are in charge of this great business. We *cannot* leave our responsibility to others. 11. He was surprised that she *could* paint so well. 12. She is not married though she *could* marry anybody she chose.

Ex. 20. Fill in the spaces with “will be able to” or “will not (won't) be able to”.

1. When her arm is better, she ____ play the piano again. 2. I'm sorry, but I ____ come to your birthday party next week. 3. He ____ eat everything when the doctor allows him. 4. My sister ____ go out to dances until she is seventeen. 5. Why do you sit at the back of the class if you can't hear well? You ____ hear better if you sit in the front. 6. I'm too busy to have a holiday this year, but I hope I ____ have a long holiday next year. 7. The train leaves at five o'clock tomorrow morning. We ____ catch it if we don't get up very early. 8. He was working very hard before he fell ill. He ____ work so hard when he comes out of hospital. 9. Perhaps one day we ____ travel to the Moon. 10. She ____ wear her new dress when it is ready. 11. This is a very difficult problem. I'm afraid you ____ solve it without help. 12. The doctor is very busy; he ____ see any more patients today.

Ex. 21. Fill in the spaces with modal verbs or their equivalents.

1. It was a fine day yesterday, so we ____ have a picnic, and we enjoyed it very much. 2. He suddenly felt ill, but he ____ finish his speech, although at the end he could hardly stand. 3. He spoke very little French when he left school, but he ____ understand the language. 4. I got to the station at 9.50 a.m. and ____ catch the 9.55 a.m. train. I was very pleased I didn't have to wait for the next train. 5. He has always been good at Math's. But even he ____ solve this difficult problem. 6. The town was full of visitors, and we didn't know where we would spend the night, but at last we ____ find two vacant rooms in a small hotel. 7. Before his illness, he _____ work fourteen hours a day if he had to. 8. He was very strong; he ____ ski all day and dance all night. 9. I was a long way from the stage. I ____ see all right but I ____ not hear very well. 10. We ____ borrow umbrellas, so we didn't get wet. 11. When the garage had repaired our car we ____ continue our journey. 12. When I arrived everyone was asleep. Fortunately I ____ wake my sister and she let me in.

Ex. 22. Translate the words in brackets.

1. Of course, I (могу) translate this article.
2. I think I (мог бы) show you how to do it.
3. You (можно) go and tell her about it.
4. (Можно) I see the doctor now?
5. He (мог бы помочь) you but he didn't want to bother.
6. You (можете) easily get there in 20 minutes.
7. You (сможете) do it directly on return.
8. (Можно) I have some cream with my tea?
9. You (нельзя) discuss the subject with your friends.
10. She was in a hurry, she (не могла) wait for us.
11. There is a sign. You (нельзя) take pictures here.
12. The swimmer was very tired but he (смог) reach the shore.
13. Before her illness, she (могла) work fourteen hours a day.
14. When they buy a car, they (смогут) visit their friends more often.

Ex. 23. Translate the sentences into English.

I.

1. Він зможе балакати французькою повільно (fluently), коли повернеться з Парижу.
2. Я можу взяти твою ручку? - Да, будь ласка.
3. Ви вмієте кататися на ковзанах?
4. Коли він був молодим, він мог пройти 20 кілометрів у день.
5. Никто не мог мені допомогти.
6. Ти зможеш зробити цю роботу наступного дня?
7. Я вмів плавати, коли мені було 5 років.
8. Ти зміг би перекласти цей текст?
9. Цю книгу можно купити в любому магазині.
10. Ми зможемо поїхати в гори у майбутньому році.

II.

1. Я хорошо знаю эту страну, ось чому я зміг посовітовати їй, які цікаві місця їй оглянути. 2. Незважаючи на шторм, він зміг доплити до берега. 3. Війн не зміг показати нам расчети, так як вони не були готови. 4. В кімнаті темно, я не могу знайти свої речі. 5. Можно мені чаю? 6. Я могу повернутися на автобусі. 7. Він навіть не уявляв, що вона може так гарно малювати. 8. Там було так душно, що ми ледве могли дихати. 9. Чому ти не можешь признати, що був неправ? 10. Ви можете доказати його невинність? 11. Можу я повісити цю обяву у коридорі?

Ex. 24. Translate the sentences into Ukrainian.

1. The ultimate environmental problem may be the so-called “greenhouse effect” resulting from increased levels of carbon dioxide in the atmosphere.
2. Climatic conditions must be taken into account in the planning of farm buildings and, particularly, in the design of animal housing and stores for agricultural produce.
3. If things are allowed to go on as at present the world might in a few decades have to adapt very rapidly in the face of catastrophic change.
4. You can take your safety belt off now and walk round, but you aren’t allowed to smoke in the toilets, and you can’t use personal computers.
5. Soon we shall be able to understand many phenomena which occur on the solar surface.
6. To determine the state of the atmosphere at any given point, these quantities are to be measured, viz pressure, temperature and humidity.
7. Thinking they might be hungry, I offered them something to eat.
8. The investigation of tides is not so simple because we have to consider the effect due to the rotation of the earth.
9. Having spent nearly all the money we couldn’t afford to carry out that long-term observation any longer.
10. Climate may be defined as the summation of weather conditions in historical times.
11. The fluctuations of short duration are evidently to be regarded as characteristic behavior and not as climate changes.
12. Unfortunately we are not able to use as short a period as the past few thousand years to determine the climate of a region.
13. Mariners could determine the latitude of any point on the surface of the earth using the method introduced by Pytheas.
14. Shortly after leaving port, the ships had to put back to repair a top mast.
15. Baffin Bay in Canada was explored by Sir John Ross in 1817 and 1818 and he was able to measure the depth of the sea.

16. This submergence must have been caused by a subsidence of the continent, a rise in a sea level, or a combination of the two.
17. We should begin our discussion with those aspects of the universe which we can readily observe and describe.
18. Every ecologist ought to know this rule.
19. Climatic conditions must be taken into account in the planning of farm buildings and, particularly, in the design of animal housing and stores for agricultural produce.

Ex. 25. Перепишіть наведені нижче речення, підкресліть в кожному з них модальне дієслово або його еквівалент; речення перекладіть на українську мову:

1. Radio waves can be used for different purposes.
2. They will be able to create the necessary conditions in the laboratory.
3. He had to come to the laboratory every morning.
4. The ultimate environmental problem may be the so-called “greenhouse effect” resulting from increased levels of carbon dioxide in the atmosphere.
5. Climatic conditions must be taken into account in the planning of farm buildings and, particularly, in the design of animal housing and stores for agricultural produce.
6. The thermometer is to be protected from the direct and reflected rays of the sun.
7. On reaching the elevation of 27 000 feet the mountains climbers could rest.
8. However far this place might be, you could get there by bus in an hour.
9. If things are allowed to go on as at present the world might in a few decades have to adapt very rapidly in the face of catastrophic change.

Ex. 26. Перепишіть наведені нижче речення, підкресліть в кожному з них модальне дієслово або його еквівалент; речення перекладіть на українську мову:

1. Polymers can be used for making different things.
2. They will be able to improve the experimental conditions in their laboratory.
3. The mixture is to be heated before the experiment.
4. The laboratory assistant had to alter the experimental conditions.
5. Plant physiologists may consider growth as a complex phenomenon and a process hard to define.
6. It must be apparent from this discussion that the phenomenon of river capture cannot be “taken on trust”.
7. The author could compute the harmonic constants for the temperature and salinity of the sea water in the parts of the Baltic bordering Finland.
8. Slight though the absorption of solar radiation might be, it is nevertheless important.

9. You can take your safety belt off now and walk round, but you aren't allowed to smoke in the toilets, and you can't use personal computers.

Ex. 27. Перепишіть наведені нижче речення, підкресліть в кожному з них модальне дієслово або його еквівалент, речення перекладіть на українську мову:

1. Infra-red waves can be stopped by glass.
2. Soon we shall be able to understand many phenomena which occur on the solar surface.
3. Today the scientists have to concentrate their attention on the production of artificial materials.
4. The samples are to be analysed at our laboratory.
5. We may enjoy material prosperity, but the society in which we live may become ugly and unstable.
6. Parties to a contract must receive something of value and give something of value in return.
7. At the beginning of the 19th century Berzelius obtained large quantities of the residue of the rare element, but he could find no trace whatsoever of tellurium.
8. I'm sorry, but customers aren't allowed in without a tie.

Ex. 28. Перепишіть наведені нижче речення, підкресліть в кожному з них модальне дієслово або його еквівалент; речення перекладіть на українську мову:

1. It may be hard to believe but at present half of the world's population is suffering from a shortage of drinking water.
2. The agrometeorologist must first formulate an accurate description of the physical environment and biological responses.
3. Man thinks that he can absolutely control and manipulate nature, which is just a delusion.
4. The Crimea's guests will be able to take part in exploratory expeditions to and archeological excavations of the peninsula's most interesting monuments.
5. To determine the state of the atmosphere at any given point, these quantities are to be measured, viz pressure, temperature and humidity.
6. They had to settle the question of transmitting weather data to the new stations.
7. Market consists of all the potential customers sharing a particular need or want who might be willing and able to engage in exchange to satisfy that need or want.
8. A website operator could, for instance, pay a search-engine-optimisation company to help him design his site to maximize its page ratings.
9. The best solution for the company's profit might not be the right ones according to the laws or regulations.

Ex. 29. Translate the sentences into English.

1. Сьогодні науковці повинні приділити велику увагу безвідходному виробництву.
2. Зразки повинні були бути дослідженні в нашій лабораторії.
3. Інфра червоні хвилі можуть бути зупинені склом.
4. Можливо важко повірити, але в наш час половина населення землі страждає від нестачі води.
5. Гості Криму зможуть взяти участь в дослідницьких експедиціях і археологічних розкопках споруд півострова.
6. Кожен еколог має знати це правило.
7. Вам слід користуватись цими інструментами дуже обережно.
8. Біологічне різноманіття повинно розглядати як глобальний ресурс, як атмосферу або океани.

Ех. 30. Вставте модальні дієслова *can, may, must* або *need*:

1. Peter... return the book to the library. We all want to read it.
2. Why... not you understand it? It is so easy.
3. ... we do the exercise at once? – Yes, you ... do it at once.
4. ... you pronounce this sound?
5. You ... not have bought this meat: we have everything for dinner.
6. I ... not go out today: it is too cold.
7. ... I take your pen? – Yes, please.
8. We... not carry the bookcase upstairs: it is too heavy.
9. We ... not carry the bookcase upstairs ourselves: the workers will come and do it.
10. When ... you come to see us? – I come ... only on Sunday.
11. Shall I write a letter to him? – No, you ... not, it is not necessary.
12. ... you cut something without a knife?
13. Everything is clear and you ... not go into details now.
14. He ... not drink alcohol when he drives.
15. Do not worry! I ... change a light bulb.
16. By the end of the week I ... have finished writing my book.
17. She ... not call the doctor again unless she feels worse.

Ех. 31. Вставте модальні дієслова, які підходять (*must, may, can, need, to have to, to be able to*):

1. You ... not come to help them tomorrow: the work is done.
2. You ... not change the whole text as the beginning is all right. You ... only rewrite the second part of it.
3. ... you help me now? – I am afraid not: I am in a great hurry. I shall be free in the evening. Come to my place at about eight, and I ... help you.

4. John ... not tell us the rules of the game: we know them.
5. ... I return the book to you on Friday? I am afraid I... not finish it before.-
No , that is too late. You ... bring it to me not later than Wednesday.
6. It is already six o'clock. We ... hurry if we don' t want to be late.
7. ... you translate this text into English? – I think I
8. They spent all the morning on the river bank. Only Ann ... return home as she ... not stay in the sun for such a long time.
9. How do you feel when you... take a test? – I am always a little frightened and unhappy.
10. She ... decorate a room nicely.
11. We ... not afford to pay the bill.
12. He is got a lung problem and he ... go to hospital every two weeks.
13. Ann ... not go to this birthday party yeasterday she ... go to the dentist.
14. You ... take medicine three times a day before meals. You ... not stop taking it until you have finished the bottle. Don' t forget. You ... drink water as much as youYou ... get up tomorrow if you like. You ... not stay in bed all the time. But you ... not do any work at all. You ... just relax for a few days.

Ex. 32. Translate the sentences into English.

1. Я не можу знайти свій годинник. – Можливо, ви його залишили на роботі. – Ні, я не могла залишити його на роботі: я ніколи не знімаю його з руки.
2. Ви зможете поговорити з ним завтра?
3. Я мабуть заблукав. Чи не змогли би ви сказати, як пройти до Ермітажу?
4. Мені знадобилось прочитати велику кількість книг, коли я готувилась до відповіді.
5. Я не міг згадати останні строчки сонета, і мені знадобилось подзвонити своєму другові.
6. Я повинна купити торт сьогодні.
7. Мій брат не вміє розмовляти англійською мовою.
8. Моя сестра вміє розмовляти німецькою мовою.
9. Можу я подивитися ваше фото?
10. Чи можете ви показати мені свою фотографію?
11. Не може бути, що йому сорок років, він виглядає набагато молодше.
12. Не може бути, що він забув прийти.
13. Ми можливо поїдемо за місто, якщо погода буде хорошею.
14. Якщо сестра не купить каву, мені треба буде піти до крамниці самій.

Ex. 33. Rewrite and translate in written. Pay attention to the different meanings of *should, would*.

1. Many of the modern achievements in hydrology would be quite impossible without computers.
2. These parts should be subjected to X-ray examination.
3. If there were no water cycle, there would be no rains.
4. The engineers would soon obtain better results, since they use a computer.
5. I should like to go away for the weekend.
6. The engineer said that he would take the hydrological readings every two hours.
7. It was decided that the matter should be referred to a special committee.

Ex. 34. Rewrite and translate in written. Pay attention to the different meanings of *should, would*.

1. The weather experts said that it would rain tomorrow.
2. You should stop smoking, it is so bad for your health.
3. Without electric equipment space flights would be impossible.
4. This device is automatic, but a mechanic is always available in case anything would be wrong.
5. I should say nothing about it, if I were you.
6. Perhaps you would be kind enough to let us know about this.
7. As far as this research is concerned, mention should be made that it is of great significance for our university.

Ex. 35. Rewrite and translate in written. Pay attention to the different meanings of *should, would*.

1. People all over the world should combine efforts to solve the serious problem of environment protection.
2. After reading a new technical article you would write an abstract.
3. If there were no atmosphere, there would be no clouds, no rain.
4. The emission of the gases into the atmosphere should be monitored carefully.
5. The scientists confirmed that the wastewater would contain carcinogenic aromatic hydrocarbon compounds.
6. Many of the modern achievements in various fields of science would be quite impossible without computers.
7. You should use all the new equipment for your experiments.

36. Rewrite and translate in written. Pay attention to the different meanings of *should*, *would*.

1. You should follow all the important scientific researches in your field.
2. When the ice vanished, the lakes would gradually drain away.
3. The expected climatic change would sharp the problems of drought, deforestation and soil erosion.
4. The emission of the gases into the atmosphere should be monitored carefully.
5. It is required that modern machines should meet high standards of quality.
6. The attention should be paid to large-area pollution.
7. Further tests would be made to determine the possibility of using the new method.

GRAMMAR REVISION

I. Modal Verbs

Ex. 1. Translate and comment on the meaning of modal verbs. Translate into Ukrainian:

1. I should be grateful if you would keep your hands off my business in future. (*Murdoch*)
2. Mitch Poker shouldn't be played in a house with women. (*Williams*)
3. They didn't have to worry about money. (*Mansfield*)
4. You need not meet him unless you like. (*Shaw*)
5. Mischa followed her, and they were to be seen a moment later in conversation. (*Murdoch*)
6. Anyhow, Callendar won't hear of you seeing her. (*Forster*)
7. And here now was this young and promising doctor, who could, if he would, keep her supplied with work, and might even eventually marry her. (*Dreiser*)
8. What is to be her future? It is in my hands; what am I to do? (*Pinero*)
9. Your family may object to me; and then it will be all over between us. (*Shaw*)
10. Grandpa is not upstairs. Where can he have gone? (*Cronin*)
11. You must be dying with curiosity. Take a peep. (*Shaw*)
12. Madam, may I speak to you a moment? (*Mansfield*)
13. She gazed at me severely. "You ought to be in at your essay." (*Cronin*)
14. But you've got to finish college. We can't get married for a long time. (*Carter*)

15. "I don't have to pay to find that out... I could have asked anybody at the meeting, and found out." (*Carter*)
16. "What are we to do?" she gasped. "Can't we stay here? Lock the door?" (*Priestley*)
17. "Land ought to be very dear about there," he said. (*Galsworthy*)

II. Using of Subjunctive and Conditional Mood

Ex. 2. Complete the following sentences:

1. It was cold and our mother advised that... 2. It was raining. I feared lest... 3. We did not know where to go in summer and he advised that... 4. It was getting dark and my friend suggested that... 5. The concert was very interesting. I wish you... 6. He got wet to the bone, I fear lest... 7. The tickets were hard to get, he insisted that... 8. They were very tired after work, so I suggested that they... .

Ex. 3. Comment on the subjunctive mood and modal verbs:

1. If I only waited there for a minute or two, the doctor would be conducted to his patient's room. (*Collins*)
2. "If only they had made me the Duke," he could not help thinking... (*Bates*)
3. It seems to me, at this distance of time, as if my unfortunate studies generally took this course. (*Dickens*)
4. So! They were talking of Wilfred. How find out why... and suddenly she thought, "Even if I could, I wouldn't." (*Galsworthy*)
5. Oh! What would not I give to see him! (*Austen*)
6. Why should Maxim dislike Rebecca's cousin? (*Du Maurier*)
7. For a while Eric said nothing. "You know, if you hadn't broken off, you might have been married to him by now." (*Wilson*)
8. "If Miss Dinny could take him off just now, on a tour of the Scotch Highlands... it would save a lot of vexation." (*Galsworthy*)

Ex. 4. Analyze the form of the verb in the following sentences. Translate into Ukrainian:

1. I wished I had never heard the rumour about Phat Diem, or that the rumour had dealt with any other town. (*Greene*)
2. One always spoke of her like that in the third person as though she were not there. (*Greene*)
3. It was as if a bomb had exploded into the office. Smith, the red-faced man, looked as though his veins would burst. (*Cronin*)

4. What is the matter, Uncle Jack? Do look happy! You look as if you had a toothache, and I have got such a surprise for you. (*Wilde*)
5. Even if she were there I would be unlikely to find her. (*A. Christie*)
6. I wished I had the courage to call him back and say "You are right. I did see Pyle the night he died." (*Greene*)
7. Mrs. Cheveley, I think it is right to tell you frankly that, had I know who you really were, I should not have invited you to my house last night. (*Wilde*)
8. He again began to draw and write with a sort of remoteness, as if he were a long way off. (*Galsworthy*)
9. "The roses are in bloom now. I wish I had brought you some." (*Du Maurier*)
10. I wished I had kept my candle burning; the night was drearily dark. (*Bronte*)
11. I think it is high time that Mr. Bunbury made up his mind whether he was going to live or to die. (*Wilde*)
12. It was as though I had blown a bubble in the air and stood by to watch it dance. (*Du Maurier*)
13. Indeed, if anybody were capable of doing so, it would have given him the reputation for the sense of humour. (*Greene*)
14. "I wish she were ill," he rejoined, "when you are ill you shouldn't act." (*Wilde*)
15. Sherlock Holmes drew a long breath, and wiped the perspiration from his forehead. "I should have more faith," he said. (*A. Conan Doyle*)
16. And if it hadn't been for Mamma, I don't know what would have done. (*Dreiser*)
17. "Go," he said, "would you be very disappointed if we didn't get one of these houses?" (*Carter*)
18. What if Irene were to take it into her head to leave Soames? (*Galsworthy*)
19. "That's a lie," she said, "who else told him, if you didn't?" (*Du Maurier*)
20. "You look," said Denny, ... "as if you had been in the sun." (*Galsworthy*)

LESSON IV

Text A

Ecological hypotheses for a historical reconstruction of upper trophic level biomass in the Baltic Sea and Skagerrak

Abstract: Fish and marine mammal populations in the Baltic Sea and Skagerrak have undergone major fluctuations over the past five centuries. We summarize

how these fluctuations may have depended on various forms of predation (e.g., cannibalism, fishing, hunting) and environmental processes. The best-documented long-term fisheries in this region are the herring (*Clupea harengus*) fisheries near Bohuslan, western Sweden, and in the Oresund. These fisheries have been important since at least the 1200s and appear to be partly climatically driven. However, in the rest of the Baltic, information about fisheries for herring and other fish species is rare until after 1900. During the 20th century, while the Baltic underwent eutrophication, the biomass and landings of three fish species (cod (*Gadus morhua*), herring, and sprat (*Sprattus sprattus*)) all increased, whereas the biomass of marine mammals (grey seals (*Halichoerus grypus*), ringed seals (*Phoca hispida*), harbour porpoises (*Phocoena phocoena*)) decreased. The relative roles of exploitation, marine mammal predation, and environmental variability (e.g., eutrophication, major inflows of saline water, climate change) on the long-term dynamics of key fish species is not clear and requires increased collaboration among historians, fisheries and marine mammal ecologists, oceanographers, and climatologists.

Introduction

Understanding the causes of variations in abundance of upper trophic level animals is key to their long-term sustainability and that of the ecosystems in which they live (Steele and Schumacher 2000). However, in many cases, it is difficult to determine why abundances vary. Are the variations mainly due to anthropogenic factors (e.g., fishing mortality and hunting), or do climatic and other environmental factors (e.g., unusual sea temperatures) have a role? Attempts to distinguish these two major causes of variations in animal abundance, and how they interact, are limited by the relatively short time series (typically 20-30 years) of reliable fishery and environmental datasets available. As a result, statistical tests have little ability to resolve differences, and inferences based on such tests may not be applicable to other time periods because of long-term environmental variations (Frank 1991).

This dilemma can often be circumvented by considering how fish and marine mammal populations have varied during historical periods when exploitation rates were lower and (or) abundances were higher than at present (Francis and Hare 1994; Hutchings and Myers 1995). Methods for investigating variations in abundance during the pre-industrial period (ca. pre-World War II) include (i) reconstructing catch and effort data from historical sources (e.g., records of taxes and tithes, sales of fish, lists of food provisions, reports of privileged fisheries such as shellfish; Kinze 1995; Hutchings and Myers 1995; Holm 1996) and (ii) examining historical sediment records in anoxic regions of the sea for the presence of fish scales of different species (Francis and Hare 1994; IGBP 1999). Both of these methods have proven to be effective in constructing

reliable long-term (multidecadal) time series of fish and marine mammal abundances, and both methods have demonstrated that fish populations do undergo moderate to large fluctuations in abundance. Moreover, similar methods can also be used to develop long-term time series of important climatic variables (Euroglobec 1998; IGBP 1999).

1. Overfishing has ancient origins; History shows depletion started 1,000 years ago

Alister Doyle; Vancouver Sun;

Reuters

05-25-2009

PARIS

Europeans started over-exploiting freshwater fish at least 1,000 years ago, according to historical studies that could help manage depleted modern fish stocks worldwide.

Whales teemed in waters off New Zealand in the 19th century and a now almost non-existent cod stock in the Gulf of Maine totalled a huge 70,000 tonnes a year in the mid-19th century, according to historical records.

Records reconstructed from everything from Russian monastery purchases to U.S. schooner logs indicate that overfishing has been happening in many parts of the world for centuries and that fish used to be more abundant, and bigger, than now.

"We see similar patterns of human impacts on the oceans pretty much everywhere, and in many cases real depletion," said Andy Rosenberg of the University of New Hampshire, a leader of a project called the History of Marine Animal Population (HMAP).

The findings, part of a 10-year Census of Marine Life due for completion in 2010, have widened from a few local anecdotes about fish abundance in past centuries, he told Reuters. He will chair a three-day HMAP "Oceans Past" conference that opens in Vancouver on Tuesday.

In Europe, a shift to eating marine fish species from locally caught freshwater fish happened about 1,000 years ago. "The size of freshwater fish caught by Europeans started shrinking in medieval times ... likely caused by increased exploitation and pollution," an HMAP statement said, based on freshwater fish remains dumped in northwest Europe and England.

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2. Opportunities in MARINE ENVIRONMENTAL HISTORY

Bolster, W Jeffrey, Environmental History,

07-01-2006

The ocean may be the next frontier for environmental historians. People have depended on the ocean for centuries and quietly reshaped it. Recently the tragic impact of overfishing, habitat destruction, and biological invasions has become apparent. Yet the history of human interactions with marine environments remains largely uninvestigated, in part because of the enduring assumption that the ocean exists (or existed) outside of history. Historians should take seriously the challenge to historicize the ocean. That will include investigating its changing nature and peoples' historically specific assumptions about using and regulating it. Arguing that marine environmental history can complement on-going research in historical marine ecology, this essay invokes recent scientific work while staking out distinct terrain for historians.

FOR MILLENNIA THE bountiful sea provided a larder, a living, and the possibility of riches for intrepid fishermen. Its scale in time and space, however, even for experienced mariners, appeared all out of proportion to that of familiar worlds ashore; and seafarers and landlubbers alike could not help but regard the sea as inscrutable, threatening, and eternal. Suddenly, in the blink of a twentieth-century eye, the tables were turned: The sea appeared fragile and vulnerable in the face of human arrogance. Overfishing, destruction of marine habitats, and shipborne biological invasions cast the time-honored phrase "men against the sea" in a new light. Following publication in the journal *Nature* of an essay estimating that large predatory fish had declined worldwide by 90 percent, *Newsweek's* cover story on July 14, 2003, asked, "Are the oceans dying?"¹ That question, unimaginable not long ago, seemed all the more ominous for its lack of historical precedent.

The recent crisis in the ocean has been regarded rightfully as an ecological and political problem, but rarely understood in light of history-as if nature and science were somehow realms separate from the study of the past. During the 1990s the Black Sea ecosystem collapsed, literally starved to death by a bloom of invasive jellyfish that indiscriminately devoured zoo-plankton, phytoplankton, and larval fish, leaving virtually nothing for the rest of the food chain. For creatures in and people around the nearly landlocked Black Sea, the horror unleashed by the ctenophore *Mnemiopsis leidyi* was immediate and vivid; but ships have been carrying invasive marine hitchhikers from one sea to another for centuries, quietly reshaping the oceans of the world. The Black Sea catastrophe was different because of its scale and the presence of cameras.

Exercise 1. Make up 15 questions for the text.

Exercise 2. Retell text A.

Text B

Historical Newspapers

THE ANTIQUITY OF ANGLING; PRACTICED AS A FINE ART FROM TIME IMMEMORIAL.

Its Modern Growth - Instruction in Its Methods - Fishing Gear and How to Use It - Books Which Should Be Read - Fishing in Fresh Water and Fishing in Salt Water - Casting the Artificial Fly - Salmon of Various Kinds - The Gamey Black Bass and How to Catch Him.

William C. Harris. New York Times. New York, N.Y.: Jun 4, 1893. pg. 71 pgs

Abstract (Summary)

Angling, or fishing for sport, is the art of capturing fish with either an artificial or natural bait placed on a hook. It is of great antiquity. We read of it in the Old Testament. In the records of ancient Egypt and Assyria, and in the polished literature of old Greece and Rome. The Greek poet, Oppian, in his "Halientics," written in the second century, gave to the world the first systematic treatise on fishing.

Dissertations

1. Artificial fishponds in Roman Italy during the late Republic and early Empire

by Higginbotham, James Arnold, III, Ph.D., University of Michigan, 1991, 386 pages

Abstract (Summary)

The cultivation of fish had a long tradition among the Romans. But during the later Roman Republic and the early Empire, the practice of raising fish, pisciculture, reached a level of complexity previously unknown. This interest led to the construction of a range of buildings, or fishponds, designed to facilitate the exploitation and enjoyment of fish. The artificial fishpond was carefully crafted to provide a suitable environment for fish which were being kept for market, bred for future consumption, or confined for the sensory enjoyment of

the owner. The surviving remains of Roman fishponds (*piscinae*) in Italy have never been examined in a single study. This dissertation examines the archaeological remains of these fishponds against the background provided by the literary account.

The ancient literary record provides an important but incomplete source for the study of Roman pisciculture as it was practiced in Italy during the late Republic and early Empire. Three writers; M. Terentius Varro, L. Iunius Columella, and the Elder Pliny are the primary sources. Varro and Columella provide very general technical information and give the impression of a prescribed formula for building and operating fishponds. In reality, as the physical remains indicate, fishponds neither echo the descriptions in the ancient texts nor follow the prescriptions set forth by Varro and Columella. For example, none of the ancient literary accounts mention important features revealed through the examination of the ruins, such as viewing platforms, dining rooms, fish traps, fishing towers, ceramic eel pots, the popularity of inland ponds supplied by fresh water and the use of fresh water in sea-fed ponds.

Toward a more complete understanding of Roman pisciculture, the first chapter of this dissertation comprises a detailed description of each extant Roman fishpond in Italy. Chapter 2 discusses the technical aspects of fishpond design, construction and operation. Chapter 3 examines the species of fish most closely associated with the Roman practice of raising fish. The comparative treatment of both literary and archaeological sources offered in this study provides a foundation for understanding the role fishponds played in the social and economic fabric of ancient Rome

2. Historic levels of genetic diversity in the North Atlantic right (*Eubalaena glacialis*) and bowhead whale (*Balaena mysticetus*)

by *McLeod, Brenna Annie*, by McLeod, Brenna Annie, Ph.D., Trent University (Canada), 2008 , 185 pages

Abstract (Summary)

North Atlantic right and bowhead whales were largely reduced in abundance by whaling. Sixteenth--seventeenth-century Basque whaling has been deemed responsible for the most detrimental population reduction of the right whale. However, molecular analyses identified the bowhead whale as the primary target of the hunt, with only one right whale among >200 whale bones. The specimen was profiled at 27 microsatellite loci used in the extant population and no new, or rare alleles were identified and the probability of identify value (4.8×10^{-24})

was similar to those of extant individuals, suggesting historical genetic characteristics were not markedly different than today. A smaller historical population size and lower levels of diversity in the right whale might pre-date human exploitation. When 16 th -century bowhead specimens were profiled (2 mitochondrial and 8 microsatellite loci), high levels of haplotype diversity ($h = 0.917$), nucleotide diversity ($\pi = 0.0149$), heterozygosity ($H_{obs} = 0.755$), and allelic diversity (9.25) were identified and heterozygosity was significantly higher (5.3%; $t = 2.248$, $p < 0.05$) than today. A Pleistocene expansion event ($F_s = -10.549$; $p < 0.001$) was identified. Mitochondrial sequence analysis of 106 Holocene dated bowhead specimens from the central Canadian Arctic (CCA) identified no significant temporal changes in diversity. Little differentiation was found between CCA and Holocene dated specimens from Eastern Greenland/Spitsbergen ($F_{ST} = 0.00335$, $p = 0.10068$; $F_{ST} = -0.00417$, $p = 0.81427$), suggesting a high degree of historical population connectivity.

3. A new perspective: Atlantic herring (*Clupea harengus*) as a case study for time series analysis and historical data

by Klein, Emily, M.S., University of New Hampshire, 2008 , 177 pages

Abstract (Summary)

This thesis endeavors to develop methods for the historical analysis of a specific species and location to begin understanding fishery patterns and change over time. The main goal was to develop statistical methods to address historical data and provide long-term information on fishery trends and potential relationships between the fishery and outside influences. The Atlantic herring (*Clupea harengus*) fishery was investigated for underlying patterns and the possible impact of outside variables and events from 1870 to 2007.

In the Gulf of Maine, Atlantic herring (*Clupea harengus*) provide critical forage for many economically valuable species, while supporting a major New England fishery. Extensive research and stock assessments conducted on herring since the 1960s have focused on recent patterns of distribution, abundance, and other fishery characteristics. This work has often neglected longer-term patterns or changes and the long history of anthropogenic influence and exploitation. Further, the current management strategy for herring may be insufficient and herring ecology is not fully understood. Specific questions remain on stock structure and the viability of inshore populations, in addition to the possibly major changes in herring abundance and distribution suggested by historical documents. Due to these questions and their ecological and economic importance, herring are an interesting case study for the investigation of

historical data and the application of time series analysis (TSA). Here, TSA was used to explore long-term herring fishery data and the possible influence of anthropogenic events and natural drivers from 1871 to the present (2007).

Historical information on Atlantic herring and oceanographic features was compiled from many sources across New England and in St. Andrews Bay, Canada. For herring, the information was aggregated into a time series by total pounds per year for Maine and the Canadian Bay of Fundy. In addition, a time series was built for sea surface temperature (SST) and surface salinity at St. Andrews Biological Station (SABS) in Canada. Finally, a timeline constructed from the qualitative historical text summarized potentially influential socioeconomic and industry events by year. An initial visual comparison explored possible correlation between fluctuations in the herring time series and events in the time line. Viable events were found to explain many of the visually identified fluctuations.

Once time series were constructed, TSA was used to model the underlying patterns of the herring fishery and oceanographic data. More specifically, autoregressive-integrated-moving-average (ARIMA) models were applied. These models were then used to interpolate the missing years for complete time series, and ARIMA models were run again on these complete data sets. The final model for the Maine herring fishery was an ARIMA(1,1,0), meaning that the pounds in one year was explained, at least in part, by pounds the year before. For Canada, the model was an ARIMA(0,1,1), indicating that the pounds were more explained by the conservation of noise, or error, from the year previously.

The models developed were then used to begin examining the impact of the events from the qualitative timeline and oceanographic features (SST and salinity) on the fishery time series. Intervention analysis detected outliers, called interventions, representing years of unexpected change in the herring time series. These years were compared to the qualitative time line to determine a possible explanatory event. Such events were speculated for the majority of interventions found. Finally, cross-correlation analysis compared the herring time series with the SABS SST and salinity time series for possible cause-and-effect relationships. The analysis found no significant relationships between the series.

This study demonstrated the potential of TSA and historical data, including the qualitative literature, to better understand fisheries over the long term. TSA is a useful tool for applying historical data to study ecosystems in their entirety, from historical fisheries to today, rather than isolated in time or context. Results can broaden the temporal and ecosystem perspective in which fishery statistics are examined, and methodologies can be refined and expanded in the future.

However, as used here, TSA addresses only catch statistics, not abundance or other population parameters. These methods should be used in conjunction with traditional statistical approaches and to inform stock assessment.

Exercise 1. Make up 20 different types of questions for text B.

Exercise 2. Retell text B.

Exercise 3. Write a short summary of text B.

GRAMMER

The Infinitive

1. В англійській мові інфінітив має форми стану, а також часу. Але часова форма інфінітива, як і інших неособових форм, лише вказує на співвіднесеність з моментом дії, вираженої дієсловом в особовій формі. При цьому форми стану звичайно мають лише перехідні дієслова.

Форми інфінітива	Активний стан	Пасивний стан
Indefinite	to read [ri:d] to go	to be read [red]
Continuous	to be reading to be going	—
Perfect	to have read to have gone	to have been read
Perfect Continuous	to have been reading to have been going	—

2. Лише форми the Indefinite Infinitive активного і пасивного стану мають відповідні форми в українській мові:

to read — читати; to be read — бути прочитаним

to write — писати; to be written — бути написаним

Форми інфінітива в активному стані

Простий інфінітив в активному стані (Simple Infinitive) використовується у активному стані дієслова, коли дія, яку він висловлює, або відбувається одночасно з дією, що виражена дієсловом-присудком в особовій формі, або не прикріплена до часу здійснення дії:

*I like **to go** to Europe.* – Мені подобається їздити в Європу. (дія не відноситься до конкретного часу)

*I am so glad **to see** you again.* – Я дуже радий знову тебе бачити. (дія одночасна)

Також інфінітив використовується після таких слів, як:

to desire – бажати
to expect – розраховувати
to hesitate – вагатися
to intend, to mean - мати намір
to try – намагатися
to want – хотіти
to manage – справлятися
to decide - вирішувати
to fail – провалюватися (у якій-небудь справі)
to begin – починати
to continue – продовжувати
to arrange – домовлятися
to agree – погоджуватися
to prefer - віддавати перевагу
to seem – здаватися, вбачати
to ask – просити
to promise – обіцяти
to forget – забувати
to demand – вимагати
to remember – пам'ятати
to hate – ненавидіти
to like – подобатися
to hope – сподіватися
to love – кохати, любити

та інших, включаючи модальні дієслова (в такому випадку частка **to** не використовується). Крім того, простий інфінітив використовується після прикметників, що виражають ставлення, заохочення до чогось, захоплення від чогось та ін.:

*It was very kind of you **to accompany** me on a journey to Great Britain. – Це було дуже мило з вашого боку, що ви супроводжували мене в моїй подорожі до Великої Британії.*

Здебільшого the Indefinite Infinitive перекладається на українську мову **неозначеною формою дієслова**:

I am glad to see you. — Я радий вас бачити.

You must be there in time. — Вам слід бути там вчасно.

Тривалий інфінітив в активному стані (Continuous Infinitive) підкреслює тривалість дії, що відбувається одночасно з дієсловом-присудком, що виражений в особистій формі або прикметником, до якого належить інфінітив. Також тривалий інфінітив може використовуватися після модальних дієслів:

*Mike is busy now. He seems **to be working** on his project. – Майк зараз зайнятий. Схоже, що він працює над своїм проектом.*

Доконаний (перфектний) інфінітив в активному стані (Perfect Infinitive) вживається для позначення дії, що передує дії, яка виражена дієсловом-присудком:

*He was sorry **not to have prepared** dinner. – Йому було шкода, що він не приготував вечерю.*

Доконаний інфінітив використовується у випадках, коли дія буде закінчена до певного часу в майбутньому:

*He hopes **to have graduated** from university until he turns 22 years old. – Він сподівається закінчити університет до тих пір, поки йому виповниться 22.*

Також він використовується після модальних дієслів:

*He **might have been** here. – Він міг бути тут.*

Після дієслів **to expect, to intend, to hope, to mean** доконаний інфінітив використовується для позначення дії, яка, всупереч наміру, очікуванню, надії, не здійснилася:

She hoped to have met him in the cinema. – Вона сподівалася побачити його в кінотеатрі.

They expected to have had much more profit. – Вони сподівалися отримати набагато більше прибутку.

Тривало-доконаний інфінітив в активному стані (Perfect Continuous Infinitive) вказує на те, що дія, виражена інфінітивом, розпочалася раніше дії, що виражена дієсловом-присудком, і продовжується до цих пір:

His brother seems to have been playing football since morning. – Схоже, що його брат грає у футбол з самого ранку.

Форми інфінітива в пасивному стані

Простий інфінітив в пасивному стані (Simple Infinitive Passive) використовується за таких же умов, що й активний, лише змінюється форма дієслова:

She likes to be given presents. – Їй подобається, коли їй дарують подарунки.

Доконаний інфінітив в пасивному стані (Perfect Infinitive Passive) також не відрізняється від активного стану, лише змінюючи форму дієслова:

He might have been driven by someone to the hotel. – Хтось міг підвести його до готелю.

Складні форми інфінітива перекладаються за допомогою особових форм дієслів та підрядних речень:

а) після модальних дієслів *must* і *may* the Perfect Infinitive виражає припущення, що дія вже відбулась:

You must have translated this article. — Ви, мабуть, переклали цю статтю.

б) після дієслова *can* (*cannot*) the Perfect Infinitive виражає здивування, сумнів, що дія могла відбутись:

She cannot have done this exercise in three minutes. — Не може бути, щоб вона зробила цю вправу за три хвилини.

в) після модальних дієслів *should*, *would*, *could*, *might*, *ought* the Perfect Infinitive виражає дію, яка мала відбутись, але не відбулась:

You could have helped him. — Ви могли б йому допомогти (але не допомогли).

г) речення типу *I want him to...*, *I expect her to...* перекладаються додатковим підрядним реченням.

I want him to do this exercise. — Я хочу, щоб він зробив цю вправу.

I expected her to come to the office at 9 a.m. — Я чекав (сподівався), що вона прийде в офіс о дев'ятій ранку.

Вживання інфінітива

Інфінітив у реченні може бути:

а) підметом:

To elect and to be elected to the parliament is the right of every citizen of Ukraine guaranteed by the Constitution. — Обирати і бути обраним до парламенту — це право кожного громадянина України, гарантоване Конституцією.

б) іменною частиною складеного присудка:

Her desire is to be a student. — її бажання — стати студенткою.

в) частиною дієслівного складеного присудка з модальними дієсловами та їхніми синонімами:

You must be careful. — Ви повинні бути уважними.

This text must be translated in one minute. — Цей текст має бути перекладений за одну хвилину.

You will have to do this exercise tomorrow. — Ти маєш (повинен) зробити цю вправу завтра.

г) прямим додатком:

We asked him not to go there. — Ми просили його не йти туди.

д) означенням:

I have no wish to be an engineer. — У мене немає бажання бути інженером.

є) обставиною:

He came here to speak to me, not to you. — Він прийшов сюди поговорити зі мною, а не з тобою.

Вживання інфінітива без частки **to**:

Інфінітив у більшості випадків вживається з **часткою to**, яка є його граматичною ознакою.

My friend wants to become a teacher. — Моя подруга бажає стати вчителем.

He began to play chess at the age of seven. — Він почав грати у шахи в сім років.

. Однак, існує декілька випадків, в яких інфінітив вживається без частки «to», так званий «bare infinitive».

Інфінітив без частки «to» вживається в наступних випадках:

1) після модальних дієслів *can, may, must, shall, should, will, would*:

We can meet him at the railway station. — Ми можемо зустріти його на залізничному вокзалі.

We shall go to the theatre on Sunday. — Ми підемо в театр у неділю.

Примітка. Після модальних дієслів *ought, to have і to be* у модальному значенні інфінітив вживається з часткою *to*:

I shall have to go there tomorrow. — Я змушений буду піти туди завтра.

2) у спеціальних конструкціях (інфінітивних зворотах) після деяких дієслів, що виражають сприймання за допомогою органів чуття: *to hear, to see, to feel, to observe, to notice, to perceive*:

I heard him repeat it several times. — Я чув, що він повторював це багато разів.

I saw her come in. — Я бачив, як вона зайшла.

3) після словосполучень *had better* (краще), *would sooner*, *would rather* (краще б), *can not but* (не може не), *nothing but* (нічого крім, тільки):

You had better speak English. — Тобі краще б говорити англійською мовою.

I would rather stay at home. — Я краще залишуся вдома.

4) в питальних реченнях, які починаються зі слів **why not** (чому б не):

Why not travel to Asia? You don't like Asia? – Чому б не поїхати до Азії?
Тобі не подобається Азія?

5) Після дієслів *to let* (дозволяти), *to make* (примушувати), *to have* (отримувати), а також *to know* (знати) в активному стані:

Don't let them take cold shower. – Не дозволяй їм приймати холодний душ.
Don't make me do it. – Не примушуй мене робити це!

6) якщо в реченні стоять поряд **два інфінітиви**, поєднані сполучником *and* або *or*, то частка *to* перед другим з них звичайно не вживається:

I asked him to visit me and speak to my brother. — Я попросив його відвідати мене і поговорити з моїм братом.

EXERCISES:

Ex. 1. Put "to" in front of the infinitive, where it is necessary.

1. He likes ... play football.
2. She can ... speak English.
3. We let them ... go there.
4. Don't help her ... do it.
5. May I ... take your dictionary?
6. He made me ... do it.
7. Mother let us ... swim in the river.
8. I don't want ... see him.
9. We would rather ... go home.
10. They wanted ... speak to us.
11. Would you like ... drink?
12. You had better ... take this medicine.
13. They couldn't ... find their child.
14. It's time ... go for a walk.
15. I'd like ... believe you.

16. We were ready ... go out.
17. My parent's didn't let me ... go to that party.
18. Do you like ... dance?
19. Would you like ... listen to my song?
20. His joke made me laugh.

Ex. 2. Put "to" in front of the infinitive, where it is necessary.

1. I think I can't ... help you.
2. We had better ... say it at once.
3. May I ... come in?
4. He likes ... watch television.
5. Jane couldn't ... open the door.
6. Tom works because he needs ... eat.
7. He isn't going ... answer my question.
8. You would rather not ... tell them the truth.
9. I heard him ... sing.
10. I'm planning ... visit Rome.
11. The children were not allowed ... eat an ice-cream.
12. She said she would sooner ... stay in the city.

Ex. 3. Change the underlined parts of the sentences.

Eg. He has a lot of books which he can read.
He has a lot of books **to read**.

1. I would like to offer you the dress which you can buy.
2. Have you chosen the project of the house which you will build?
3. Is there something which you can show us?
4. Here is a man who will do this work.
5. Could you give me a book which I can read?
6. Jack's brought us a new film which we can see.
7. They have a lot of work which they must finish in time.
8. She has less time in which she will tell you everything.
9. Here is an interesting physical process which we can study.
10. Mother bought a lot of fruit which we can eat.
11. You can put on the coat which will warm you.
12. Our teacher gives us many rules which we must learn.
13. Can you give me a pen which I can write with?
14. Here are some proposals which we have to discuss.
15. Has she typed the documents which I will sign?

Ex. 4. Translate into English.

Ex. Ось стаття, яку необхідно перекласти.

Here is an article **to translate**.

1. Я знайшов інформацію, яку використаю в доповіді.
2. Лікар прописав мені ліки, які необхідно приймати щодня.
3. Ось програма, яку можна подивитись.
4. Він приніс статтю, яку треба обговорити.
5. Мама взяла ніж, щоб нарізати хліба.
6. У них є гарний сад, де можна відпочити.
7. Я дам тобі попити води.
8. У мене є товариш, з яким я можу поговорити про де.
9. Батько приніс нам гру, в яку можна грати.
10. Візьми таксі, щоб не запізнитися.
11. Ось річка, яку треба переплисти.
12. Вона придбала модний одяг, в якому піде на дискотеку.
13. Це люди, які допоможуть вам у роботі.
14. Вчитель продиктував учням запитання, на які треба відповісти.
15. У цього пацієнта рана, яку необхідно обстежити.

Ex. 5. Change the sentences.

Eg. He is so busy that he can't answer your call.
He is too busy to answer your call.

1. She is so weak that she can't go out.
2. They will be so busy that they will not meet you at the station.
3. This cat is so fat that it can't catch a mouse.
4. The game was so boring that fidn't want to play it.
5. This story was so unbelievable that we didn't believe him.
6. The weather is so hot that we will not leave the house.
7. That bar was so dirty that nobody wanted to eat there.
8. The water is so cold that I don't want swim in the river.
9. He is so stupid that he can't learn a single thing.
10. She had very little money and she couldn't buy that dress.
11. The rule is so difficult that pupils don't understand it.
12. Her dress is so dirty that she can't wash it up.

Ex. 6. Translate into Ukrainian. Remember about *Active Infinitive* and *Passive Infinitive*.

1. I am glad to meet him.
2. He was glad to be met at the station.
3. She is sorry to tell you about it.

4. She didn't want to be told about it.
5. The child doesn't like to be punished.
6. To buy a new dress is her only dream.
7. He wanted to be invited to this party.
8. We hope to be sent to the conference.
9. I have a great desire to spend next summer in Paris.
10. Nobody wants to be laughed at.

Ex. 7. Translate into English using *Active Infinitive* and *Passive Infinitive*.

1. Я хотів, щоб мене проінформували про їх прибуття.
2. Вона не хоче, щоб її відправили в село на літні канікули.
3. Він наполягає, щоб йому сказали всю правду.
4. Ми хочемо запросити його на зустріч.
5. Він сподівається, що йому допоможуть.
6. Я думаю надіслати йому листа, як тільки приїду з Харкова.
7. Вони раді, що їм надіслали запрошення на весілля.
8. Я не маю права втручатись в це.
9. Він не любить, коли його провідують в той час, коли він хворіє.
10. Вона не любить, коли їй заважають під час роботи.
11. Я хотів показати їм дорогу до станції.
12. Тварини не люблять, коли їх дражнять.
13. Вона рада, що їй дають відпустку у серпні.
14. Діти були щасливі, що їм дозволили піти на річку.

Ex. 8. Change the underlined parts of the sentences with *Perfect Infinitive*. Translate into Ukrainian.

1. He is sorry that he has said it.
2. She is glad that she has received his letter.
3. Tom was happy that he had been taken to the zoo.
4. I remember that I had met this woman before.
5. Susan is sorry that she has spoilt my picture.
6. I wasn't glad because I had been appointed to the post of manager.
7. He was angry because he had been interrupted.
8. The pupils are in a good mood as they have written the test without mistakes.
9. The boy was sorry because he had forgotten Loi's book at home.
10. We are glad that we have been invited to the party.
11. She is very happy as she has achieved her aim.
12. He is very upset because he has not passed his exam.

Ex. 9. Open the brackets using the necessary form of the infinitive.

1. She seems (to translate) scientific articles.
2. She seems (to translate) a scientific article at the moment.
3. She seems (to translate) two articles already.
4. She seems (to translate) this article since early morning.
5. Beth likes (to run) every morning before breakfast.
6. He was glad (to find) his gloves.
7. Jane is sorry (to break) a cup.
8. We were very pleased (to receive) their invitation.
9. The pupils want (to help) by his teacher.
10. I am disappointed (to miss) him.
11. She is pleased (to meet) her friend finally.
12. I expect (to tell) the news by them.
13. She pretended (not to listen) to the teacher.
14. They are glad (to do) all the work before.
15. He is glad (to speak) with her now.

Ex. 10. Open the brackets using the necessary form of the infinitive.

1. I am glad (to work) with you.
2. I am glad (to work) with you now.
3. I am glad (to work) with you since morning.
4. We wanted (to recognize) by them at once.
5. She always wants (to talk) about.
6. He pretended (to sleep) and (not to hear) the telephone ring.
7. They are lucky (to see) so many countries.
8. My younger sister doesn't like (to treat) like a child.
9. Ann seems (to discuss) a very important problem now.
10. This actor doesn't like (to interview) by the reporters.
11. The child didn't want (to forbid) to go for a walk.
12. The teacher wants (to tell) if the student can't attend a lecture.
13. He seemed (not to understand) what I told him.
14. She hates (to wear) a suit.
15. The policeman told him (not to drive) so fast.

Ex. 11. Translate into English using the necessary form of the infinitive.

1. Він вирішив не дзвонити їй.
2. Ми думаємо не залишатися тут до кінця лекції.
3. Здається, зараз іде сніг.
4. Вона вирішила не робити цього.
5. Він любить розповідати смішні історії.
6. Він любить, коли йому розповідають смішні історії.
7. Він задоволений, що йому розповіли цю історію.

8. Я зупинився, щоб подивитись на гру самодіяльних артистів.
9. Вона не задоволена, що її зупинила поліція.
10. Ми раді, що застали його вдома.
11. Приємно було знову плавати в морі.
12. Здавалося, що іде дощ.
13. Я сподівався бути запрошеним на їхнє весілля.
14. Він був задоволений, що відповів на всі питання.
15. Мені приємно розмовляти з тобою зараз.
16. Мені завжди приємно розмовляти з тобою.
17. Вона не любить, коли за нею спостерігають під час роботи.

Ex. 12. Translate into English using the necessary form of the infinitive.

1. Вона удає, що не помічає нас.
2. Вона удає, що не помітила нас.
3. Вона удає, що не любить, коли її помічають.
4. Я жалкую, що не знайшов вас.
5. Він попросив, щоб його відвели до менеджера.
6. Вона не задоволена, що працює зараз.
7. Ми розчаровані, що шукаємо його з ранку.
8. Ми розчаровані, що не знайшли його.
9. Він не хотів, щоб його знайшли.
10. Вона щаслива, що знову вдома.
11. Всі люблять, коли їм довіряють.
12. Я радий, що знову граю в хокей.
13. Він був щасливий, що знову в рідному місті.
14. Я щаслива, що закінчила свою книжку.
15. Здається, дме сильний вітер.

The Participle

Форми дієприкметника в англійській мові

Форма	Активний стан	Пасивний стан
Present Participle Simple	дієслово + закінчення -ing <i>asking – питаючи</i> <i>doing – роблячи</i>	being + 3 форма дієслова <i>being asked – бути запитаним</i> <i>being fooled – бути обдуреним</i>
Participle I	having + 3 форма дієслова <i>having asked – запитавши</i>	having been + 3 форма дієслова <i>having been asked - бути запитаним (вже)</i>

Participle II

was written – був написаний

Participle I

Present Participle Simple

Present Participle Simple в активному стані утворюється за допомогою додавання закінчення **-ing** до 1 форми дієслова – так само, як і герундій. На українську він перекладається дієприкметником в активному стані:

to speak (говорити) – **speaking** (говорячи)

to listen (слухати) – **listening** (слухаючи)

Дієприкметник теперішнього часу у формі *Present Participle Simple* використовується у двох випадках:

1. Коли потрібно показати одночасність дії, що виражена дієприкметником з дією, що виражена дієсловом-присудком у минулому, теперішньому або майбутньому часі:

Asking them what time it was he looked nervous. – Питаючи в них котра година, він виглядав знервованим.

Reading book he tried to make some notes. – Читаючи книгу, він робив випуски з неї.

2. Коли потрібно виразити дію, що відноситься до теперішнього часу, незалежно від того, в якому часі знаходиться дієслово-присудок:

The man waiting for you outside called you yeasteday. – Чоловік, що чекає на вас на вулиці, дзвонив вам учора.

Here we have a present waiting for you. – В нас є подарунок, що чекає на тебе.

Для утворення пасивного стану використовується допоміжне дієслово **being** та дієслово у третій формі або з додаванням закінчення **-ed**. Якщо дієслово неправильне, то дивіться таблицю неправильних дієслів:

build (будувати) – **being built** (бути споруджуваним)

follow (слідувати) – **being followed** (бути тим, за ким слідують)

Present Participle Perfect

Present Participle Perfect в активному стані утворюється за допомогою допоміжного дієслова ***having*** плюс третьої форми дієслова або ж дієслова з закінченням ***-ed***:

ride (скакати) – ***having ridden*** (проскакати)
pray (молитися) – ***having prayed*** (помолившись)

Дієприкметник теперішнього часу у своїй доконаній (перфектній) формі ***Present Participle Perfect*** використовується у випадках, коли потрібно висловити дію, що передувала дії, яка виражена дієсловом-присудком:

Having played football he is returning home. – Награвшись у футбол, він повертається додому.

Having done his homework he went to bed. – Зробивши домашнє завдання він пішов спати.

В пасивному стані після допоміжного слова ***having*** використовується ще й допоміжне дієслово ***been***:

having done (зробивши) – ***having been done*** (бути вже зробленим)
having asked (запитавши) – ***having been asked*** (бути вже запитаним)

Participle II

Дієприкметник минулого часу має лише пасивну форму і перекладається як дієприкметник минулого стану на українську мову.

Дієслово в ***Past Participle*** називається ще й дієсловом у 3 формі (друга форма – ***Past Simple***).

to give (давати) – ***given*** (даний)
to teach (навчати) – ***tought*** (навчений)

У реченні дієприкметник минулого часу може виконувати такі функції:

1. Іменної частини складеного присудка після дієслів: ***to be, to feel, to look, to get, to become*** та ін:

My car is broken. – Моя машина зламана.
He looked scared. – Він виглядає переляканим.

2. Означення. При цьому дієприкметник може розташовуватися як перед іменником, так і після нього:

*Fred looked at the table **filled** with food.* – Фред поглянув на стіл, наповнений їжею.

*Fred looked at the **filled** by someone table with food.* – Фред поглянув на стіл, що був наповнений їжею.

3. Обставину часу або обставину причини. В таких випадках дієприкметник відповідає на питання *коли?* або *чому? за якої причини?*:

*When **gone** to his friend nobody opened door.* – Коли він приїхав до свого друга, ніхто не відкрив двері.

***Played** football he didn't do his homework.* – Оскільки він грав у футбол, то не зробив домашнє завдання.

4. Складного додатка з іменником в загальному відмінку або займенником в об'єктному:

*He heard his name **mentioned**.* – Він почув, що було названо його ім'я.
*I want the work **done** soon.* – Я хочу, щоб робота була скоро зроблена.

Дієслово **to have** у зв'язці з дієприкметником минулого часу у ролі складного додатка означає, що дія відбувається не самим підметом (тобто тим, хто говорить), а кимось іншим:

*She **had** her nails **done**.* – Її підстригли нігті.
*I **had** my car **repaired**.* – Мою машину відремонтували.

EXERCISES:

Ex. 1. Translate into Ukrainian paying attention the Participle (Present Participle Active).

1. The girl standing at the window is my sister.
2. We looked at the playing children.
3. Entering the room he dropped his keys.
4. He set in the arm-chair thinking.

5. She came up to us breathing heavily.
6. The hall was full of laughing people.
7. The boy smiled showing his teeth.
8. The singing girl was about fourteen.
9. Mother put eggs into the boiling water.
10. Writing letters is a waste of time.

Ex. 2. Change the sentences using *Present Participle Active*.

1. The woman who is looking out of the window is my aunt.
2. The children who are playing in the garden are very noisy.
3. She came up to the man who was standing at the door.
4. There was a lot of work which was waiting for us.
5. He didn't like the people who were surrounding him.
6. I noticed the people who were waiting for the taxi.
7. The vase which stands on the table is my daughter's present.
8. We are not the fans of the team which is losing.
9. I don't know the man who is entering the room.
10. There is a man who is hurrying along the street in front of him.

Ex. 3 Change the sentences using *Present Participle Active*.

1. The woman called the boy who was working in the garden.
2. As the wind was blowing, it was very cold.
3. Since I needed a pen, I asked my friend to give me it.
4. As he was afraid of the dog, the boy ran quickly across the yard.
5. Since the lessons were over, the pupils went home.
6. We decided to go to the cafe as we had plenty of time.
7. Tom can translate this article as he knows English well.
8. As we thought they were waiting for us, we were in a hurry.

Ex. 4. Change the sentences using *Present Participle Active*.

1. When she came home, she turned on the light.
2. When you read English text, copy out the new words.
3. While he was waiting for me, he became the witness of an accident.
4. When I was walking through the park, I saw some flowers.
5. When you are leaving the house, don't forget to lock the door.
6. He didn't write the truth when he was writing a letter.
7. When she saw them, she smiled with pleasure.
8. When he begins to work, he will not forget our instructions.

Ex. 5. Translate into English using *Present Participle Active*.

1. Читаючи статтю в англійському журналі, я виписав нові слова.
2. Читаючи статтю в англійському журналі, я виписував нові слова.
3. Читаючи статтю в англійському журналі, я виписуватиму нові слова.
4. Діти, які граються в кімнаті, мої онуки.
5. Він боявся собаки, що гавкав на нього.
6. Знаючи англійську мову, ти можеш спілкуватися з людьми з різних країн.
7. Вона лежала в ліжку, читаючи книжку.
8. Увійшовши до кімнати, він швидко підійшов до вікна.
9. Не забудь розповісти йому новини, розмовляючи з ним.

Ex. 6. Translate into Ukrainian using the Participle (*Present Participle Passive*).

1. The question being discussed now is very important.
2. He doesn't know the song being heard.
3. The house being built in our street is a new supermarket.
4. Do you like the film being discussed?
5. Being asked at the lesson, the boy answered nothing.
6. The experiment being carried on by this scientist is very important.
7. Being packed in the beautiful box the flowers looked very lovely.

Ex. 7. Translate into English using *Present Participle Passive*.

1. Голос, який чується з сусідньої кімнати, надто гучний.
2. Будинок, що будують в нашому районі, буде новим басейном.
3. Дай мені послухати: промова, яку зараз виголошують, дуже хвилююча.
4. Мій дідусь посадив квіти, які зараз поливають.
5. Коли її запитали про квитки, вона відповіла, що вже придбала їх.
6. Йому подобається стаття, яку зараз обговорюють?
7. Хлопчик, якого зараз опитують, мій двоюрідний брат.
8. Коли пташку посадили до кімнати, вона перестала співати.

Ex. 8. Translate into Ukrainian paying attention *the Past Participle*.

1. He doesn't like boiled milk.
2. A broken cup lays on the floor.
3. The books written by this author are very interesting.
4. I remember well his words told at the meeting.
5. Asked about that event, he replied nothing.
6. I don't like the book bought last week.
7. The stolen things were returned to the owner.

8. We are interested in the goods produced by this factory.
9. He looked at her and was gone.
10. This is the house built many years ago.

Ex. 9. Translate into Ukrainian paying attention *Participle I* and *Participle II*.

1. A person taking a bath is our patient.
2. A person taking to the hospital was his brother.
3. The letter written by him was very long.
4. Don't make mistakes writing a letter.
5. The question put to the professor were important.
6. While putting the flowers into the vase he broke it.
7. I saw my friend saying good bye to his girl-friend.
8. She didn't understand the word said by him.
9. He didn't see the things kept in her box.
10. Ann entered the room keeping a book in her hand.

Ex. 10. Choose the necessary form of the participle.

1. Who is the girl (doing, done) her task on the blackboard?
2. The book (writing, written) by him is not very interesting.
3. The translation (doing, done) by me was very easy.
4. The (loosing, lost) keys were not found.
5. The (loosing, lost) team will not get the prize.
6. I don't like the video (buying, bought) yesterday.
7. Do you know the boy (coming, come) towards us?
8. We like the songs (singing, sung) by this singer.
9. The woman (singing, sung) is his wife.
10. The question (discussing, discussed) at the meeting was very important.

Ex. 11. Translate into English using *Participle I* or *Participle II*.

1. Підлога, помита учнями, дуже чиста.
2. Він співав, миючи підлогу.
3. Вчора я був на вечірці, організованій моїми друзями.
4. Ось телеграма, отримана мною.
5. Отримуючи телеграму, він забув поставити підпис.
6. Цей вірш схожий на всі вірші, які пишуть підлітки.
7. Як тобі подобаються фасони, які зараз носять?
8. Хлопчик взяв книжку, що лежала на столі.
9. Вчитель уважно прочитав твори, написані учнями.
10. Вона дивиться на стару жінку, яка сидить біля каміну.

Ex. 12. Translate into Ukrainian paying attention *Perfect Participle*.

1. Having lost his address, I couldn't write to him.
2. Having traveled about the Europe for two months, he returned home.
3. She went home, having finished her work.
4. Having shaken hands with them, we continued our way.
5. Having collected all the necessary materials, he began writing the report.
6. Having made the report, Tom left the room.
7. Having answered all the question, she began retelling the text.

Ex. 13. Open the brackets using *Present Participle* or *Perfect Participle*.

1. (to write) out all the new words, I started to learn them.
2. (to live) in Kyiv, he was able to see all the ancient monuments.
3. (to hear) my friend's voice, I left the room to open the door.
4. We went home, (to look) through the documents.
5. (to drink) coffee she was talking to her friend.
6. (to go) down the street, the boy was looking back from time to time.
7. (to throw) the ball, the little girl ran home.
8. I think that the man (to stand) there is her father.
9. (to buy) food, they left supermarket.
10. (to know) French well the pupil can translate this text.
11. She entered the room (to smile).
12. (to see) the stranger the dog began barking.
13. (to bark) dog doesn't bite.
14. (to find) the keys, we were able to open the door.

Ex. 14. Translate into English using *Present Participle* or *Perfect Participle*.

1. Проживши багато років в Англії, він добре розмовляє англійською мовою.
2. Живучи в Китаї, вони вивчали культуру цієї країни.
3. Побачивши своїх друзів, вона підійшла до них.
4. Провівши місяць на узбережжі, я почував себе краще.
5. Вони переходили річку, перестрибуючи з каменя на камінь.
6. Діставшись місця призначення, хлопчик постукав у двері будинку.
7. Читаючи цю книжку, я натрапив на багато незнайомих слів.
8. Вона дивилась на людину, що стояла на березі.

Ex. 15. Translate into Ukrainian focusing on the participle.

1. Being busy, he could not answer my questions.
2. I received some illustrated magazines.

3. Having told the news, she stopped speaking.
4. They showed me the book, written many years ago.
5. The articles being written by modern journalists differ from those written years ago.
6. Having received his letter, they left for Lviv.
7. While waiting for them, I was reading this newspaper.
8. The boy was reading the book making notes.
9. We study at the university founded hundred years ago.
10. She ran to the steps leading down the street.
11. Seeing them we decided to tell them the truth.
12. Having cleaned the room he went for a walk.
13. Being ill, she couldn't go to the cinema with us.
14. While being asked about that accident, the woman couldn't say anything.

Ex 16. Open the brackets using the necessary form of the participle.

1. He walked down the road (to sing).
2. (to enter) the room I recognized him at once.
3. (to put) on the coat, she ran out of the house.
4. The man (to teach) math at their school studied in Odessa.
5. (to translate) into a foreign language the story lost all its charm.
6. (to come) home she found nobody there.
7. He woke up (to think) of his parents.
8. (to be) a woman of taste she always dresses well.
9. There are some people (to come) in now.
10. (to translate) seven articles, he decided to have a break.
11. You make mistake (to judge) people by their appearance.
12. (to be) very tired, she soon fell asleep.
13. The boy went in, (to carry) his case.
14. While (to discuss) this problem, we sat on the window sill.

Ex 17. Open the brackets using the necessary form of the participle.

1. (to have) dinner, he went out.
2. (to examine) by the doctor, the patient could not stop talking.
3. (to write) her first text-book, she thought about the next book.
4. All the children looked at me (to listen) with a great attention.
5. (to prescribe) the medicine, the doctor left our house.
6. (to see) that nobody was coming, Tom rose.
7. I looked up and saw the sky (to light up with) by the setting sun.
8. While (to translate) the text you may use a dictionary.
9. She felt tired (to run) such a long distance.
10. (to hear) his voice, we stepped.

11. They approached the boys (to water) the flowers.
12. The wind blew (to bring) the smell of coffee.
13. We are going to London, (to have) relatives there.
14. (to hear) the man's steps, the wolf disappeared.
15. (to run) in anger, he gave me money with trembling hands.

Ex 18. Translate into English using the necessary form of the participle.

1. Отримавши телеграму, я негайно виїхав до Києва.
2. Почувши голос батька, він вийшов з кімнати, щоб відкрити йому двері.
3. Взявши папір та ручку, дитина почала писати листа.
4. Переходячи дорогу, будьте обережні.
5. Принісши нові відеокасети, хлопчик одразу почав продивлятися їх.
6. Вона стояла посеред кімнати, дивлячись на розбиті тарілки.
7. Не читай, лежачи в ліжку.
8. Діставшись берега, плавець трохи відпочив.
9. Книжка, яку зараз обговорюють, є останнім твором цього письменника.
10. Діти бігли вулицею, підстрибуючи від радості.
11. Ось нові журнали, надіслані для нашого офісу.
12. Я не міг не дивитися на жінку, яка сиділа навпроти.
13. Жебрак був одягнений в лахміття.
14. Залишена одна в кімнаті, маленька дівчинка розплакалась.
15. Пісню, яку співають, було написано кілька років тому.

Ex 19. Open the brackets using the necessary form of the participle.

1. Жінка дивилася у вікно, намагаючись побачити щось в темряві.
2. Схопивши м'яч, дівчинка вибігла надвір.
3. Скарб, знайдений вченими, має велику цінність.
4. Церкву, яку будують в нашому селі, буде скоро закінчено.
5. Підійшовши до вікна, старий відкрив його.
6. Книжка, яку зараз продивляються, належить нашій бібліотеці.
7. Я завжди із задоволенням читаю статті, написані цим журналістом.
8. Зробивши уроки, діти пішли на прогулянку.
9. Кількість шкіл в Україні, побудованих за останні роки, зростає.
10. Підписавши договір, він став власником великого будинку.

Ex 20. Translate into English using the necessary form of the participle.

1. Ставши незалежною, Україна почала відігравати помітну роль у міжнародній політиці.
2. Вони згадували чудові дні, які провели на узбережжі Чорного моря.
3. Будучи впевненою, що ніхто не подзвонить, вона вирішила піти спати.

4. Гра, яку виграла наша команда, була останньою грою чемпіонату.
5. Заплативши за квитки, ми поспішили до залу.
6. В будинку, який будують навпроти, буде велика крамниця.
7. Ось теми, які звичайно обговорюють на цих семінарах.
8. Вона щось говорила дитині, яка плакала.
9. Це доповідь, яку обговорювали під час останніх зборів.
10. Що ти думаєш про методи лікування, які використовуються цим лікарем?
11. Ти вже переглянув записи лекцій, прочитаних минулого року?
12. Я показала їй сукню, куплену в Парижі.
13. Розказавши все, він відчув полегшення.
14. Ми говорили про методи, які використовують в сучасній українській хірургії.
15. Намагаючись привернути до себе мою увагу, незнайомець постукав у вікно.

Ex 21. Translate into English using the necessary form of the participle.

1. Звернувши увагу на це питання, ми зрозуміли як це важливо.
2. Вчений, використавши цей метод, зробив цікаві дослідження.
3. Перечитуючи свій лист, я знайшов там кілька помилок.
4. Як громадянин України, він пишається своєю Батьківщиною. **i**
5. Не знаючи що сказати, вона не говорила нічого.
6. Говорячи на цю тему, вона завжди хвилюється.
7. Підписавши документи, менеджер віддав їх секретарці.
8. Випивши чашку кави, він відчув полегшення.
9. Намагаючись відкрити двері, вона зламала ключ.
10. Не маючи власного авто, хлопець вирішив поїхати туди автобусом.
11. Відчувши біль, він звернувся до лікаря.
12. Жінка сиділа мовчки, не відповідаючи на їхні запитання.
13. Пообідавши, туристи продовжили свою подорож.
14. Граючи в теніс, хлопчик поранив руку.
15. Не знаючи його адреси, ти не зможеш зв'язатися з ним.
16. Відчувши втому, я рано пішов спати.
17. Ми сиділи і спостерігали, як сонце піднімається над деревами.
18. Я чув, як мої сусіди розмовляли про своїх дітей.

Ex. 22. Translate into Ukrainian.

1. My brother having lost the key, we couldn't enter the house.
2. The wind being favourable, the ship will reach the shore in time.
3. The sun having set, they continued their way.
4. The teacher being ill, the lesson was put off.

5. The weather having changed, he decided to stay at home.
6. There being much time left, she wanted to have a rest.
7. The keys having been lost, the man couldn't open the door.
8. There being a strong wind, the flight was put off.
9. The weather being favourable, we will have a good rest.
10. The work having been finished, the workers went home.
11. All being understood, the discussion was over.
12. The task done, all the pupils handed in their compositions.
13. The work finished, they hurried home.
14. Supper being over, women went to the hall to rest.
15. The winter being cold, we spent three months in the city.

Ex. 23. Translate into Ukrainian.

1. It having decided that they should leave for London, the secretary booked three tickets.
2. The night being dark, I could see nothing in the yard.
3. The sun having set, it began getting dark.
4. Mrs. Brown being tired, we couldn't continue our way.
5. It being Sunday, the shop was closed.
6. The river being overflowed, the crossing was impossible.
7. The goods having been unloaded, the ship left port.
8. There being nothing to eat, the boys returned home hungry.
9. The article translated, the young woman had nothing to do.
10. The signal given, the skaters rushed forward.
11. The field having been ploughed, the peasants expect the good harvest.
12. The door closed he couldn't enter the room.
13. The encyclopedia being bought, the pupil found all the necessary information.
14. It being weekend, he can go to the country.
15. The concert finished, the time of the lottery came.

Ex. 24. Translate into Ukrainian.

1. The hour being late, Ann went to bed.
2. Beth looked at the old man, her fists clenched.
3. The dog curled near the fire place, with his eyes running from one man to another.
4. The swimmer got ready for the jump, his hands raised.
5. It being the day of my English exam, I got up early.
6. They walked home, admiring the beautiful evening.
7. "Lie down", Mr. Rochester said to his dog, with his voice trembling.

8. The evening being warm, we went for a walk.
9. The boy didn't answer with his eyes dropped.
10. Her meal was over, she turned from the table.
11. Derek was sitting silent, his eyes fixed on his father's face.
12. Heard the little girl speaking, her voice ringing with joy.
13. This thought broke her down and she wandered away, with the tears rolling down her cheeks.
1. She was going slowly along the road, with her hair flying in the wind.
2. He opened the door with his heart beating fast.
3. The third bell done, people crowded the hall.

Ex. 26. Translate into English.

1. Оскільки часу залишилось небагато, ми змушені були поспішати.
2. Був чудовий день, в небі не було ні хмаринки.
3. Оскільки робочий день закінчився, ми пішли додому.
4. Якщо серпень буде теплим, я поїду до моря.
5. Хлопчик стояв мовчки, його очі були опущені.
6. Коли фільм закінчився, люди залишили зал.
7. Якщо телеграму буде відправлено вчасно, вони зможуть зустріти тебе на вокзалі.
8. Чоловік сидів у кріслі, його ноги були випростані.
9. Коли сонце сіло, надворі почало темніти.
10. Оскільки пасажирські поїзди тут не зупиняються, нам доведеться зійти на наступній зупинці.
11. Вчитель був хворий і у нас не було уроку математики.
12. Стара жінка розповіла свою історію, а її очі наповнились сльозами.
13. Оскільки твір було написано, я почав працювати над іншим завданням.
14. Коли помилку в розрахунках було знайдено, він відчув полегшення.
15. Вона повернулась до вікна, затуливши обличчя руками.

Ex. 27. Translate into Ukrainian.

1. Оскільки була дев'ята вечора, діти пішли додому.
2. Він був один, свою ненависть він сховав глибоко в серці.
3. Коли сонце піднялось, туристи продовжили свій похід.
4. До нас вийшла жінка, її руки були піднесені вгору, наче вона хотіла застерегти, заспокоїти чи утримати нас.
5. Рибалка спав, його голова звисилась йому на груди.
6. Оскільки будинок вже побудували, вони переїдуть туди через тиждень.
7. Було дуже тепло, дівчата спали на веранді.

8. Чоловік стояв біля дверей, його руки стискали гвинтівку.
9. Офіціантка від образи заплакала, а її руки продовжували автоматично прибирати посуд.
10. Коли справу було завершено, вони вирішили відсвяткувати цю подію.
11. Пожежа тривала кілька годин, полум'я піднімалося до неба.
12. Вона вийшла зйгнати з дитиною, яка плакала у неї на руках.
13. Хлопець розлютився так, що його тіло трусилося від злості.
14. Коли обговорення нової книжки закінчилось, багато людей захотіло придбати її.
15. Цю проблему описано в першому томі, мені доведеться продивитись його.
16. До відходу поїзда залишалась одна година, і ми вирішили повечеряти на вокзалі.
17. Якщо час дозволить, ми ще відвідаємо музей.

Complex Object

*Комбінацію іменника в загальному відмінку або займенником в об'єктному відмінку з інфінітивом, використаним після предикативних форм, називають **Complex Object** (складним додатком). Граматична роль іменника (займенника) в таких реченнях – підмет, роль інфінітива – присудок.*

Випадки вживання

1. Після дієслів, що передають відчуття:
 - to hear – чути
 - to see – бачити
 - to watch – дивитися
 - to feel – відчувати
 - to observe – спостерігати
 - to notice – помічати та інші.

Після цих дієслів інфінітив вживається без частки *to*:

*I **watched** you win.* – Я бачив, що ти переміг.

*She **feels** his **approach**.* – Вона відчуває, що він наблизився.

2. Після дієслів, що позначають розумову діяльність:
 - to know – знати
 - to think – думати
 - to consider – вважати
 - to expect – розраховувати
 - to imagine – уявляти та інші.

Після цих дієслів є частим використання дієслова *to be*:

He thinks this question to be of great importance. – Він думає, що це важливе питання.

3. Після дієслів, що мають значення заяви: *to pronounce* - *виголошувати*
to declare – *проголошувати*
to report – *доповідати*

Приклад:

Mike declared the shop opened. – Майк оголосив про відкриття магазину.

4. Після дієслів, що позначають відчуття та емоції: *to like* - *подобатися*
to love – *кохати*
to hate – *ненавидіти*
та інші.

Приклад:

I like you laughing in this way. – Мені подобається, як ти смієшся.

5. Після дієслів, що наказують, змушують щось робити:

to order - *наказувати*
to allow – *дозволяти*
to make – *змушувати*
to get – *домагатися*
to have - *вимагати*
to permit - *дозволяти*
та інші.

Приклади:

He made him work better. - Він змусив його працювати краще.

Chief allowed her to leave the work earlier today. – Шеф дозволив їй
покинути роботу раніше.

EXERCISES:

Ex. 1. Translate into English using the Complex Object.

1. Я хочу, щоб ти допоміг мені.
2. Батько хотів, щоб я прочитав цю книжку.
3. Мені б хотілось, щоб вони приїхали до мене.
4. Вона хотіла, щоб його запросили на вечірку.

5. Я терпіти не можу, коли ти запізнюєшся.
6. Ми хочемо, щоб він заспівав цю пісню.
7. Мої батьки не хотіли б, щоб я отримував погані оцінки.
8. Він хотів би, щоб ти не казав цього.
9. Вона бажає, щоб тільки ви приносили їй каву.
10. Я не хочу, щоб вони знали про це.
11. Вчитель хоче, щоб учні не переривали його.
12. Мій друг не хоче, щоб я заплатив за обід.
13. Кожна вчителька хоче, щоб його учні вчилися добре.

Ex. 2. Translate into English using *the Complex Object*.

1. Вона хоче, щоб ви заспокоїли дітей.
2. Ми бажаємо, щоб ти була щасливою.
3. Я хотів би, щоб ти зберіг цей секрет.
4. Ніхто не хотів, щоб він зіпсував вечірку.
5. Дівчина любить, щоб бабуся розповідала їй казки.
6. Поліція хоче, щоб люди знали про цей злочин.
7. Хлопчик хоче, щоб батьки купили йому найсучасніший комп'ютер.
8. Він не хотів, щоб я будив його.
9. Ми б хотіли, щоб люди стали добрішими.
10. Вони хочуть, щоб ця жінка навчала їхніх дітей французької мови.
11. Хочеш, я дам тобі свій новий диск?
12. Професор не хотів, щоб студенти припиняли дослідження.
13. Я б хотів, щоб ця комп'ютерна програма була сучаснішою.
14. Чому вони не хочуть, щоб ми говорили про це?
15. Він хоче, щоб вам допомогли.

Ex. 3. Translate into English using *the Complex Object*.

1. Всі батьки хочуть, щоб їхні діти були щасливими.
2. Я б хотів, щоб ти не розмовляв так багато.
3. Його батьки завжди хотіли, щоб він став музикантом.
4. Вона бажає, щоб її речі запакували негайно.
5. Літній жінці подобалось, що ви відвідували її.
6. Ви б хотіли, щоб ми прийшли о сьомій?
7. Вони не хотіли, щоб багаж поклали в машину.
8. Він хотів би, щоб вас запросили на зустріч.
9. Чому ти не хочеш, щоб ці люди приходили до нас?
10. Всі хотіли, щоб вона, нарешті, дізналась про правду.
11. Ми хочемо, щоб обід подали до залу.

12. Я терпіти не можу, коли мій син забуває ключі.
13. Ми хочемо, щоб клієнтів обслуговували професіонали.
14. Мама хоче, щоб каву подали о п'ятій.

Ex. 4. Translate into English using *the Complex Object*.

1. Всі вважають його чесною людиною.
2. Хлопчик чекав, що батьки похвалять його.
3. Я припускаю, що вона не знає про це.
4. Ми очікували, що вам допоможуть.
5. Вона вважає, що ти права.
6. Я чекав, що відповідь надішлють одразу.
7. Я вважаю, що вони зараз в Києві.
8. Ми припускаємо, що снігопад відрізав їх від міста.
9. Вчені вважають, що ці досліді є небезпечними.
10. Ми вважаємо, що вона найкраща учениця.
11. Всі сподівались, що корабель прибуде вчасно.
12. Він не вважає мене лінивим!
13. Я припускав, що їй приблизно тридцять.
14. Ми вважали його досить хороброю людиною.
15. Ти припускаєш, що вони повернуться за тиждень?
16. Не вважайте його брехуном.
17. Я навіть не припускав, що їхня команда переможе.
18. Чому він вважає, що я зрозумію його проблеми?

Ex. 5. Translate into English using *the Complex Object*.

1. Я знаю, що він тяжко працює.
2. Поліція припускала, що вони можуть бути винними.
3. Ми вважаємо, що ця скарга помилкова.
4. Він не знав, що вона зацікавлена в цих дослідженнях.
5. Вони вважали, що робота буде надто важкою.
6. Ми навіть не чекали, що вони такі гостинні.
7. Я сподіваюсь, ти поговориш з ним.
8. Чому вона не припускає, що вони вислухають її.
9. Ти чекав, що ця задача буде такою складною?
10. Ми знаємо, що він дуже кваліфікований лікар.
11. Він уявляв її кращою.
12. Учні не вважають це завдання складним.
13. Ми можемо сподіватись, що він змінить свою думку?
14. Ти вважаєш цих людей надто настирними?

15. Ніхто не чекав, що цю роботу закінчать вчасно.

Ex. 6. Translate into English using *the Complex Object*.

1. Ця історія змусила їх засміятися.
2. Вчитель дозволив учням іти додому.
3. Розпорядіться, щоб наступний пацієнт увійшов.
4. Не дозволяйте дітям гратися на вулиці.
5. Її розповідь змусила мене плакати.
6. Дозволь мені дати тобі пораду.
7. Він розпорядився, щоб їх пропустили.
8. Хто дозволив вам взяти ці речі?
9. Батько дозволяє мені водити його машину.
10. їх заставили помити підлогу.
11. Ми не хотіли, щоб вона дозволяла дітям бешкетувати.
12. Не змушуй її плакати.

Ex. 7. Translate into English using *the Complex Object*.

1. Я хочу привчити їх дотримуватися обіцянок.
2. Лікар не дозволяє, щоб я носив важкі речі.
3. Хто розпорядився, щоб їх пропустили?
4. Вона привчила їх вставати рано.
5. Ніхто не може примусити нас робити це.
6. Не змушуйте хворого багато говорити.
7. Чому ти не дозволив їм піти?
8. Не дозволяй їм поспішати з прийняттям рішення.
9. Які обставини спонукають їх повернутись?
10. Я хочу, щоб ти заставив його повернути гроші.

Ex. 8. Translate into English using *the Complex Object*.

1. Вони наказали, щоб їхні речі принесли в номер.
2. Менеджер порадив, щоб я взяв кредит.
3. Він не дозволив, щоб товари зберігали в крамниці.
4. Вчитель дозволив їм користуватись словником.
5. Вона не просила, щоб документи відправили.
6. Ми не дозволяємо, щоб меблі псували.
7. Його батько наказав, щоб помили підлогу.
8. Офіцер наказав, щоб почистили зброю.
9. Я не просив, щоб квіти поливали так часто.

10. Вона просить, щоб валізи поставили в машину.

Ex. 9. Make the sentences using *the Complex Object with the Infinitive*.

1. They approached the house. We saw them.
2. They began to laugh. I heard it.
3. The boy jumped into the river. She watched him.
4. He called my name. I heard it.
5. We noticed how the dog opened the door.
6. The wind blew off his hat. I saw it.
7. Her voice trembled. He felt it.
8. Tom saw his friend. He crossed the street.
9. The cat caught a bird. Children watched it.
10. The weather changed. We observe it.
11. The telephone rang. The old man didn't hear it.
12. The animal's behaviour became dangerous. They felt it.

Ex. 10. Translate into English using *the Complex Object with the Infinitive*.

1. Я відчув, як змінився його настрій.
2. Ми не бачили, як вони наблизились до нас.
3. Він не помітив, як його голос затремтів.
4. Вона відчула, як мороз торкнувся її обличчя.
5. Ти бачив, як корабель вийшов з порту?
6. Ти помітив, що він посміхнувся?
7. Я спостерігав, як вони заговорили з незнайомцем.
8. Розмовляючи, ми не помітили, як настав вечір.
9. Ви коли-небудь чули, як вона співає?
10. Я не міг бачити, що хлопці побігли до води.
11. Мати не помітила, як дитина заснула.
12. Ми спостерігали, як сонце сіло.
13. Вона не помітила, як офіціант приніс її замовлення.
14. Я чув, як ви дали йому добру пораду.
15. Ми помітили, як незнайома жінка підійшла до вас.

Ex. 11. Make the sentences using *the Complex Object with the Participle*.

1. They were playing football. We watched them.
2. He was going along the street. I saw him.
3. She was telling lie. We heard it.

4. They were dancing. I didn't see them.
5. The wind was getting stronger. He felt it.
6. The two men were laughing at him. He noticed it.
7. My grandmother was sitting in the arm-chair. I saw her.
8. Somebody was touching his hand. He felt it.
9. The man was getting angry. We felt it.
10. Children were playing with a dog. Did you see them?
11. His wife was washing up. He watched her.
12. The typist was typing a letter. I watched her.

Ex. 12. Translate into English using *the Complex Object with the Participle*.

1. Ми чули, як співають пташки у лісі.
2. Я помітив, як він брав її за руку.
3. Мати спостерігала, як діти плавають в басейні.
4. Він спостерігав, як я намагався відчинити двері.
5. Ми ніколи не чули, як він грає на гітарі.
6. Ти хочеш почути, як ехо повторює твої слова?
7. Я бачила, як вони йшли додому і співали.
8. Пасажири спостерігали, як він намагається встигнути на поїзд.
9. Вона відчула, як вітер дув крізь відчинене вікно.
10. Я спостерігав, як він ремонтує машину.
11. Ти бачив, як вони розмовляли в коридорі?

Ex. 13. Translate into English using *the Complex Object with the Participle*.

1. Всі чули, як він виголошував промову.
2. Вона спостерігала, як небо темніло.
3. Я бачив, як він пішов в напрямку станції.
4. Ми спостерігали, як дослідник проводить експеримент.
5. Він бачив, як вона закривала крамницю.
6. Ти любиш спостерігати, як падають сніжинки?
7. Дівчина відчула, як сльози котяться по її щоках.
8. Ти коли-небудь спостерігав, як граються дельфіни?
9. Я почув, як хтось співає в сусідній кімнаті.
10. Ми часто спостерігали, як бавляться маленькі звірята у зоопарку.
11. Ви бачили, як розлилась ріка?
12. Стоячи біля вікна, вона спостерігала, як вітер грає сухим листям.
13. Ніхто не помітив, як старий чоловік витирив скупку сльозу.
14. Ти коли-небудь бачила, як кіт ловить мишу?
15. Я спостерігав, як птахи відлітають на південь.

Ex. 14. Translate into English using *the Complex Object* with the Infinitive or with the Participle where it is necessary.

1. Ми спостерігали, як приземлився літак.
2. Поліцейський помітив, як водій порушив правила.
3. Я чув, як ви говорили про мене.
4. Не всі почули, як він оголосив про початок занять.
5. Ми не помітили, як вода в ставку піднялась.
6. Діти побачили, як собака вистрибнув у вікно.
7. Вони спостерігали, як кораблі зникають в далині.
8. Я побачив, як велика риба вистригнула з води.
9. Сусіди не бачили, як ми перевозили речі.
10. Свідок бачив, як він закрив офіс і сів у машину.
11. Ми хочемо побачити, як люди збирають урожай.
12. Можна мені подивитись, як ти готуєш такий смачний борщ?
13. Мисливець відчув, як тварина рухається в темряві.
14. Багато людей спостерігало, як їхня команда намагається виграти автоперегони.
15. Я почув, як вони обговорювали результат тестів.
16. Вона не бачила, як редактор перечитував її статтю.
17. Ми бачили, як він перевіряв літак перед польотом.
18. Він відчув, що всі дивляться на нього.
19. Я чув, як поліцейський доповідав про нещасний випадок.
20. Не думай, що я не помітив, як ти намагався хитрувати.

Ex. 15. Translate into English using *the Complex Object* with the Infinitive or with the Participle where it is necessary.

1. Студенти спостерігали, як професор передивляється свої папери.
2. Я помітив, що він уважно слухає мене.
3. Ми не бачили, як гелікоптер піднявся і полетів.
4. Я щойно почув, як хтось закричав.
5. Вона спостерігала, як її мати шила сукню.
6. Глядачі побачили, як спортсмени кинулися вперед.
7. Я бачив, як мій сусід рибалив.
8. Хлопчик спостерігав, як його тітка шукає свої окуляри.
9. Він відчув, як товариш обіймає його за плечі.
10. Ти бачиш цю дівчину, що посміхається тобі?
11. Ми почули, що хтось біжить за нами.
12. Я відчув, як моє серце б'ється від щастя.
13. Він побачив, що хвилі віднесли пліт у море.

14. Він помітив, як хлопець підняв її хустку.
15. Я бачив, як вони вечеряли в ресторані.
16. Вона відчула, що хлопчик дивиться на неї із здивуванням.
17. Генрі бачив, як він повернув направо.
18. Ми почули, як ви попереджали їх про небезпеку.
19. Я ніколи не чув, як грає цей відомий музикант.
20. Я спостерігав, як журналісти задавали питання депутату.
21. Ми спостерігали, як розвантажували товари.

Ex. 16. Translate into English using *the Complex Object with the Infinitive or with the Participle where it is necessary.*

1. Він спостерігав, як речі пакували у валізи.
2. Я побачив, що він постукав не в ті двері.
3. Вона спостерігала, як відома актриса вчить свою роль.
4. Він помітив, як жінка заговорила до незнайомця
5. Вони бачили, як ми прогулювались вздовж берега.
6. Робітник спостерігав, як мили машини.
7. Ми бачили, як пекар випікає хліб.
8. Дівчина почула, як квочка покликала своїх курчат.
9. Ти вже помітив, як ті люди дивляться на нас?
10. Він бачив, як діти розбили шибку.
11. Я не хотіла спостерігати, як вона прикидалась хворою.
12. Я бачив, як бармен видавив сік із лимона і налив його у склянку.
13. Ми бачили, як перевіряли наші паспорти.
14. Діти спостерігали, як мавпа їсть банан.
15. Бібліотекар побачила, що студенти зайшли в читальний зал.
16. Сусіди спостерігали, як я саджав яблуні.
17. Вчитель чув, як учні обговорювали переваги нової програми.
18. Вона не хотіла спостерігати, як пакунки заносили до кімнати.
19. Підлітки дивились, як музиканти вийшли на сцену.
20. Я спостерігав, як збирають яблука в саду.

Ex. 17. Translate into English using *the Complex Object with Past Participle.*

1. Я бачив, як відкрили валізу.
2. Він хоче, щоб документи надіслали вчасно.
3. Вона чула, як двічі згадали її ім'я.
4. Вони хотіли, щоб квитки замовляли заздалегідь.
5. Якщо ти хочеш, щоб комп'ютер відремонтували, звернись до спеціаліста.
6. Я хочу, щоб ці папери підписали негайно.

7. Вона не хотіла, щоб її нотатки передивлялись.
8. Ти бачив, як віднесли наші речі?
9. Вчитель хоче, щоб домашні завдання готувались старанніше.
10. Режисер хоче, щоб цей фільм побачили всюди.

Ex. 18. Translate into English using *the Complex Object with Past Participle*.

1. Я хочу підстригти волосся.
2. Він хоче відремонтувати автомобіль.
3. Вона збирається відремонтувати взуття.
4. Ми ще не відремонтували телевізор.
5. Вони збирались сфотографуватися.
6. Ти відремонтував годинник?
7. Я не хочу підстригати волосся.
8. Він повинен сьогодні підстригтися.
9. Вони збираються зрізати дерева в садку?
10. Вона хотіла пошити собі нову сукню.
11. Ти шиєш тут одяг?
12. Ми повинні негайно відремонтувати телефон.
13. Ця жінка не хоче підстригати волосся, вона хоче зробити зачіску.
14. Він щойно сфотографувався.
15. Ми незбиралися ремонтувати холодильник, але тепер змушені.

Ex. 19. Translate into English using *the Complex Object with Past Participle*.

1. Я хочу навчати своїх дітей англійської мови.
2. Коли ти збираєшся фотографуватись?
3. Ми повинні підписати наші папери завтра.
4. Чому ти не хочеш відремонтувати свій мотоцикл?
5. Де вона хоче пошити костюм?
6. Він повинен вилікувати цю хворобу.
7. Вона хоче перешити пальто.
8. Коли ви збираєтесь ремонтувати комп'ютер?
9. Ти не знаєш, з якої нагоди вона зробила собі таку гарну зачіску?
10. Я збираюсь завезти меблі в свою квартиру через три дні.
11. Де ти звичайно підстригаєшся?
12. Хлопчик хотів відремонтувати велосипед у вашій майстерні.
13. Коли постелили підлогу в будинку?
14. Чому він хоче перешити брюки?
15. Вона вже відремонтувала свої туфлі?
16. Хто хоче сфотографуватись?

17. Ти вже відремонтував пілосос?
18. Вона має зробити зачіску, бо йде на вечірку.

Ex. 20. Translate into English using *the Complex Object*.

1. Я бачив, як вони сідали в машину.
2. Ми хочемо, щоб нас запросили на цю конференцію.
3. Ніхто не змусить мене поїхати туди.
4. Всі батьки хочуть, щоб їхні діти вирости здоровими.
5. Вона відчула, як швидко билось її серце.
6. Ви бачили, щоб хто-небудь входив до будинку?
7. В якій перукарні ти робиш зачіску?
8. Ми не знали, що він такий сміливий.
9. Я бачив, як листоноша приніс їм телеграму.
10. Вона почула, як хтось покликав її.
11. Вчитель хоче, щоб учні були уважнішими.
12. Ми не чекали, що він на стільки запізниться.
13. Я люблю спостерігати, як грають у футбол.
14. Він ніколи не сподівався, що вони запросять його до себе.
15. Я бачив, як вони зустрічали гостей біля входу.
16. Вона бачила, що я залишив на столі запрошення?
17. Хочеш, я забуду нашу сварку?

Ex. 21. Translate into English using *the Complex Object*.

1. Ми хотіли, щоб носій відніс багаж до машини.
2. Він терпіти не може, коли ти з ним сперечаєшся.
3. Ми думаємо, їй років сімдесят.
4. Я хочу пошити довгу чорну сукню для вечірок.
5. Я поговорю з ними і постараюсь змінити їхнє до тебе ставлення.
6. Хлопчик любить спостерігати, як плавають рибки в акваріумі.
7. Терпіти не можу, коли ти повторюєш ці нісенітниці.
8. Вона хоче, щоб повернули їй прикраси.
9. Я бачив, як вона піднімалась східцями, але не бачив, в які двері зайшла.
10. Ви б хотіли, щоб він надіслав вам листівку?
11. Дуже цікаво спостерігати, як граються цуценята.
12. Він завжди вважає себе правим.
13. Вона дозволила дітям купити морозиво.
14. Було б добре, якби паспорти видали до вечора.
15. Я не знаю, чому він не збирається ремонтувати наш автомобіль.
16. Дивний шум за спиною змусив її обернутись.

Ex. 22. Translate into English using *the Complex Object*.

1. Я спостерігала, як він виконував свою роботу.
2. Вона відчула, що всі її страхи знову повернулися до неї.
3. Він розраховує, що його запросять до вечора.
4. Чому ти ще не сфотографувався?
5. Я відчув, як почервоніли мої щоки.
6. Вона наказала помити підлогу і вікна.
7. Ми побачили батьків, що розмовляючи наближались до нас.
8. Біль змусив його піти до лікарні.
9. Я хочу, щоб вони, нарешті, підписали цю угоду.
10. Вночі вони спостерігали, як падають зірки.
11. Всі знають, що він дуже відповідальна людина.
12. Я не знаю, чи захоче вона, щоб я допомогла їй.
13. Ми вважаємо його добрим спеціалістом.
14. Не змушуйте їх чекати так довго.
15. Хто хоче, щоб його обдурювали!

Ex. 23. Translate into English using *the Complex Object*.

1. Батьки спостерігали, як діти плескали в долоні і сміялись від задоволення.
2. Вона почула, як тяжко зітхнув її батько.
3. Я завжди знав, що він дивак.
4. Ми відчули, що ця жінка бреше.
5. Я вважаю дружбу однією з найважливіших цінностей на світі.
6. Вона спостерігала, як чайки літають над її головою.
7. Він дозволив, щоб речі залишили в кімнаті.
8. Коли ми прийшли додому, ми побачили, що двері відкриті, а світло не вимкнене.
9. Він вважає таке задоволення дуже дорогим.
10. Вони почули дивні звуки, що наближались до них.
11. Я змушу їх говорити правду.
12. Ми дуже хотіли, щоб корабель дістався берега.
13. Коли тобі відремонтували яхту?
14. Чому ти хочеш, щоб я завжди погоджувався з тобою?
15. Він не вважає таку поведінку небезпечною?

Ex. 24. Translate into English using *the Complex Object*.

1. Ми бачили, як глядачі займають свої місця.
2. Він навіть не помітив, що вітер скинув капелюха з його голови.
3. Вона спостерігала, як стара жінка в'яже светр.
4. Чому ти не змушуєш їх допомогти тобі?
5. Вчені вважають проблему забруднення довкілля дуже серйозною.
6. Ти вже полікував зуби?
7. Хлопчик спостерігав, як ремонтують корабель.
8. Я не знала, що ця дівчина така сором'язлива.
9. Він хотів, щоб вона припинила розмовляти хоч на хвилину.
10. Не вважайте мої слова безглуздими!
11. Він вже відремонтував душ?
12. Що зможе примусити його кинути палити?
13. Вони не чекали, що ви принесете їм погані новини.
14. Ми не могли бачити, як вони проходять паспортний контроль.
15. Ти бачив, як вона знайшла свої рукавички?
16. Я не можу заставити вас вірити моїм обіцянкам.
17. Я ніколи не бачив, щоб він допоміг кому-небудь.

Ex. 25. Translate into English using *the Complex Object*.

1. Я бачив, як він намагається пригадати все.
2. Люди спостерігали, як палає будинок.
3. Ми вважаємо цю теорію помилковою.
4. Що змушує вас так поспішати?
5. Я вважаю його слова дуже брутальними.
6. Ми сподіваємось, що він стане умілим художником.
7. Всі уважно слухали, як професор робив доповідь.
8. Вони хотіли, щоб я заспівав ще одну пісню.
9. Я не вважаю, що це змусить їх залишитися в країні.
10. Ніхто не бачив, як він упав і зламав руку.
11. Чому ти не примушуєш дитину займатися спортом?
12. Ми вважали, що він хворий, але ми помилялися.
13. Не дозволяй дітям виходити надвір, там дуже холодно.
14. Ніщо не може змусити нас змінити наші плани.
15. Я не помітив, як він підслуховував нашу розмову.
16. Ми бачили, як репортери дістали камери і почали знімати.
17. Вона зовсім не почула, як хтось вкрав у неї гаманець.
18. Ми бачили, як літак пролетів над містом.
19. Ми почули, як мама покликала нас.
20. Дівчинка побачила, як бабуся закрила вікно.
21. Всі почули, як він раптом заговорив гучним голосом.

22. Чому ти не любиш, коли люди розмовляють надто голосно?

Ex. 26. Translate into English using *the Complex Object*.

1. Ніхто не хотів, щоб вони прийшли сюди в таку пізню годину.
2. Дитина захотіла, щоб мама розповіла їй казку.
3. Я не хочу, щоб вона хворіла.
4. Ти любиш, коли твоя бабуся приїжджає до тебе?
5. Що ви хочете, щоб він зробив для вас?
6. Всі бажали, щоб наша команда зайняла перше місце.
7. Чи хочете ви, щоб ми обговорили це питання?
8. Діти спостерігали, як незнайомець пройшов повз будинок.
9. Пасажири не відчували, як поїзд рушив.
10. Ми чули, як бабуся наповнює глечики молоком.
11. Я помітила, як він передав тобі записку.
12. Чому ти не хочеш, щоб діти гралися біля води?

Complex Subject

Складний підмет (*Complex Subject*; інколи його ще називають *The Subjective Infinitive Construction* або *The Nominative-with-the-Infinitive Construction*) в англійській мові – це конструкція, що схожа за своєю будовою на *Complex Object*, оскільки тут також використовується інфінітив. Однак, на відміну від складного доповнення, в складному підметі основними складовими елементами крім інфінітива є або іменник в загальному відмінку, або займенник у називному відмінку. А інфінітив в *Complex Subject* в англійській мові може бути у всіх своїх шести формах. Наприклад:

to see
to have seen
to be seen
to have been seen
to be seeing
to have been seeing

У реченнях зі складним підметом ще одним основним елементом є присудок, особливо дієслово, яким воно виражено. Бо саме від дієслова залежатиме, в активному чи пасивному стані стоятиме присудок. Речення з конструкцією *Complex Subject* в англійській мові зазвичай переводяться на українську мову за допомогою таких зворотів, як «говорять, повідомляють, думають, бачили, чули, виявилось, сталося» і т.п.

Використання складного підмета

У реченнях зі складним підметом у більшості випадків використовується пасивний стан. Дієслова, з якими використовується Complex Subject, можна розділити на 4 групи:

1. Дієслова, що висловлюють знання, твердження:

to know – *знати*
to think – *думати*
to state – *заявляти*
to report – *повідомляти*
to say – *говорити*
to announce – *оголошувати* та інші.

He is known to live in London. – Відомо, що він живе в Лондоні.
She was thought to be working here. – Думали, що вона працює тут.

2. Дієслова, що висловлюють припущення:

to expect – *розраховувати*
to suppose – *припускати*
to believe – *вірити*
to consider – *розглядати* та інші.

The writer is expected to be famous. – Розраховують, що письменник буде відомим.
The train was believed to come in time. – Вірили, що поїзд прийде вчасно.

3. Дієслова, що передають сприйняття:

to see – *бачити*
to hear – *чути*
to notice – *помічати* та інші.

He was seen to enter the building. – Бачили, як він увійшов до будівлі.
They were heard to leave the town. – Чули, як вони полишають місто.

4. Також Complex Subject вживається після таких дієслів:

to be likely – *скоріше за все*
to be certain – *неодмінно*
to be unlikely – *маловірогідно*

to be sure – обов'язково

He is unlikely to succeed. – Маловірогідно, що він досягне успіху.

She is sure to become famous. – Вона обов'язково досягне успіху.

У всіх випадках вище вживався пасивний стан. Активний стан у реченнях зі складним підметом вживається лише з цими словами:

to appear – з'являтися

to seem - вбачатися, здаватися

to happen – траплятися

to prove – доводити

to turn out – виявлятися

She seems to be tired. – Вона виглядає стомленою.

The journey turned out to be uninteresting. – Сталося так, що подорож виявилася нецікавою.

EXERCISES:

Ex. 1. Translate into Ukrainian paying attention *the Complex Subject*.

1. She is said to be a very kind woman.
2. He is considered to have finished his scientific researches.
3. What are they supposed to be doing?
4. Children were supposed to have stayed in the country- house.
5. This student is believed to know four foreign languages.
6. She is believed to have been instructed about everything.
7. He was believed to be preparing a report.
8. The new invention is considered to be applied in some days.
9. They aren't supposed to take part in this conference.
10. What am I expected to answer?

Ex. 2. Translate into English using *the Complex Subject*.

1. My work is considered to be finished in some hours.
2. You are supposed to have told the truth.
3. His parents were not expected to come so early.
4. The pupils are not considered to know the answers to these questions.
5. What are they expected to do now?

6. My friends are believed to be on their way to my place.
7. Do you know the ship is reported to call in the port tomorrow?
8. Isn't he considered to be one of the best surgeons?
9. Her father was known to have been appointed to this post.
10. These plants are known to grow in subtropics.
11. She was heard to have left for France.
12. Who is considered to be the best specialist in this field of science?
13. The documents are reported to have been received.
14. They are said to have been travelling for a long time.
15. These reforms are thought to be difficult to carry out.
16. The train can be expected to arrive at seven.

Ex. 3. Translate into English using *the Complex Subject*.

1. Думають, що він скоїв злочин.
2. Вважають, що вона дуже чесна людина.
3. Кажуть, що він був шпигуном під час війни.
4. Ніхто не чекав, що ціни знову підвищуються.
5. Не можна чекати, що температура повітря підвищиться завтра.
6. Вважали, що його колекцію картин продано за низькою ціною.
7. Припускають, що їх забрали саме до цього госпіталю.
8. Говорять, що в комп'ютерній індустрії з'явиться багато відкриттів.
9. Виявилось, що документи ще не підписані.
10. Оголошують, що результати тестування ще невідомі.
11. Бачили, що він зайшов до свого кабінету.
12. Цю симфонію вважають одним із найкращих творів цього композитора.
13. Відомо, що він був найпопулярнішим письменником свого часу.
14. Повідомили, що літак впав у море.
15. Встановлено, що властивості цієї глини дуже корисні для людини.

Ex. 4. Translate into English using *the Complex Subject*.

1. Цю рослину вважають отруйною.
2. Говорять, що Джейн знає все про життя тварин.
3. Відомо, що цей співак дуже популярний серед підлітків.
4. Виявилось, що він змінив адресу.
5. Не чекали, що він так швидко піде вгору.
6. Відомо, що ця експедиція проводить розкопки вже тривалий час.
7. Припускають, що результати їхніх дослідів виявлять незадовільними.
8. Було відомо, що будівлю зруйнували під час війни.

9. Кажуть, він досяг великого успіху в спорті.
10. Не можна очікувати, що ваші умови приймуть.
11. Якщо він цього не зробить, його вважатимуть нечесною людиною.
12. Очікують, що цей фільм отримає багато нагород на фестивалі.
13. Думаю, що він зараз працює в бібліотеці.
14. Говорять, що клімат на землі стає теплішим.
15. Допускають, що будівництво нової школи завершиться до першого вересня.

Ex. 5. Translate into Ukrainian paying attention *the Complex Subject*.

1. This pupil doesn't seem to know the answer.
2. The young specialist proved to be a good doctor.
3. My mother seems to be cooking a new kind of soup.
4. She appeared to have been ill for two days.
5. They didn't seem to be rich.
6. He doesn't seem to be a fool.
7. The man seemed to have been hurt.
8. The front gate didn't happen to be open.
9. The old woman seems to be in a good health.
10. I happened to overheard his words.

Ex. 6. Change the sentences using *the Complex Subject*.

1. They are very happy. It seems so.
2. It seems he is a genius in math.
3. It seemed she was working hard.
4. It turned out that the translation of this text was uneasy.
5. It happened that she was stopped by the police.
6. It turned out that my watch was wrong.
7. It seems that they are looking for something.
8. It appeared that we have lost the way in the darkness.
9. It did not seem that the question had been solved.

Ex. 7. Translate into English using *the Complex Subject*.

1. Виявилось, що він працює вже кілька годин.
2. Виявилось, що вона написала чудову статтю.
3. Звичайно, вони вже закінчили свої дослідження.
4. Здається, він дуже добре розбирається в техніці.
5. Так трапилось, що нас там не було.

6. Виявляється, що ти забув свою обіцянку.
7. Виявилось, що цей фільм нудний.
8. Вона, здається, не дуже ввічлива особа.
9. Так трапилось, що ми зустрілись на вокзалі.
10. Вечірка виявилась чудовою.
11. Здається, цей будинок побудували сто років тому.
12. Здається, це питання зараз обговорюють.
13. Виявляється, ти не знаєш історії свого міста.
14. Здається, вона не знає німецької, але знає англійську.
15. Виявилось, що ми живемо в одному будинку.

Ex. 8. Translate into English using *the Complex Subject*.

1. Кажуть, що ви вже переїхали до нового будинку.
2. Здавалось, що він вже думає над цією проблемою.
3. Виявляється, що новий проект успішно втілюється в життя.
4. Думали, що зустріч відбудеться у травні.
5. Виявилось, що вони ніколи не були в Японії.
6. Чули, що експедиція вже повернулась додому?
7. Повідомляють, що погода протягом доби не зміниться.
8. Здається, він розмовляє зі своєю мамою.
9. Земля виявилась родючою.
10. Вважають, що парниковий ефект робить клімат Землі теплішим.

Ex. 9. Translate into Ukrainian paying attention *the Complex Subject*.

1. She is likely to get upset if you ask about it.
2. Their work is certain to take a long time.
3. Jane is not sure to obtain information from the article.
4. She is sure to call while I am out.
5. This question is certain to be discussed.
6. The results of you examination are likely to be known in a day.
7. They are sure to welcome us warmly.
8. We were not likely to finish our research before the end of the month.
9. Her brothef is not likely to help us.
10. He is sure to be attractive, but I am not interested.

Ex. 10. Translate into English using *the Complex Subject*.

1. Схоже, що він є автором цього листа.

2. Безумовно, вони зараз працюють в офісі.
3. Малоймовірно, що вона змінить свою думку.
4. Певно цей день стане найщасливішим в нашому житті.
5. Дуже ймовірно, що тобі сподобається ця робота.
6. Безперечно, цей учень має блискуче майбутнє.
7. Я випадково зустрів їх в кафе.
8. Безумовно, батьки вже чекають на мене.
9. Можливо він уже повернувся з прогулянки.
10. Безумовно, акули дуже небезпечні тварини.

Ex. 11. Translate into English using *the Complex Subject*.

1. Можливо, вона ніколи не повернеться назад.
2. Здається, йому сумно та нудно у цьому будинку.
3. Вода в річці виявилась дуже холодною.
4. Безумовно, мій брат приїде відвідати мене.
5. Вона випадково сіла не в той автобус.
6. Вважають, що цей хлопець добрий плавець.
7. Виявилось, що він вже підписав всі необхідні документи.
8. Оголосили, що весілля відбудеться наступної неділі.
9. Думають, що вона зможе подолати всі незгоди.
10. Здається, адвокати не задоволені вироком.
11. Говорять, що цей рукопис було знайдено в Єгипті.
12. Відомо, що вони завжди сваряться.
13. Говорили, що цю картину знімали більше року.
14. Можливо, він буде не проти поїздки до моря.
15. Безумовно, ваша дружина турбується про вас.

Ex. 12. Translate into English using *the Complex Subject*.

1. Кажуть, що його дослідження відомі в усьому світі.
2. Поїздка виявилась нецікавою.
3. Здається, вона рідко виходить з дому.
4. Не чекали, що вони поїдуть на цьому тижні.
5. Ми дізналися про правду випадково.
6. Виявилось, що всі необхідні приготування до вечірки зроблено.
7. Здавалося, що він не жалкує про сказане.
8. Виявляється, що ця жінка не лікар.
9. Можливо, вони вже повідомили батькам своє рішення.
10. Говорять, що виставку робіт молодих художників відкриють дуже скоро.

10. и часом не знаєш її адресу?
11. Вона, здається, працює над цим перекладом вже три дні.
12. Здається, цей чоловік завжди в гарному настрої.
13. Говорять, що він вже вийшов на пенсію.
14. Виявилось, що наших листів не отримали.

The Gerund

Герундій (The Gerund)- це неособова форма англійського дієслова з суфіксом **-ing**, що поєднує в собі риси іменника і дієслова й що несе в собі відтінок значення деякого процесу. Наприклад:

playing – *гра*
 reading – *читання*
 walking – *прогулянка*

Перед герундієм ніколи не використовується артикль і він не має форми у множині.

Форми герундія

В англійській мові існує дві форми герундія: **Indefinite** та **Perfect**. Перша форма, як і Participle I, утворюється за рахунок додавання суфікса *-ing* до дієслова:

to fight - fighting
 to wait – waiting

У перфектному герундію (Perfect Gerund) дієслово використовується у третій формі, а перед ним знаходиться допоміжне дієслово *to have* у формі *having*:

to do - having done
 to repair - having repaired

Форма герундія	Дієслово в активному стані	Дієслово в пасивному стані
Indefinite Gerund	V+ing	being + V ₃
Perfect Gerund	having + V ₃ (третя форма дієслова)	having been + V ₃

Використання форм герундія

Indefinite Gerund Active

1. Indefinite Gerund в активному стані використовується тоді, коли потрібно позначити дію, що відбувається у той же самий момент як і дія, що виражена присудком. Мова може йти про минуле, теперішнє чи майбутнє:

*I like **having** a lot of interesting places I can visit.* – Мені подобається, що я можу відвідати багато цікавих місць.

*He enjoyed **talking** about adventures.* – Він насолоджувався розмовами про подорожі.

5. Також ця форма використовується для вираження дії, що відбудеться в майбутньому по відношенню до дії, вираженої присудком у реченні. В таких випадках герундій часто вживається після дієслів *to insist* (наполягати), *to suggest* (пропонувати, пропонувати), *to intend* (мати намір):

*Mike **suggested** going to the theatre.* - Майк запропонував піти в театр.

*I **intended** visiting Barcelona.* – Я мав намір відвідати Барселону.

3. У випадках, коли потрібно виразити дію, що сталася раніше, також використовується Indefinite Gerund Active:

*I remember **sending** invitation to her.* – Я пам'ятаю, що відіслав їй запрошення.

*John gave up **smoking** in 2005.* – Джон перестав курити у 2005.

4. Також Indefinite Gerund використовується для позначення дії, що не має прив'язки до часу:

***Eating** healthy food is good for your health.* – Вживання здорової їжі корисно для вашого здоров'я.

***Playing** football you can earn a lot of money.* – Граючи в футбол ти можеш заробити багато грошей.

5. Після слів *to want*, *to need*, *to require*, *to deserve* використовується лише Indefinite Gerund:

*This student deserves **praising**.* – Цей студент заслуговує на похвалу.

Indefinite Gerund Passive

Indefinite Gerund Passive використовується у випадках, коли він виражає дію, що вчиняється над особою чи предметом іншою стороною:

*She avoids **being watched** in streets. – Вона уникає, щоб її бачили на вулицях.
He was very happy of **being helped** by his friends. – Він був дуже щасливим,
що йому допомагають його друзі.*

Perfect Gerund Active

Perfect Gerund Active використовується рідко, оскільки легше сказати діє у формі Indefinite Gerund. Перфектна форма герундія означає дію, що сталася раніше ніж дія, що виражена присудком у реченні:

*I thank him for **having sent** me a letter in time. – Я вдячний йому за те, що він
відправив мені листа вчасно.
He mentioned **having been** to England. – Він згадав, що був у Англії.*

Perfect Gerund Passive

Perfect Gerund Passive використовується ще рідше, ніж активна форма перфектного герундія:

*I remember **having been shown** the price of the car. – Я пам'ятаю, що мені
показували ціну на машину.
He called the police when he found his flat **having been robbed**. – Він
подзвонив у поліцію, коли з'ясував, що його
квартира була пограбована.*

Функції у реченні

Герундій у реченні може грати роль підмета, означення, обставиною, іменною частиною присудка, прямим додатком чи прийменниковим додатком .

Підмет

Коли герундій виконує функції підмета у реченні, то він перекладається іменником або інфінітивом (неозначеною формою) дієслова:

***Smoking** is prohibited here. – Куріння/Курити тут заборонено.*

Swimming in the local river is not allowed. – Плавання/Плавати в місцевій річці не дозволяється.

No talking! – Не розмовляти! (Ніяких розмов!)

Означення

Коли герундій виконує функції означення, він відповідає на питання *який?, яка?, яке?, які?, чий?, котрий?* та інші. В таких випадках перед ним часто знаходяться прийменники **of, for, in, at, about** та **to**:

It's a great chance of finding the treasure. – Це відмінний шанс знайти скарб.

I don't like his way of speaking. – Мені не подобається те, як він розмовляє.

What about waiting for her outside? – Як на рахунок того, щоб почекати її на вулиці?

Обставина

Відповідаючи на питання *як?, де?, коли?, навіщо?, чому?* та ін. герундій у реченні виконує функції обставини. Коли герундій грає роль обставини, йому завжди передує прийменник, і він може перекладатися іменником, дієприслівником або як присудок підрядного речення. В таких випадках використовується прийменники:

in - *при, в той час як*

on – *після, коли*

after – *після*

before – *до*

for – *за*

though – *через, за допомогою, завдяки*

by – *за допомогою, шляхом*

without – *без*

instead – *замість*

besides – *крім*

Наприклад:

In copying the text, he made several mistakes. – При переписуванні тексту він припустився помилок.

She called me before leaving the house. – Вона подзвонила мені перед від'їздом з дому.

After watching this video he closed browser. - Після перегляду відео, він закрив браузер.

Іменна частина присудка

Також герундій може виконувати функції іменної частини присудка. В таких випадках він йде після дієслова **to be** у різних формах:

*His hobby is **playing** tennis.* – Його хобі – грати в теніс.

*At the moment his main goal is **making** more money.* – Зараз головна його ціль – заробляти більше грошей.

*Your job is **sending** letters.* – Твоя робота – відправляти листи.

Прямий додаток

Але найчастіше герундій виконує функцію прямого додатка в реченні і, за збігом обставин, учні дуже часто помиляються саме у таких випадках. Річ у тому, що герундій тут йде відразу після дієслова, але не завжди після дієслова можна використовувати саме герундій – в деяких випадках потрібно використовувати інфінітив дієслова.

Випадки, коли потрібно використовувати герундій після дієслова:

1. Герундій завжди вживається після певних слів:

to admit - *припускати, визнавати*

to avoid – *уникати*

to delay – *затримувати*

to deny – *брати назад, заперечувати*

to forgive – *пробачати та інших.*

Наприклад:

*She **avoided looking** at him.* – Вона прагнула не дивитися на нього.

*He **admitted stealing** the tablet pc.* – Він визнав, що вкрав планшет.

*I **denied fishing** in lake!* – Я заперечую, що рибалив у озері!

2. Герундій використовується у сталих словосполученнях:

to go fishing – *ходити на рибалку*

to go dancing – *танцювати / займатися танцями*

to go shopping – *ходити за покупками*

to go skating – *кататися на ковзанах*

to go swimming – *займатися плаванням*

to go walking – *ходити на прогулянку*

3. З дієсловами **to forget, to remember, to stop, to try**:

Дієслово **to forget**

Герундій

Забути щось, що вже зроблено

Інфінітив

Забути щось зробити в

минулому чи майбутньому
I forgot **to answer** his letter. -
I forgot **answering** his letter. – Я забув, що вже Я забув відповісти на його лист.
листа.

Дієслово to remember

Герундій

Пам'ятати те, що вже зроблено в минулому

I remember **watching** this movie.
пам'ятаю, як дивився цей фільм.

Дієслово to stop

Герундій

Закінчити дію

I stopped **watching** tv shows. – Я перестав дивитися серіали.
зупинився, щоб поговорити з ним.

Дієслово to try

Герундій

Спробувати щось зробити

Try **learning** English language, it's cool!
Спробуй вивчити англійську, це круто!

Інфінітив

Пам'ятати про те, що потрібно зробити в майбутньому

Do you remember **to buy** milk? – Ти пам'ятаєш, якщо потрібно купити молока?

Інфінітив

Зупинитися, аби зробити яку-небудь дію

I stopped **to talk** to him. – Я зупинився, щоб поговорити з ним.

Інфінітив

Старатися щось робити

Try **to do** more exercises to get fit. – Старайся робити більше вправ аби стати підтягнутим.

4. Після деяких дієслів замість герундія в пасивному стані використовується активний. Це такі слова, як:

to need – потребувати

to require – потребувати, вимагати

to want – вимагати

to be worth – вартувати щось робити

Наприклад:

*The car **needed painting**.* – Машина потребувала фарбування.

*Does your suit **require pressing**?* – Ваш костюм потребує прасування?

*The skirt **wants washing**.* – Спідницю потрібно випрати.

5. Також герундій виконує функції прямого додатка після словосполучень:

to be like – схожий
to be busy – зайнятий
to be worth / worthwhile - вартий чого-небудь

Наприклад:

It's worth going there. – Це вартує того, щоб піти туди.
Harry was busy playing the guitar. – Гарі був зайнятий грою на гітарі.
It was like flying! – Це було схоже на політ!

Прийменниковий додаток

Якщо герундій виконує функцію непрямого додатка, то він може знаходитися в реченні після величезної кількості дієслів, прикметників і дієприкметників, що використовується у словосполученнях з прийменниками **of, for, in** та інших:

Thank Mary for calling John. – Спасибі Мері за дзвінок Джону.
He doesn't agree on visiting several museums. – Він не погоджується на те, щоб відвідати декілька музеїв.
Looking forward to seeing you! – Чекаю з нетерпінням на зустріч з тобою!

Ex. 1. Translate into Ukrainian focusing on the Gerund.

1. Taking medicine is unpleasant thing.
2. He sat without answering.
3. Smoking is forbidden here.
4. He is fond of painting.
5. My shoes need repairing.
6. They went on talking.
7. It looks like raining.
8. The band began playing music.
9. She has a habit of interrupting people.
10. I like learning foreign languages.
11. They continue their studying.
12. My parents insist on my staying there.
13. Thank you for helping.
14. My friend can't help speaking about this event.
15. After coming home the boy had dinner.
16. We enjoyed playing tennis.
17. Her child is afraid of swimming.
18. They were informed of our arriving.
19. She is incapable of doing it.

20. He is suspected of stealing money.

Ex. 2. Make the Gerund. Translate into Ukrainian.

1. She does a lot of (read).
2. What he likes is (drive).
3. No (park) here.
4. We heard a lot of (shout) last night.
5. Quick (run) saved him.
6. I am not against his (come).
7. Who does (wash) in your house?
8. We did some (shop) this morning.
9. She hates (do) the washing-up.
10. (act) is an interesting profession.
11. No (camp).
12. There's no (regret) my decision.
13. Their (shout) woke people up.
14. We don't mind (invite) him.
15. Excuse me, I (be) late.
16. Try it on before (complain).
17. My friend enjoys a bit of (sing).
18. (be) late is a shame.
19. I like his (guitar play).
20. This is used for (cut) meat.
21. No (smoke) here.
22. These (draw) are expensive.
23. She has done very little (iron) today.
24. Do you like (cycle)?
25. Yesterday he had some (train).
26. (not be) late is a good habit.
27. There was (ring) of a bell.
28. Does she like (make) plans?
29. No (fish) here.
30. I don't like (watch) football

Ex. 3. Translate into Ukrainian focusing on the different forms of the Gerund.

1. I can't remember having seen him before.
2. This film is worth seeing.
3. We can't excuse their not answering our invitation.
4. I am sorry for having disturbed you.

5. She entered the office without being noticed.
6. He doesn't like having been invited to their parties.
7. She is angry at having been sent for.
8. Everybody enjoy working with him.
9. We are proud of having been her pupils.
10. You should avoid breaking rules.
11. The boy hates being scolded.
12. The child is proud of having been praised by his parents.

Ex. 4. Translate into English using the Gerund.

1. Він покинув палити.
2. Я не заперечую проти того, щоб поїхати туди.
3. Вона перестала прикидатися здоровою.
4. Він ненавидить, коли йому брешуть.
5. Тобі подобається кататися на ковзанах?
6. Нарешті дитина перестала плакати.
7. Нам запропонували поїхати до моря.
8. Вона уникала говорити про це з матір'ю.
9. Я згадав, що мене теж запросили туди.
10. Припини тремтіти.
11. Уяви собі поїздку туди.
12. Будь ласка, припини думати тільки про свої проблеми.
13. Дівчина заперечувала, що була вдома тоді.
14. Він продовжував працювати.
15. Я дуже ціную вашу допомогу.

Ex. 5. Translate into English using the Gerund.

1. Давайте перенесемо обговорення цієї статті.
2. Я не заперечую проти того, щоб відвідати їх.
3. Він не отримав задоволення від того, що його опитувала поліція.
4. Вона заперечує, що брала ці речі.
5. Я погодився відмінити свій від'їзд.
6. Будь ласка, перестань кричати.
7. Він каже, що отримує задоволення від польотів.
8. Уникай показувати тварині, що ти боїшся її.
9. Продовжуй грати.
10. Я не можу пробачити їм їхнє раптове зникнення.
11. Вони старалися не висловлювати свої думки.
12. Коли ти збираєшся починати переклад цього тексту?

13. Я не можу допустити їхнього перебування в будинку.
14. Учень пишається тим, що не зробив помилок в диктанті.

Ex. 6. Translate into English using the Gerund.

1. Його звинувачують в пограбуванні.
2. Я хочу проінформувати вас про їхній приїзд.
3. Вона часто проводить час читаючи журнали.
4. Я здивований, що мене спитали про це.
5. Вони не здатні брехати.
6. Батьки наполягають на тому, щоб я відвідав лікаря.
7. Ми займаємось розвитком цього проекту.
8. Юнак думав про те, щоб залишити рідне місто.
9. Жінка наполегливо продивлялась папери, шукаючи необхідного документа.
10. Літній чоловік боявся бути прооперованим.
11. Батько взяв дитину за руку, щоб не дати їй впасти.
12. Не звинувачуй її в тому, що вона зробила таку серйозну помилку.
13. Ми наполягатимемо на тому, щоб нам розповіли все.
14. Нарешті їй вдалося знайти ключі.
15. Її сини захоплюються боксом.

Ex. 7. Translate into English using the Gerund.

1. Сильний вітер перешкодив нам піти на прогулянку.
2. Він боїться, що його звинуватять у цьому злочині.
3. Він вийшов з кімнати не прощаючись.
4. Наш учитель наполягає, щоб нові слова записувались у словник.
5. Музика в сусідній квартирі заважає мені відпочивати.
6. Її брат терпіти не може навіть думки про одруження.
7. їхнє рішення залежатиме від того, чи буде погода гарною.
8. Ми підозрюємо, що він обдурює нас.
9. Вона пішла з дому, не вимкнувши праски.
10. Він боявся, що його посадять в тюрму.
11. Його дивує, що дівчинка робить так багато помилок в диктанті.
12. Я відкинув думку про те, щоб водити автомобіль, після того, як потрапив у аварію.
13. Перед тим, як стати вчителем, він працював у рекламному агентстві.
14. Ходити по траві заборонено.
15. Ми ще не схвалили вашого плану реорганізації.

Ex. 8. Translate into English using the Gerund.

1. Наша квартира вимагає ремонту.
2. Хворий потребує догляду.
3. Цей фільм варто подивитися.
4. Мою машину треба помити.
5. Твої речі треба просушити.
6. Таке важливе питання треба обговорити.
7. Музей сучасного мистецтва вартий того, щоб сходити туд
8. Його словам варто довіряти.
9. Чи варто купувати ці книжки?
10. Чи варто дивитися цю виставку?
11. Закрийте вікно!

Ex. 9. Translate into English using the Gerund.

1. Чому він уникає розмов з тобою?
2. Ти не думаєш, що квіти необхідно полити?
3. Хворого необхідно відправити до лікарні.
4. Мій друг думає, що не варто купувати цього відеофільм
5. Варто послухати, як вона співає.
6. Моя бабуся любить розповідати казки, а мій син слухати їх.
7. Чи варто йти на цю дискотеку?
8. Подивись на свій костюм! Його треба почистити.
9. Цей пейзаж вартий того, щоб його намалювати.
10. Іван не любить, коли його сварять.
11. Мій комп'ютер треба відремонтувати.
12. Вони думають про те, як би затримати наш приїзд.

Ex. 10. Translate into English using the Gerund.

1. Ви не проти того, щоб вас представили їм?
2. Килим в твоїй кімнаті необхідно почистити.
3. Молода жінка не могла не засміятись.
4. Батько був за те, щоб купити нову машину.
5. Ти хочеш піти в кіно?
6. Хто за те, щоб поїхати до моря?
7. Вона не може дозволити собі купувати такі дорогі речі.
8. Я не хочу думати про це.
9. Вони не могли не розказати їй про свою радість.
10. Чому ти уникаєш того, щоб тебе запитали про це?

11. Він не міг не спробувати пояснити, як це робиться.
12. Я не можу дозволити собі витратити так багато часу даремно.
13. Не вибачайтесь за те, що запізнились.
14. Ми не могли уникнути цієї зустрічі.

Ex. 11. Translate into English using the Gerund.

1. Я не міг не посміхнутись, дивлячись як бавляться кошенята.
2. Хлопчик розлютився через те, що над ним сміялися.
3. Батьки були не проти того, щоб купити мені*новий комп'ютер.
4. Я увійшов до кімнати з наміром розказати про своє рішення.
5. Не втрачай нагоди подивитися цю виставку.
6. Я пишаюсь тим, що був у змозі допомогти вам.
7. Всі боялися, що він довідається про правду.
8. Хто має щось проти того, щоб випити пива?
9. Подивись на ці меблі. їх треба відремонтувати.
10. Вона не хотіла йти за покупками.
11. Я за те, щоб летіти туди літаком.
12. Ми хочемо знати причини вашого від'їзду.
13. Професор не був проти проведення нових дослідів.
14. Почувши таку сумну історію, вона не могла не заплакати.
15. Я не хочу відповідати на безглузді запитання.

Ex. 12. Complete the sentences using the Gerund and *about, of, for, in, on, to, at, after, by, without, with*.

They talked (go) to Italy for their holiday.
They talked about going to Italy for their holiday.

1. This is used (cut) metal.
2. He is good (listen) to what people say.
3. I am tired (work) in the garden.
4. We are looking forward (meet) with you.
5. She was not interested (hear) my excuses.
6. I am very happy (see) you again.
7. He can get into the house (climb) through a window.
8. (open) the door, she walked trough it.
9. Are they interested (join) our expedition?
10. She improves her pronunciation (read) aloud.
11. I was busy (cook).

Ex. 13. Translate into English using the Gerund.

1. Вони досягли угоди про початок роботи над новим проектом.
2. Я схвалюю намір сина іти по стопах свого діда.
3. Всі їли не розмовляючи.
4. Добре подумай, перед тим як прийняти це рішення.
5. Прийшовши до лісу, туристи розвели багаття.
6. Вони стомились від сварок.
7. Він вийшов з ресторану не заплативши.
8. Я не думав перебивати вас.
9. Брат наполягав на тому, щоб показати мені, як це робиться.
10. Перед публічним виступом він завжди продивляється свої записи.
11. Ми були впевнені, що він вже перестав працювати.
12. Вона буде зайнята приготуванням обіду.
13. Нарешті нам вдалось знайти дорогу додому.
14. Всі слухали його не посміхаючись.
15. Я не люблю, коли мене перебивають.
16. Не сваріть дитину за те, що вона заперечує.

Ex. 14. Translate into English using the Gerund.

1. Я не можу вибачити їй, що вона не відповіла на моє запрошення.
2. Він завжди обурювався на батька за те, що він залишив сім'ю.
3. Вона цікавиться нашими дослідженнями культури середніх віків.
4. Ми були проти того, щоб він показував вам свої нотатки.
5. Компанія відмовилась взяти на себе відповідальність за нещасний випадок.
6. Режисер знову повернувся до роботи над цими фільмами.
7. Після того, як уряд переглянув концепцію народної освіти в країні, він подав до парламенту відповідні проекти законодавчих актів.
8. Я наполягаю на тому, щоб діти йшли додому.
9. Вона не любить рутинної домашньої роботи.
10. Після їхнього прибуття нас запросили до столу.
11. Вона по доброму заздрила йому в тому, що він отримує гарну платню.
12. Думати так дуже небезпечно.
13. Режисер був проти того, щоб вона грала цю роль.
14. Мені було приємно, що мій друг дав мені старовинні монети для моєї колекції.
15. Ми були здивовані тим, що він знайшов хороший СБ-плеєр на розпродажу.

Ex. 15. Translate into English using the Gerund.

1. Після закінчення школи він вступив до університету.
2. Всі чекали, що він працюватиме із задоволенням.
3. Він був здивований її раптовою смертю.
4. Директор наполягав на тому, щоб роботу дали мені.
5. Дуже важко жити без віри.
6. Вона уникала обідати вдома.
7. Він здивований, що з ним поговорили про це.
8. Я вважаю, що робота цієї людини варта загального визнання.
9. Вона має звичку весь час запитувати мене про моє ставлення до цієї чи іншої проблеми.
10. Ти повинен добре продивитись статтю перед її опублікуванням.
11. Він заперечує проти того, щоб корабель залишив порт в такий шторм.
Ця людина не варта твоїх сліз.
12. Крім того, що вона красива, вона ще й розумна.
13. Людина лежала не дихаючи.
14. Його вчинок вартий схвалення.
15. Головне — потрапити на вокзал вчасно.

Ex. 16. Translate into English using the Gerund.

1. Ви не проти того, щоб я палив тут?
2. Я пам'ятаю, що мені вже надсилали таку телеграму.
3. Ти б не хотіла покататися верхи з нами?
4. Наші ворота справді треба відремонтувати.
5. Що використовують, щоб виміряти швидкість вітру?
6. Як ви можете пояснити те, що він так повільно рухається?
7. Мені не подобається, що він використовує тільки неформальні джерела інформації.
8. Використання поясів безпеки може стати в нагоді під час аварії.
9. Вона була проти знищення цього файлу в комп'ютері.
10. Ми раді, що нам надали шанс показати, на що ми здатні.
11. Він не може не працювати з підлітками. Він любить цю роботу.
12. Я не маю нічого проти того, щоб вона взяла мій підручник.

Ex. 17. Open the brackets using the Gerund.

The art of (cook) requires (use) of garlic.

The (eat) of garlic is not approved of.

(Work) beside someone who has eaten garlic is as bad as (sit) beside someone who smokes. But while (smoke) is bad for you, there is no doubt that (eat) garlic is good for the health.

We can see more 'No (smoke)' signs, but we can't see 'No (breath)' signs for

garlic eaters. (Cultivate) and (export) garlic is a big business. Many people use it for (flavour) and (add) to different dishes. Some people buy it when they do (shop). You can't deny (use) or (eat) it. (Be) a garlic eater is something to be proud of. It shows you enjoy good (live).

Ex. 18. Translate into English using the Gerund.

1. Марно розмовляти з нею зараз.
2. Чи варто робити це?
3. Заперечувати йому не мало жодного сенсу.
4. Коли він в такому настрої, розмовляти з ним нерозумно.
5. Не було сенсу приходити сюди так рано.
6. Сльози тобі не допоможуть.
7. Марно приховувати ці факти.
8. Думати про це зараз не має сенсу.
9. Не має сенсу шукати дорогу в темряві.
10. Розмовами справі не зарадиш.

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