**Міністерство освіти і науки України**

**МИКОЛАЇВСЬКИЙ Національний університет**

**імені В.О. Сухомлинського**

Кафедра іноземних мов

**Навчально-методичнЕ ЗАБЕЗПЕЧЕННЯ**

**навчальної дисципліни**

**ІНОЗЕМНА МОВА ЗА ПРОФЕСІЙНИМ СПРЯМУВАННЯМ**

Ступінь бакалавра

Галузь знань 12 Інформаційні технології

123 Комп’ютерна інженерія

Код та найменування спеціальності

Комп’ютерна інженерія

Освітня програма

Механіко–математичний факультет

Автор:

Айзікова Л.В.,

викладач кафедри іноземних мов

Затверджено на засіданні кафедри «27» серпня 2019 р.

Затверджено на засіданні навчально-методичної комісії факультету «27» серпня 2019 р.

Затверджено на засіданні Вченої ради факультету «27» серпня 2019 р.

Миколаїв 2019

**Зміст НМЗ**

1. Титульна сторінка.
2. Зміст НМЗ.
3. Навчальний контент.
4. Завдання для самостійної роботи.
5. Завдання для поточного та підсумкового контролю знань і вмінь з навчальної дисципліни.

**НАВЧАЛЬНИЙ КОНТЕНТ**

**ІНСТРУКТИВНО-МЕТОДИЧНІ МАТЕРІАЛИ ДО ПРАКТИЧНИХ ЗАНЯТЬ**

**ПРАКТИЧНЕ ЗАНЯТТЯ 1.**

**HOW THE USE OF NUMBERS BEGAN**

Many thousands of years ago this was a world without numbers. Nobody missed them. Everyone knew just what belonged to him and what not. If a cow was missing, the owner knew it was gone, not by counting cows, but for the same reason your mother would know if you did not come home for dinner.

But some people acquired more and more property. They would count1 one cow, two cows, three cows; one vase, two vases, three vases; always one, two, three or more of something they owned or saw.

How far we have advanced from the time of our ancestors! Today, using numbers, numerals and mathematics, man builds bridges, skyscrapers, flies off the earth like a bird, even measures the distance to the moon and the brightness of the light given off by the firefly. But just as important though not so exciting, is that he can tell the time, pay the grocer, count the runs in a baseball game and use the same numbers in many different ways in everyday life.

So you see, mathematics and numbers, from simple arithmetic to complex algebraic and geometric calculations, are important to life in our time.

*Roman Numerals.* The Romans used seven capital letters to represent numbers. They mixed them together to form many different combinations.

The Roman system of numbers is based upon the letters, I, V, X, C, D and M.

This is what each letter represents:

Roman Numeral I V X L С D M

Hindu-Arabic Numeral 1 5 10 50 100 500 1000

*Notes:*

1 they would count — вони зазвичай рахували

2 just as important — так само важливо

**EXERCISES**

**I. Read the following words paying attention to the pronunciation:**

acquire, advance, ancestors, skyscrapers, firefly, exciting, brightness, light, algebraic, geometric.

**II. Form nouns of the following words:**

to count, to advance, to use, to build, to fly, to pay, to represent.

**III. Form adjectives of the following words by adding the**

suffixes -ful, -less, -able and translate them:

use, need, reason, count, represent.

**IV. Answer the following questions:**

1. When did people begin to count?

2. For what purposes do we use numbers?

3. Why are mathematics and numbers important?

4. What letters did the Romans use to represent numbers?

**V. Translate into Ukrainian:**

Primitive man knew only ten number-sounds. The reason was that he counted in the way a small child counts today, one by one, making use of his fingers. The needs and possessions of primitive man were few: he required no large numbers.

When he wished to express a number greater than ten he simply combined certain of the ten sounds connected with his fingers. Thus, if he wished to express "one more than ten" he said "one-ten" and so on.

**VI. Make up sentences of your own using the words and expressions given below:**

acquire, property, advance, measure, important, calculations, for the same reason, just as important, to make use of, in everyday life, in the same way, in a different way.

**HOW WE READ AND WRITE NUMBERS**

To make it easier to read large numbers, we separate the figures of the numbers by commas into groups of three, counting from right to left. Each group is called a period and has its own name.

The system of numbers we use, called Arabic system, is a decimal system: that is, it is based on tens. In this system, the value a digit represents is determined by the place it has in the number; if a digit is moved to the left one place, the value it represents becomes ten times as great.

Zero in the decimal system is a "place-holder"; in the number 30, the zero shows that 3 has been moved to the left one place, thus counting tens instead of ones. The place value in numbers is shown below:

682,000,000,000 847,000,000 136,000 592

Billions Millions Thousands Ones

These numbers are read: six hundred eighty-two billion, eight hundred forty-seven million, one hundred thirty-six thousand, five hundred and ninety-two.

682,000,000,000 847,000,000 136,000 592

Billions Millions Thousands Ones or Units

4 periods 3 periods 2 periods 1 period

*Rule to Remember:* a) All periods of a number contain three digits, or places (the first period on the left may or may not), b) Zero is used as a place-holder.

*Average.* When we want to find a single number that will represent all the numbers in a group of unequal numbers or quantities we find the average (or arithmetic mean).

To find the average of a group of unequal numbers, we add the numbers and then divide their sum by the number of addends.

Notes:

1 to make it easier to read — для того, легше легче читати

2 is determined by the place — визначається місцем

3 ten times as great — в десять разів більше

**EXERCISES**

**I. Read the following words paying attention to the pronunciation:**

to separate, period, system, zero, average, digit, unequal.

**II. Form nouns of the following verbs:**

to read, to count, to move, to place, to contain, to find, to determine, to represent.

**III. Make up sentences of your own using the words and expressions given below:**

quantity, unequal, sum, to make it easier to read, to separate the figures of the number, to be determined by, ten times as great, ten times as small.

**IV. Answer the following questions:**

1. Why do we separate the figures of the numbers by commas?

2. How is each group of three figures called?

3. How is the system of numbers we use called?

4. How many digits does a period of a number contain?

5. How do we find the average of unequal numbers?

**V. Translate into Ukrainian:**

Our present-day number-symbols are Hindu characters. It is important to notice that no symbols for zero occur in any of these early Hindu number system. They contain symbols for numbers like twenty, forty, and so on. A symbol for zero had been invented in India. The invention of this symbol for zero was very important, because its use enabled the nine Hindu symbols 1, 2, 3, 4, 5, 6, 7, 8 and 9 to suffice

for the representation of any number, no matter how great. The work of a zero is to keep the other nine symbols in their proper place.

**VI. Translate into English:**

Десяткова система нумерації виникла в Індії. Згодом її стали називати «арабською», тому що вона була перенесена в Європу арабами. Цифри, якими ми тепер користуємося, теж називаються арабськими. У цій системі особливо важливе значення має десять, і тому система носить назву десяткової системи нумерації. Щоб легше читати багатозначні числа, ми відокремлюємо (separate) цифри в них комами по три в групі. Групу з трьох цифр ми називаємо періодом.

**ПРАКТИЧНЕ ЗАНЯТТЯ 2.**

**ADDING, SUBTRACTING, MULTIPLYING AND DIVIDING THE WHOLE NUMBERS**

The result of additions of numbers is called the sum or total of the numbers. The numbers to be added1 are called the addends. In adding a series of numbers, begin with the column at the right. If the sum of a column of digits is ten or larger, carry the tens digits and add it to the sum of the digits in the next column to the left. Careless mistakes are sometimes made because the work was not checked. It is always wise therefore to check your answer.

In subtracting whole numbers, the number which is to be made smaller2, or diminished is called the minuend; the number "taken away" or subtracted is called subtrahend. The answer is the difference between the minuend and the subtrahend and it is called the remainder, or difference. In checking a subtraction example, add the remainder and the subtrahend. If your answer is correct, the result obtained by addition equals the minuend.

In multiplication, the number by which you multiply is called the multiplier, the number being multiplied is called the multiplicand. The number resulting from the multiplication is called the product. Multiplication can be checked by interchanging the multiplier and multiplicand and multiplying again. Remember that the product of any number multiplied by zero is zero. The product of any number multiplied by one is the same number. The order in which numbers are multiplied does not change the product.

In division, the number that is to be divided is called the dividend. The number by which the dividend is to be divided is called the divisor. The answer is called the quotient. The remainder is what is left over after the dividend has been divided into equal parts. If there is a remainder, it may be written over the divisor and expressed as a fraction in the quotient.

**EXERCISES**

**I. Read the following words paying attention to the pronunciation:**

to add, addends, adding, to subtract, subtrahend, minuend, remainder, to multiply, product, dividend, divisor, quotient.

**II. Give all possible derivatives of the following verbs:**

to differ, to check, to answer, to change, to obtain.

**III. Make up sentences of your own using the words and expressions given below:**

the numbers to be added, the exercise to be checked, the work to be done, the number to be divided, can be made, can be divided, can be checked.

**IV. Answer the following questions:**

1. How is the result of addition called?

2. What do we do while adding a series of numbers?

3. Why do we sometimes make mistakes in adding numbers?

4. What is the result of subtracting whole numbers called?

5. How do we check a subtraction example?

6. What is the result of multiplication called?

7. What is the result of division called?

**V. Make up 6 questions to the text and answer them.**

**VI. Translate into Ukrainian:**

Signs of Operations Used in Arithmetic. The signs most used in arithmetic to indicate operations with numbers are plus (+), minus (—), multiplication (х), and division ( : ) signs. When either of these is placed between any two numbers it indicates respectively that the sum, difference, product, or quotient of the two numbers is to be found. The equality sign (=) shows that any indicated operation or combination of numbers written before it (on the left) produces the result or number written after it.

**VII. Learn by heart:**

Five times five are twenty five; five times six are thirty;

five times seven are thirty five; five times eight are forty;

five times nine are forty five; five times ten are fifty;

five times eleven are fifty five; five times twelve are sixty;

six times nine are fifty four; six times ten are sixty;

seven times nine are sixty three, seven times ten are seventy;

eight times nine are seventy two; eight times ten are eighty;

nine times nine are eighty one; nine times ten are ninety.

**VIII. Translate into English:**

Числа, які потрібно скласти, називаються доданками, а результат додавання, тобто число, отримане при додаванні, називається сумою.

Відніманням називається дія, за допомогою якої (by means of which) пo даній сумі і одному даному доданку відшукується інший доданок.

Число, яке множать, називається множене; число, на яке множать, називається множником. Результат дії, тобто число, отримане при множенні, називається добутком.

Число, яке ділять, називається діленим; число, на яке ділять, називається дільником; число, яке здобувається в результаті ділення, називається частка.

**ПРАКТИЧНЕ ЗАНЯТТЯ 3.**

**FRACTIONS AND THEIR MEANING**

A fraction represents a part of one whole thing. A fraction indicates that something has been cut or divided into a number of equal parts. For example, a pie has been divided into four equal parts. If you eat one piece of the pie, you have taken one part out of four parts. This part of the pie can be represented by the fraction 1/4. The remaining portion of the pie, which consists of1 three of the four equal parts of the pie, is represented by the fraction 3/4.

In a fraction the upper and lower numbers are called the terms of the fraction. The horizontal line separating the two numbers in each fraction is called the fraction line. The top term of a fraction or the term above the fraction line is called the numerator; the bottom term or the term below, the fraction line is called the denominator.

A fraction may stand for part of a group. There is a group of 5 apples. Each is 1/5 (one fifth) of the group. If we take away 2 apples, we say that we are removing 2/5 of the number of apples present. If we take away 3 apples, we are removing 3/5 of the apples present. In this instance, a fraction is being used to stand for a part of a group.

A fraction also indicates division. For example: one apple was divided into eight parts and the man has eaten one part. Therefore he has eaten 1/8 of the apple. How much of the apple is left? How many eighths are in the whole apple?

*Principle to Remember.* If in any fraction the numerator and denominator are equal, the fraction is equal to 1.

*Notes:*

1 to consist of — складатися з

2 is represented by (the fraction) — виражений (дробом)

3 may stand for — може означати

**EXERCISES**

**I. Read the following words paying attention to the pronunciation:**

sign, piece, upper, numerator, denominator, number, fraction.

**II. Make up sentences of your own using the words and expressions given below:**

remaining portion, equal, to apply, to consist of, represented by, may stand for, is being used, to indicate.

**III. Answer the following questions:**

1. What does a fraction represent?

2. What do we call "the terms of fractions"?

3. What is the numerator? (denominator?)

4. What does a fraction indicate?

5. When is the fraction equal to 1?

**IV. Translate into Ukrainian:**

The horizontal line separating the two numbers in each fraction is called the fraction line. The number above the fraction line is the numerator and that below is the denominator of the fraction. The denominator names the fractional unit and the numerator indicates the number of those units contained in the fraction.

**V. Translate into English:**

Дріб являє собою частину цілого. Число, що стоїть над рискою, називається чисельником дробу. Число, що стоїть під рискою, називається знаменником дробу. Чисельник і знаменник називаються членами дробу.

**TYPES OF FRACTIONS**

*Common Fraction.* A common fraction is a number that has the numerator and the denominator represented by numbers placed the one above, and the other below, a horizontal line. 3/7 is a common fraction.

*Proper Fraction.* If the numerator of a fraction is less than denominator the fraction is called a proper fraction. The value of a proper fraction is always less than 1. 6/7, 1/5 and 9/10 are proper fractions.

*Improper Fraction.* If the numerator of a fraction is equal to1 or larger than the denominator, the fraction is called a improper fraction. The value of an improper fraction is equal to or larger than 1. 5/3, 3/2, 8/8 are improper fractions.

*Mixed number.* A number which consists of a whole number and a fraction is called a mixed number. 2 1/9 кг , 5 1/4 are mixed numbers.

*Reducing a Fraction to Lower Terms.* For convenience and clarity a fraction must always be expressed in its simplest form. That is, it must be reduced to its lowest terms. To reduce a fraction to its lowest terms2, divide the numerator and the denominator by the largest number that will divide into both of them evenly.

The process of crossing all common factors out of numerator and denominator is called the reduction of a fraction to its lowest terms. The greatest (largest) quantity which is a common divisor of two or more quantities is called a greatest common divisor of these quantities. It is written G.C.D.

*Notes:*

1 is equal to — дорівнює

2 to reduce a fraction to its lowest terms — щоб скоротити дріб

**EXERCISES**

**I. Read the following words paying attention to the pronunciation:**

reduce, value, both, other, mixed, proper, improper.

**II. Give all possible derivaties of the following words:**

value, convenience, to represent, to express, to divide.

**III. Make up sentences of your own using the words and expressions given below:**

evently, to reduce to, for the convenience, expressed in, is equal to.

**IV. Answer the following questions:**

1. What is a common fraction called?

2. What is a proper fraction called?

3. Is the value of a proper fraction more or less than 1?

4. What do we call mixed numbers?

5. How do you reduce a fraction to its lower terms?

**V. Put 6 questions to the text.**

**VI. Translate into Ukrainian:**

Fractions indicate division, the numerator being a dividend, the denominator a divisor, and the value of the fraction the quotient.

A fraction can be reduced to lower terms if the numerator and the denominator are divisible by a single number, that is if they have a common divisor. In order to reduce a fraction to its lowest terms, therefore, it is seen at once that the greatest common divisor must be used.

**VII. Translate into English:**

Дріб, у якого чисельник менше знаменника, називається правильним дробом. Правильний дріб менше одиниці.

Дріб, у якого чисельник дорівнює знаменнику або більше його, називається неправильним дробом. Таким чином, неправильний дріб або дорівнює одиниці, або більше її.

Числа, які складаються з цілого числа і дробу, називаються змішаними числами.

Скороченням дробу називається заміна його іншим, рівним йому дробом з меншими членами, шляхом ділення чисельника і знаменника на одне і те саме число. Це число є найбільшим спільним дільником чисельника і знаменника.

**ПРАКТИЧНЕ ЗАНЯТТЯ 4.**

**ADDITION, SUBTRACTION, MULTIPLICATION AND DIVISION OF FRACTIONS**

To add fractions having the same denominator (like fractions) add their numerators and write the sum over the common denominator (do not add the denominators). Reduce the resulting fraction to lowest terms.

To add fractions having different denominators (unlike fractions) the fractions must be changed1 to equivalent fractions which have the same or a common denominator. The least number which will be a common denominator, for example, of 2/3 and 3/5 is 15. 15 is the least common denominator, or lowest common denominator of 2/3 and 3/5. The least common denominator is sometimes denoted by the letters L.C.D.

To subtract fractions having the same denominator subtract the numerators and write the difference over the common denominator (do not subtract denominators).

To subtract fractions having different denominators first change the fractions to equivalent fractions having a common denominator. To subtract the fractions when they have a common denominator, subtract the numerators and write the difference over the denominator.

To multiply a mixed number and a fraction: 1) reduce the fraction to its lowest terms; 2) change the mixed number to an improper fraction; 3) multiply the two numerators to obtain the numerator of the answer; 4) multiply the denominators to obtain the denominator of the answer; 5) reduce the fraction obtained when possible. Reduction can be done by dividing a numerator and denominator by the same number. The numbers that are divided are crossed out, and the quotients are written as the new numerator and the new denominator.

To divide a whole number by a fraction, multiply the whole number by the denominator of the fraction and divide the result by the numerator of the fraction.

**EXERCISES**

**I. Read the following words paying attention to the pronunciations:**

subtract, unlike, multiply, result, change, cross, equivalent, quotient.

**II. Form verbs of the following nouns:**

subtraction, multiplication, division, addition, difference, equality.

**III. Make up sentences of your own using the words and expressions given below:**

to change to, to cross out, must be changed, can be done, divide the result by, write over, write under.

**IV. Answer the following questions:**

1. What should one do in order to add fractions having the same denominator? (different denominators?)

2. What should one do in order to subtract fractions having the same denominator (different denominators?)

3. How do you multiply fractions having the same (different) denominators?

4. How do you multiply a mixed number and a fraction?

**V. Put 6 questions to the text and answer them.**

**VI. Translate into Ukrainian:**

When fractions have a common denominator, they can be added by simply adding the numerators and writing the sum over the same denominator. Any fractions with a common denominator are subtracted by subtracting the numerator of the subtrahend fraction from that of the minuend fraction, and writing the remainder over the common denominator to form the remainder fraction. Thus to add or subtract fractions, first change them into ones with the L.C.D., and then add or subtract the numerators, writing the result as the numerator of a fraction with the common denominator. This fraction is the desired sum or difference respectively.

To multiply a fraction by a whole number, multiply the numerator by that number, and write the product as the numerator of a new fraction with the same denominator. This fraction is the desired product. In order to divide a fraction by any number, multiply the denominator by that number.

**VII. Translate into English:**

Щоб скласти дроби з однаковими знаменниками, треба скласти їх чисельники і залишити той же знаменник.

Щоб скласти дроби з різними знаменниками, потрібно попередньо (beforehand) привести їх до найменшого спільного знаменника, скласти їх чисельники і написати найменший спільний знаменник.

Щоб відняти дріб з дробу, потрібно попередньо привести дроби до найменшого спільного знаменника, потім з чисельника зменшуваного дробу відняти чисельник дробу, що віднімається і під отриманої різницею написатинайменший спільний знаменник.

Щоб помножити дріб на ціле число, потрібно помножити на це ціле число чисельник, і залишити той же знаменник.

Щоб розділити дріб на ціле число, потрібно помножити на це число знаменник, а чисельник залишити той самий.

**CHANGING FRACTIONS**

The numerator and denominator of a fraction may be multiplied by the same number without changing the value of the fraction. The resulting equivalent fraction is actually the same fraction expressed in higher terms.

To change a mixed number to an improper fraction we must: 1) multiply the denominator of the fraction by the whole number; 2) add the numerator of the fraction to the product of the multiplication; 3) write the result over the denominator.

To change an improper fraction to a whole or a mixed number we must divide the numerator by the denominator. If there should be a remainder, write it over the denominator. The resulting fraction should then be reduced to its lowest terms.

To change a whole number io an improper fraction with a specific denominator: 1) multiply the specific denominator and the whole number; 2) write the result over the specific denominator.

*Comparing Fractions.* Fractions can be compared. To compare unlike fractions we must change them to equivalent fractions so that all have like denominators.

When fractions have different numerators but the same denominator, the fraction having the largest numerator has the greatest value.

When fractions have different denominators but the same numerator, the fraction having the largest denominator has the smallest value.

**EXERCISES**

**I. Read the following words paying attention to the pronunciation:**

express, high, whole, compare, specific, actually.

**II. Give as many derivatives as you can of the following words:**

to express, actually, result, high, to remain.

**III. Make up sentences of your own using the words and expressions given below:**

expressed in higher terms, mixed number, to change a fraction, to change a whole number, can be compared, can be multiplied, without changing, without dividing, without comparing.

**IV. Answer the following questions:**

1. What is an equivalent fraction?

2. How do you change a mixed number to an improper fraction?

3. How do you change an improper fraction to a whole number or mixed number? 4. How do you change a whole number to an improper fraction with a specific denominator?

5. What must you do to compare unlike fractions?

6. How do you compare fractions?

**V. Put 6 questions to the text and answer them.**

**VI. Translate into Ukrainian:**

When denominators and numerators of different fractions are both different, the values of the fractions cannot be compared until they are converted so as to have the same denominators.

Since fractions indicate division, all changes in the terms of a fraction (numerator and denominator) will affect its value (quotient) according to the general principles of division. These relations constitute the general principles of fractions.

**VII. Translate into English:**

Щоб перетворити змішане число в неправильний дріб, потрібно ціле число помножити на знаменник дробу, до добутку додати чисельник і зробити цю суму чисельником шуканого (sought for) дробу, а знаменник залишити тим самим.

Щоб перетворити неправильний дріб у змішане число, потрібно чисельник дробу розділити на знаменник і знайти залишок. Частка покаже число цілих одиниць; залишок потрібно взяти як чисельник, а знаменник залишити колишнім.

Якщо чисельник дробу зменшити в кілька разів, не змінюючи знаменника, то дріб зменшиться в стільки ж разів.

Якщо чисельник і знаменник дробу збільшити в однакове число разів, то дріб не зміниться.

**ПРАКТИЧНЕ ЗАНЯТТЯ 5.**

**GRAPHS**

A graph represents numerical relationship in visual form. By use of a graph we can show the relation between certain sets of numbers in an interesting, pictorial manner so that they can actually be seen.

The most commonly used graphs are: the pictograph, the bar graph, the line graph and the circle graph. In a pictograph, each picture or symbol represents a definite quantity. In a pictograph we use pictures of objects to represent numbers. The length of bars in a bar graph represents numerical facts. The bars are of varying length but of the same width. They are usually used to show size or amount of different items or size or amount of the same item at different times. The bars of a vertical bar graph are drawn straight up and down, that is at right angles with the horizontal base line of the graph. The bars of a horizontal bar graph are drawn across the page.

The line graph shows the changes in a quantity by the rising or falling of a line. The position of the line with relation to2 the horizontal and vertical scales represents numerical facts. The line connects a number of points.

An apportionment or distribution graph shows the relationship of all parts of a particular whole. The whole graph represents 100%. A chart which consists of a circle broken down into subdivision is called a circle graph. A circle graph is used to show how all the parts are related to the whole. The entire circle, which equals 360°, represents the entire thing.

*Notes:*

1 are used to show — використовуються для того, щоб показати

2 with relation to — по відношенню до

**EXERCISES**

**I. Read the following words paying attention to the pronunciation:**

graph, pictograph, circle, straight, right, visual, present, item, interesting, time, entire, page, change, chart.

**II. Make up sentences of your own using the words and expressions given below:**

can present, visual form, with relation to, is used to show, bar graph, line graph, pictograph.

**III. Answer the following questions:**

1. What does a graph present? 2. What can we do by using a graph? 3. What are the most commonly used graphs? 4. What is the difference between a pictograph and the bar graph? 5. How are the bars of a vertical (horizontal) graph drawn? 6. What do we call a circle or a line graph?

**IV. Put 6 questions to the text.**

**V. Translate into Ukrainian:**

Graphs are used very frequently in newspapers, magazines, textbooks and reference books. Graphs picture facts and figures so clearly that one can understand them at a glance.

Graph is the picture of mathematical equation. It is a method of showing on squared paper the changes in value of an expression containing unknown quantities when one of the unknown quantities is given various definite values. Any other unknown quantity is dependent in some way on the value of the first unknown quantity, which is called the independent value.

**VI. Translate into English:**

Діаграми, що зустрічаються найчастіше – це піктограми, діаграми у вигляді стовпців, діаграми у вигляді кола і лінійні діаграми.  
Розподільна діаграма показує співвідношення всіх частин одного цілого.

Діаграми зазвичай використовуються, щоб показати розмір або кількість різних предметів або розмір і кількість одного і того ж предмета/предметів в різний час.

**Практична робота 6.**

**ALGEBRA**

**THE NATURE OF ALGEBRA**

Algebra is a generalization of arithmetic. Each statement of arithmetic deals with1 particular numbers: the statement (20+4)2=202+2x20x4+42=576 explains how the square of the sum of the two numbers, 20 and 4, may be computed.2 It can be shown3 that the same procedure [prə'si:ʤə] applies if the numbers 20 and 4 are replaced by any two other numbers. In order to state the general rule, we write symbols, ordinarily letters, instead of4 particular numbers. Let the number 20 be replaced5 by the symbol **a**, which may denote any number, and the number 4 by the symbol **b**. Then the statement is true6 that the square of the sum of any two numbers **a** and **b** can be computed by the rule (a+b)2=a2+2aхb+b2.

This is a general rule which remains true no matter what7 particular numbers may replace the symbols **a** and **b**. A rule of this kind is often called a formula ['fɔːmjələ] (formulae ['fɔːmjuli:]).

Algebra is the system of rules concerning the operations with numbers. These rules can be most easily stated as formulas in terms of letters, like the rule given above for squaring the sum of two numbers.

The outstanding characteristic of algebra is the use of letters to represent numbers. Since the letters used represent numbers, all the laws of arithmetic hold for8 operations with letters.

In the same way, all the signs which have been introduced to denote relations between numbers and the operations with them are likewise used with letters.

For convenience9 the operation of multiplication is generally denoted by dot as by placing the letters adjacent [ə'ʤeɪs(ə)nt] to each other. For example, **a**x**b** is written simply as **ab**.

The operations of addition, subtraction, multiplication, division, raising to a power and extracting roots are called algebraic expressions.

Algebraic expressions may be given a simpler form by combining similar terms. Two terms are called similar, if they differ only in their numerical factor (called a coefficient [kəuɪ'fɪʃ(ə)nt]).

Algebraic expressions consisting of more than one term are called multinomials ['mʌltɪnɔmɪəl]. In particular, an expression of two terms is a binomial, an expression of three terms is a trinomial. In finding the product of multinominals we make use of the distributive law.

*Notes:*

1 to deal with — мати справу з, розглядати

2 may be computed — може бути обрахований

3 it can be shown — можна показати

4 instead of — замість

5 let the number 20 be replaced — замінимо число 20

6 then the statement is true — тоді твердження є справедливим

7 no matter what — не залежно від того, як

8 to hold for — підходить для

9 for convenience — для зручності

**EXERCISES**

**I. Read the following words paying attention to the pronunciation:**

concern, length, letters, generally, mental, check, arithmetic, width, inch, its, division, addition, which, consider, close, total, cost, only.

**II. Form nouns and translate them:**

add, divide, multiply, subtract, operate, state, express, represent, introduce.

**III. Form adverbs of the following words by adding the suffix -ly and translate them:**

general, ordinary, particular, simple, similar, different.

**IV. Make up sentences of your own using the words and expressions given below:**

to deal with, concerning, it can be shown, may be computed, remains true, for convenience, to square, in particular, to extract a root, in terms of letters.

**V. Answer the following questions:**

1. What is the relationship between arithmetic and algebra? 2. In what operations in arithmetic do we use numbers? 3. What do we use in algebra to represent numbers? 4. What may a formula be considered? 5. What examples of the close

relationship between arithmetic and algebra can you give?

**VI. Translate into Ukrainian:**

Algebra is used in many walks of life, from that of the philosopher to that of the manual labour. The skilled worker may use algebra to determine the location of the centre or the size of holes he must drill. Doctors, engineers, and scientists use algebra in their research.

By the use of algebra we can reduce complex problems to simple formulas. We can find the answer to problems about the universe, and problems of sewing, building, cooking, measuring, buying and selling as well.

**VII. Translate into English:**

Алгебра – це система правил, що стосуються дій з числами. В алгебрі числа позначаються буквами, а не цифрами. Оскільки букви позначають числа, всі закони арифметики придатні для дій з буквами. Знаки, які використовуються для дій з цифрами, також вживаються для букв.

**Практична робота 7.**

**SIGNS USED IN ALGEBRA**

In algebra, the signs plus (+) and minus (—) have their ordinary meaning, indicating addition and subtraction and also serve to distinguish between opposite kinds of numbers, positive (+) and negative (—). In such an operation as +10—10=0, the minus sign means that the minus 10 is combined with the plus 10 to give a zero result or that 10 is subtracted from 10 to give a zero remainder.

The so-called "double sign" (±), which is read "plus-or-minus", is sometimes used. It means that the number or symbol which it precedes may be "either plus or minus3" or "both plus and minus".

As in arithmetic, the equality sign (=) means "equals" or "is equal to".

The multiplication sign (X) has the same meaning as in arithmetic. In many cases, however, it is omitted. A dot (•) placed between any two numbers a little above the line (to distinguish it from a decimal point) is sometimes used as a sign of multiplication.

The division sign (:) has the same meaning as in arithmetic. It is frequently replaced by the fraction line; thus 6/3 means the same as 6 : 3 and in both cases the result or quotient is 2. The two dots above and below in the division sign indicate the position of the numerator and denominator in a fraction, or the dividend and divisor in division.

Parentheses ( ), brackets [ ], braces { }, and other inclosing signs are used to indicate that everything between the two signs is to be treated as5 a single quantity and any sign placed before it refers to everything inside as a whole and to every part of the complete expression inside.

Another sign which is sometimes useful is the sign which means "greater than" or "less than". The sign (>) means "greater than" and the sign (<) means "less than". Thus, a>6 means that "a is greater than 6", and 3<5 means "3 is less than 5".

The sign three dots at the corners of a triangle, means "hence" or "therefore".

**EXERCISES**

**I. Read the following words paying attention to the pronunciation:**

algebra, also, double, triangle, product» quotient, quantity, frequently, sign, minus, combine, twice, inside, sum, number, meaning, between, complete, parentheses, arithmetic, fraction, subtraction, operation.

**II. Form nouns of the following words:**

to indicate, to add, to operate, to subtract, to mean, to express, to divide, to place, to differ.

**III. Make up sentences of your own using the words and expressions given below:**

serve to distinguish, to give a zero result, to give a zero remainder, combine with, both plus and minus, either plus or minus.

**IV. Answer the following questions:**

1. What signs are used in algebra?

2. What do signs (+) and (—) indicate?

3. How is the sign (±) read?

4. What is the equality sign?

5 What is the meaning of the multiplication sign?

6. What is the meaning of the division sign?

7. What does the expression (a+b) mean?

**V. Translate into Ukrainian:**

ab means the same as axb and 2xc means the same as 2c, twice с. We cannot write 23, however, for 2X3 as 23 has another meaning, namely, the number twenty three.

Therefore, in general, the multiplication sign (x) may be omitted between algebraic symbols or between an algebraic symbol and an ordinary arithmetical number, but not between two arithmetical numbers.

Another sign which is sometimes used is the inclined fraction line (/); thus 6/3 means the same as 6:3. This form has the advantage of being compact and also allowing both dividend and divisor (or numerator and denominator) to be written or printed on the same line.

**VI. Translate into English:**

В алгебрі ми використовуємо такі знаки: плюс, мінус, знак рівності, знак множення, знак ділення, дужки круглі, квадратні і фігурні, знак «більше», знак «менше » та інші. Знак три крапки по кутах трикутника означає «отже» або «тому». Послідовність знаків «дорівнює» та «більше» означає: «отже» або «звідси витікає».

**Практична робота 8.**

**GEOMETRY. POINTS AND LINES.**

**POINTS AND LINES**

A point has no length, width or thickness. It merely indicates position. To represent a point in geometry we mark a dot and label it with a capital letter. For example, A would be called "point A".

A line has no width or thickness. It has length and direction. An infinite number of straight lines can be drawn through one point.

Since a line extends indefinitely in either direction, we must work with line segments, or portions of lines. The segment is represented by two capital letters, one placed at each end. The line segment AB can also be represented by small letters. Hence a is line segment a.

A line joins two points. Only one straight line can be drawn between two points. There are three kinds of lines: straight, curved and broken.

Notice that the lines are labeled by capital letters placed at the end of the line.

Lines that extend from left to right as the horizon are called horizontal lines. Examples of horizontal lines are lines on writing paper and all level lines which we find in man-made structures.

*Note:*

1 *man-made structures* — постройки и сооружения, созданные руками человека

**EXERCISES**

**I. Read the following words paying attention to the pronunciation:**

length, thickness, width, thin, straight, draw, through, curve, there, that, position, representation, profession, either, or, more.

**II. Form nouns adding suffixes and translate the newly formed words into Ukrainian:**

***-tion:*** construct, represent, multiply, form;

***-ment:*** displace, measure;

***-ing:*** draw, study, find.

**III. Make up sentences of your own using the words and expressions given below:**

daily work, closed figures, to be represented by, thickness, to extend, indefinitely, labelled by, a broken line.

**IV. Answer the following questions:**

1. What is geometry? 2. What are the characteristic features of a point? 3. How do we represent a point in geometry? 4. How many lines can be drawn through one point? 5. What is a segment? 6. How many lines can be drawn between two points? 7. What kind of lines do you know?

**V. Translate into Ukrainian:**

Geometry is the branch of mathematics which investigates the relations, properties and measurements of solids, surfaces, lines and angles.

The two points may be at any distance apart, so a straight line may be considered as having any length.

A broken line is a line formed of successive sections, or segments, of straight lines.

A curved line, or simply a curve, is a line no portion of which is straight.

**VI. Translate into English:**

Через любые две точки можно провести прямую и притом только одну. Если на плоскости взять какие-нибудь две точки и провести через них прямую линию, то все точки этой прямой будут находиться в этой плоскости.

**Практична робота 9.**

**ANGLES**

*Measuring Angles.* An angle is formed when two straight lines meet at a point. The lines are called the sides of an angle. The point at which the sides meet is called the vertex of the angle. The angle is read as angle ВАС or CAB.

The size of an angle depends upon1 the amount one side has turned away from2 the other. The length of the sides of an angle does not determine its size.

The unit of measure used in measuring an angle is the degree. A degree is a unit that equals 1/90 of a right angle and 1/360 of a circle. A right angle, therefore, contains 90 degrees (90°), and a circle contains 360 degrees (360°). The size of an angle is the number of degrees through which one side of the angle has turned away from the other side.

*Kinds of Angles.*

*Right Angle.* If one side of an angle turns a quarter of a complete circle away from the other side, the angle that isformed is a right angle. It contains 90°. When two lines intersect at right angles, the lines are perpendicular. Each angle formed by a perpendicular line contains 90°.

*Complementary angles.* When two angles put together form a right angle, and thus their sum is 90°, the angles are complementary. For example, angle DBC is the complementary of angle ABC since their sum (60°+30°) equals 90°.

*Straight Angle.* If one side of an angle turns half a complete circle away from the other side, the angle that is formed is a straight angle. The sides of a straight angle lie in the same straight line. Notice, that a straight angle is twice the size of a right angle since in a straight angle the side has made half a complete turn, or two quarter turns. The number of degrees in a straight angle is 180°.

*Supplementary Angles.* When the sum of two angles is 180°, the angles are said to be supplementary. For example, angle ABC is the supplementary angle of angle CBD since their sum (120°+60°) is 180°.

*Acute Angle.* If one side of an angle turns less than a quarter of a circle away from the other side, the angle formed is an acute angle. An acute angle, therefore, is smaller than a right angle, or less than 90°.

*Obtuse Angle.* If one side of an angle turns more than a quarter of a circle but less than half a circle away from the other side, the angle formed is an obtuse angle. Therefore, an obtuse angle is greater than a right angle but smaller than a straight angle. It contains more than 90° but less than 180°.

*Reflex Angle.* If one side of an angle turns more than half a circle (180°) but less than a complete circle (360°) away from the other side, the angle formed is a reflex angle. Therefore, a reflex angle is greater than a straight angle.

*Notes:*

1 *to depend upon* — зависеть от

2 *has turned away from* — отклонен от

3 *twice the size of* — вдвое больше (по величине)

4 *half a complete turn* — половину полного оборота

5 *angles are said to be* — про углы говорят, что они (являются)

**EXERCISES**

**I. Read the following words paying attention to pronunciation:**

acute, obtuse, turn, use, unit, number, supplementary, complementary, other, but, reflex, vertex, axis, pointed, represented, straight.

**II. Give words of the same root as:**

Model: measure (n), measure (v), measurement (v)

form, amount, turn, notice, determine, complement, contain.

**III. Make up sentences of your own using words and expressions given below:**

is said to be, is called, is formed, to depend upon, to turn away from, is less than, is more than, to turn more than a quarter, a degree, a circle.

**IV. Answer the following questions:**

1. When is an angle formed? 2. What do we call a point at which the sides of an angle meet? 3. What unit is used in measuring an angle? 4. What angles do you know? 5. How many degrees does an acute angle contain?

**V. Translate into Ukrainian:**

The size of measure of an angle is determined by the amount of opening between the sides, and not by the lengths of the sides.

Two angles are said to be equal if they can be placed together so that their vertexes are at the same point and the two sides of one coincide with the two sides of the other. This is a very important definition.

When several lines meet at one point to form more than one angle, any two of the angles which have one side in common are said to be adjacent.

When a line is drawn through the vertex of an angle between the sides it is said to divide the angle.

**VI. Translate into English:**

Угол образуется, когда две прямые линии встречаются в точке. Прямые линии называются сторонами угла, а точка, в которой они встречаются — вершиной угла.

Размер угла зависит от той величины (amount), на которую одна сторона отклоняется от другой.

Градус — это единица измерения, используемая при измерении угла.

Углы бывают прямые, острые, тупые. Если одна сторона угла отклоняется на четверть полного круга от другой стороны, то образованный угол называется прямым углом. Прямой угол содержит 90°.

**Практична робота 10.**

**TRIGONOMETRY AND ITS APPLICATION**

Trigonometry is a branch of mathematics that deals with angles and sides of triangles and their relations to one another. Otherwise we can say that trigonometry is the set of methods and procedures required to solve problems concerning

triangles when angles of the triangles are involved. It is especially useful in numerous calculations connected with accurate machine work. It is also very useful to the surveyor, draughtsman, and, in fact, is used in all sorts of engineering work. The carpenter with his steel square makes use of trigonometric relations to find the length of one side of a hip roof.

Many problems about alternating current can be solved by using trigonometry. In metereology, the height of a balloon above the surface of the earth is determined by the use of trigonometry.

Trigonometry has applications in surveying, navigation, construction work and many branches of science. It is particularly essential for most branches of mathematics and physics.

**EXERCISES**

**I. Read the following words paying attention to the pronunciation:**

calculation, relation, ratio, angle, triangle, root, roof, balloon, use, cube, deal, meeting.

II. Make up sentences of your own using the words and expressions given below:

to be useful to, in engineering work, otherwise, branch of mathematics, branch of physics, to deal with angles, to deal with triangles, to deal with relations.

**III. Answer the following questions:**

1. What does trigonometry deal with?

2. In what work is trigonometry especially useful?

3. For what purpose does the carpenter make use of trigonometric relations?

4. What is determined in metereology by the use of trigonometry?

**IV. Translate into Ukrainian:**

A branch of mathematics dealing with the relationship between the sides and angles of triangles is called trigonometry. It is defined as the branch of mathematics using the fact that numerous problems may be solved by the calculation of unknown parts (sides and angles). The solution of such problems is greatly assisted by the use of the trigonometrical ratios or functions.

**V. Translate into English:**

С помощью тригонометрии решаются многие измерительные задачи на местности, как например, вычисление расстояний между различными пунктами земной поверхности (earth surface), вычисление высоты данного предмета, составление карт и т.п. Измерение небольших расстояний производится при помощи стальных измерительных лент (steel measuring tapes). Измерение углов производится при помощи угломерных инструментов (goniometrial instruments).

**ПРАКТИЧНЕ ЗАНЯТТЯ № 11**

**I. Організаційна частина.**

1. Повідомлення теми, мети заняття.

**Тема заняття:** Ergonomics.

**Дидактична мета:**

* оволодіння лексичним мінімумом з теми «Ергономіка»;
* оволодіння граматичними навичками вживання модальних дієслів для вираження порад, рекомендації, правил, заборони;
* формування умінь здійснювати різні види читання текстів;
* удосконалення навичок аудіювання англійською мовою.

**Виховна мета:**

* формування звичок організації професійної діяльності за принципами здорового способу життя;
* формування позитивної мотивації до вивчення англійської мови;
* розвиток навичок логічного мислення;
* розвиток аналітичних навичок.

2. Актуалізація опорних знань і контроль вихідного рівня знань студентів.

*What is ergonomics?*

3. Мотивація навчальної діяльності.

*Why is ergonomics important?*

**II. Зміст основної частини заняття (перелік практичних завдань):**

1. Вивчення нового матеріалу.

|  |
| --- |
|  |
|  |

2. Формування вмінь і навичок.

|  |
| --- |
|  |
| 3. Контроль засвоєння матеріалу |
|  |

**ІІІ. Підбиття підсумків заняття.**

1. Узагальнення та систематизація вивченого.

*What health and safety problems may result from continuous use of computers?*

*How can you prevent these problems or struggle with them?*

1. Оголошення завдання для самостійної роботи.

|  |
| --- |
|  |

1. Повідомлення оцінок за роботу на занятті та їх обґрунтування.

**ПРАКТИЧНЕ ЗАНЯТТЯ № 12**

**I. Організаційна частина.**

1. Повідомлення теми, мети заняття.

**Тема заняття:** Computers and Work.

**Дидактична мета:**

* оволодіння лексичним мінімумом з теми «Комп’ютери на робочому місці»;
* удосконалення граматичних навичок вживання часів групи Simple;
* формування умінь здійснювати різні види читання текстів;
* удосконалення навичок аудіювання англійською мовою.

**Виховна мета:**

* формування навичок організації професійної діяльності;
* формування позитивної мотивації до вивчення англійської мови;
* розвиток навичок логічного мислення;
* розвиток аналітичних навичок.

2. Актуалізація опорних знань і контроль вихідного рівня знань студентів.

*What occupations are computers the most important for?*

3. Мотивація навчальної діяльності.

*Are computers important for your future profession? In what way?*

*How do you use computers for your studies?*

**II. Зміст основної частини заняття (перелік практичних завдань):**

1. Вивчення нового матеріалу.

|  |
| --- |
|  |
|  |

1. Формування вмінь і навичок.

|  |
| --- |
|  |
|  |

1. Контроль засвоєння матеріалу

|  |
| --- |
|  |

**ІІІ. Підбиття підсумків заняття.**

1. Узагальнення та систематизація вивченого.

*What are the ways of using computers for work?*

*How will you use a computer in your future professional activities?*

1. Оголошення завдання для самостійної роботи.
2. How have computers changed the way you study?
3. Make a list of the advantages and disadvantages that teleworking might have for you?
4. Повідомлення оцінок за роботу на занятті та їх обґрунтування.

**ПРАКТИЧНЕ ЗАНЯТТЯ № 13**

**I. Організаційна частина.**

1. Повідомлення теми, мети заняття.

**Тема заняття:** Living with Computers.

**Дидактична мета:**

* оволодіння лексичним мінімумом з теми «Комп’ютери у повсякденному житті»;
* удосконалення граматичних навичок вживання ступенів порівняння прикметників та прислівників;
* формування умінь здійснювати різні види читання текстів;
* удосконалення навичок аудіювання англійською мовою.

**Виховна мета:**

* формування звичок організації професійної та повсякденної діяльності за принципами здорового способу життя;
* формування позитивної мотивації до вивчення англійської мови;
* розвиток навичок логічного мислення;
* розвиток аналітичних навичок.

2. Актуалізація опорних знань і контроль вихідного рівня знань студентів.

*How do people use computers in everyday life?*

3. Мотивація навчальної діяльності.

*Could you imagine your life without technologies? Why?*

**II. Зміст основної частини заняття (перелік практичних завдань):**

1. Вивчення нового матеріалу.

|  |
| --- |
|  |
|  |
|  |

1. Формування вмінь і навичок.

|  |
| --- |
|  |

1. Контроль засвоєння матеріалу

|  |
| --- |
|  |

**ІІІ. Підбиття підсумків заняття.**

1. Узагальнення та систематизація вивченого.

*In what ways are computers friendly for people?*

*In what ways are computers disruptive for people?*

1. Оголошення завдання для самостійної роботи.

Make a list of the ways you use computers for studies and in your free time.

1. Повідомлення оцінок за роботу на занятті та їх обґрунтування.

**ПРАКТИЧНЕ ЗАНЯТТЯ № 14**

**I. Організаційна частина.**

1. Повідомлення теми, мети заняття.

**Тема заняття:** Word processing.

**Дидактична мета:**

* оволодіння лексичним мінімумом з теми «Електронна обробка тексту»;
* удосконалення граматичних навичок вживання наказового способу;
* формування умінь здійснювати різні види читання текстів;
* удосконалення навичок аудіювання англійською мовою.

**Виховна мета:**

* формування навичок здійснення професійної діяльності;
* формування позитивної мотивації до вивчення англійської мови;
* розвиток навичок логічного мислення;
* розвиток аналітичних навичок.

2. Актуалізація опорних знань і контроль вихідного рівня знань студентів.

*What operating systems have you used for studies and everyday needs?*

3. Мотивація навчальної діяльності.

*What opportunities does word processing provide us with* *as compared with* *hand-writing?*

**II. Зміст основної частини заняття (перелік практичних завдань):**

1. Вивчення нового матеріалу.

|  |
| --- |
|  |
|  |

1. Формування вмінь і навичок.

|  |
| --- |
|  |

**ІІІ. Підбиття підсумків заняття.**

1. Узагальнення та систематизація вивченого.

*What features does word processor support?*

1. Оголошення завдання для самостійної роботи.

|  |
| --- |
|  |

1. Повідомлення оцінок за роботу на занятті та їх обґрунтування.

**ПРАКТИЧНЕ ЗАНЯТТЯ № 15**

**I. Організаційна частина.**

1. Повідомлення теми, мети заняття.

**Тема заняття:** Spreadsheets and Databases.

**Дидактична мета:**

* оволодіння лексичним мінімумом з теми «Таблиці та бази даних»;
* удосконалення граматичних навичок вживання пасивного стану дієслів;
* формування умінь здійснювати різні види читання текстів;
* удосконалення навичок аудіювання англійською мовою.

**Виховна мета:**

* формування навичок здійснення професійної діяльності;
* формування позитивної мотивації до вивчення англійської мови;
* розвиток навичок логічного мислення;
* розвиток аналітичних навичок.

2. Актуалізація опорних знань і контроль вихідного рівня знань студентів.

*What software programs can be used to create* *spreadsheets and databases?*

3. Мотивація навчальної діяльності.

*What opportunities does spreadsheet and database software provide us with?*

*Which software have you used?*

**II. Зміст основної частини заняття (перелік практичних завдань):**

1. Вивчення нового матеріалу.

|  |
| --- |
|  |
|  |

1. Формування вмінь і навичок.

|  |
| --- |
|  |

1. Контроль засвоєння матеріалу

|  |
| --- |
|  |

**ІІІ. Підбиття підсумків заняття.**

1. Узагальнення та систематизація вивченого.

*What types of data can a spreadsheet cell hold?*

*What parts of a database are there?*

1. Оголошення завдання для самостійної роботи.

Which data fields would you include in these databases?

1. the patients of a hospital
2. a library catalogue
3. Повідомлення оцінок за роботу на занятті та їх обґрунтування.

**ПРАКТИЧНЕ ЗАНЯТТЯ № 16**

**I. Організаційна частина.**

1. Повідомлення теми, мети заняття.

**Тема заняття:** Graphics and Design.

**Дидактична мета:**

* оволодіння лексичним мінімумом з теми «Графіка та дизайн»;
* удосконалення граматичних навичок формування множини іменників;
* формування умінь здійснювати різні види читання текстів;
* удосконалення навичок аудіювання англійською мовою.

**Виховна мета:**

* формування навичок здійснення професійної діяльності;
* формування позитивної мотивації до вивчення англійської мови;
* розвиток навичок логічного мислення;
* розвиток аналітичних навичок.

2. Актуалізація опорних знань і контроль вихідного рівня знань студентів.

*What software programs can be used computer designing?*

3. Мотивація навчальної діяльності.

*What opportunities does graphics and design software provide us with?*

*Which software have you used?*

**II. Зміст основної частини заняття (перелік практичних завдань):**

1. Вивчення нового матеріалу.

|  |
| --- |
|  |
|  |
|  |
|  |

1. Формування вмінь і навичок.

|  |
| --- |
|  |
|  |
|  |

1. Контроль засвоєння матеріалу

|  |  |
| --- | --- |
|  |  |

**ІІІ. Підбиття підсумків заняття.**

1. Узагальнення та систематизація вивченого.

*What types of graphics software are there?*

1. Оголошення завдання для самостійної роботи.

|  |
| --- |
|  |

1. Повідомлення оцінок за роботу на занятті та їх обґрунтування.

**ПРАКТИЧНЕ ЗАНЯТТЯ № 17**

**I. Організаційна частина.**

1. Повідомлення теми, мети заняття.

**Тема заняття:** Multimedia.

**Дидактична мета:**

* оволодіння лексичним мінімумом з теми «Мультимедіа»;
* удосконалення граматичних навичок вживання часів групи Continuous;
* формування умінь здійснювати різні види читання текстів;
* удосконалення навичок аудіювання англійською мовою.

**Виховна мета:**

* формування навичок здійснення професійної діяльності;
* формування позитивної мотивації до вивчення англійської мови;
* розвиток навичок логічного мислення;
* розвиток аналітичних навичок.

2. Актуалізація опорних знань і контроль вихідного рівня знань студентів.

*What technologies and applications does multimedia refer to?*

*What multimedia formats are there?*

3. Мотивація навчальної діяльності.

*Do you use multimedia applications?*

*What are they?*

**II. Зміст основної частини заняття (перелік практичних завдань):**

1. Вивчення нового матеріалу.

|  |
| --- |
|  |
|  |
|  |

1. Формування вмінь і навичок.

|  |
| --- |
|  |
|  |

1. Контроль засвоєння матеріалу

|  |
| --- |
|  |

**ІІІ. Підбиття підсумків заняття.**

1. Узагальнення та систематизація вивченого.

*How can different multimedia applications be used in various spheres of activity?*

1. Оголошення завдання для самостійної роботи.

|  |
| --- |
|  |

1. Повідомлення оцінок за роботу на занятті та їх обґрунтування.

**ПРАКТИЧНЕ ЗАНЯТТЯ № 18**

**I. Організаційна частина.**

1. Повідомлення теми, мети заняття.

**Тема заняття:** Sound and Music.

**Дидактична мета:**

* оволодіння лексичним мінімумом з теми «Звукове програмне забезпечення»;
* удосконалення граматичних навичок вживання часів групи Perfect;
* формування умінь здійснювати різні види читання текстів;
* удосконалення навичок аудіювання англійською мовою.

**Виховна мета:**

* формування навичок здійснення професійної діяльності;
* формування позитивної мотивації до вивчення англійської мови;
* розвиток навичок логічного мислення;
* розвиток аналітичних навичок.

2. Актуалізація опорних знань і контроль вихідного рівня знань студентів.

*What sound/music formats are there?*

3. Мотивація навчальної діяльності.

*Do you like listening to music?*

*What is your favorite singer/band?*

*What technologies and applications do you use to listen to digital music?*

**II. Зміст основної частини заняття (перелік практичних завдань):**

1. Вивчення нового матеріалу.

|  |
| --- |
|  |
|  |
|  |

1. Формування вмінь і навичок.

|  |
| --- |
|  |
|  |

1. Контроль засвоєння матеріалу.

|  |
| --- |
|  |

**ІІІ. Підбиття підсумків заняття.**

1. Узагальнення та систематизація вивченого.

*How do we choose sound digital players?*

1. Оголошення завдання для самостійної роботи.

|  |
| --- |
|  |

1. Повідомлення оцінок за роботу на занятті та їх обґрунтування.

**ПРАКТИЧНЕ ЗАНЯТТЯ № 19**

**I. Організаційна частина.**

1. Повідомлення теми, мети заняття.

**Тема заняття:** Programming.

**Дидактична мета:**

* оволодіння лексичним мінімумом з теми «Програмування»;
* удосконалення граматичних навичок побудови складнопідрядних речень;
* формування умінь здійснювати різні види читання текстів;
* удосконалення навичок складання інструкції англійською мовою.

**Виховна мета:**

* формування навичок виконання дій відповідно до інструкцій;
* формування позитивної мотивації до вивчення англійської мови;
* розвиток навичок логічного мислення;
* розвиток аналітичних навичок.

2. Актуалізація опорних знань і контроль вихідного рівня знань студентів.

*What is programming?*

*What programming languages do you know?*

3. Мотивація навчальної діяльності.

*What programming languages have you used in your practical work?*

*Why did you choose these programming languages?*

**II. Зміст основної частини заняття (перелік практичних завдань):**

1. Вивчення нового матеріалу.

|  |
| --- |
|  |
|  |

1. Формування вмінь і навичок.

|  |
| --- |
|  |

1. Контроль засвоєння матеріалу

|  |
| --- |
|  |

**ІІІ. Підбиття підсумків заняття.**

1. Узагальнення та систематизація вивченого.

*What are the steps in programming?*

1. Оголошення завдання для самостійної роботи.

|  |
| --- |
|  |

1. Повідомлення оцінок за роботу на занятті та їх обґрунтування.

**ПРАКТИЧНЕ ЗАНЯТТЯ № 20**

**I. Організаційна частина.**

1. Повідомлення теми, мети заняття.

**Тема заняття:** ICT systems.

**Дидактична мета:**

* оволодіння лексичним мінімумом з теми «ІКТ системи»;
* удосконалення граматичних навичок вживання артиклів;
* формування умінь здійснювати різні види читання текстів;
* удосконалення навичок складання інструкції англійською мовою.

**Виховна мета:**

* формування навичок виконання дій професійної діяльності;
* формування позитивної мотивації до вивчення англійської мови;
* розвиток навичок логічного мислення;
* розвиток аналітичних навичок.

2. Актуалізація опорних знань і контроль вихідного рівня знань студентів.

*What types of systems do you know?*

*What components of ICT systems are there?*

3. Мотивація навчальної діяльності.

*What multipurpose devises do you use for studies and in everyday life?*

**II. Зміст основної частини заняття (перелік практичних завдань):**

1. Вивчення нового матеріалу.

|  |
| --- |
|  |
|  |

1. Формування вмінь і навичок.

|  |
| --- |
|  |

1. Контроль засвоєння матеріалу

|  |
| --- |
|  |

**ІІІ. Підбиття підсумків заняття.**

1. Узагальнення та систематизація вивченого.

*What types of ICT devises and services are there?*

1. Оголошення завдання для самостійної роботи.

Make a list of the ICT systems you use at home and for studies. What is their purpose? What are there components?

1. Повідомлення оцінок за роботу на занятті та їх обґрунтування.

**ПРАКТИЧНЕ ЗАНЯТТЯ № 21**

**I. Організаційна частина.**

1. Повідомлення теми, мети заняття.

**Тема заняття:** Networks.

**Дидактична мета:**

* оволодіння лексичним мінімумом з теми «Мережі»;
* удосконалення навичок написання аналітичних творів;
* формування умінь здійснювати різні види читання текстів;
* удосконалення навичок складання інструкції англійською мовою.

**Виховна мета:**

* формування навичок виконання дій професійної діяльності;
* формування позитивної мотивації до вивчення англійської мови;
* розвиток навичок логічного мислення;
* розвиток аналітичних навичок.

2. Актуалізація опорних знань і контроль вихідного рівня знань студентів.

*Why are networks necessary?*

*What components do they consist of?*

3. Мотивація навчальної діяльності.

*What networks have you used? When?*

**II. Зміст основної частини заняття (перелік практичних завдань):**

1. Вивчення нового матеріалу.

|  |
| --- |
|  |
|  |

1. Формування вмінь і навичок

|  |
| --- |
|  |

1. Контроль засвоєння матеріалу.

|  |
| --- |
|  |

**ІІІ. Підбиття підсумків заняття.**

1. Узагальнення та систематизація вивченого.

*What are the functions of a network administrator?*

*How do we decide what type of network is necessary for a job?*

1. Оголошення завдання для самостійної роботи.

Make a list of the advantages and disadvantages of using networks?

1. Повідомлення оцінок за роботу на занятті та їх обґрунтування.

**ПРАКТИЧНЕ ЗАНЯТТЯ № 22**

**I. Організаційна частина.**

1. Повідомлення теми, мети заняття.

**Тема заняття:** Faces of the Internet.

**Дидактична мета:**

* оволодіння лексичним мінімумом з теми «Інтернет»;
* удосконалення граматичних навичок використання прямої та непрямої мови;
* формування умінь здійснювати різні види читання текстів;
* удосконалення навичок діалогічного мовлення.

**Виховна мета:**

* формування навичок виконання дій професійної діяльності;
* формування позитивної мотивації до вивчення англійської мови;
* розвиток навичок логічного мислення;
* розвиток аналітичних навичок.

2. Актуалізація опорних знань і контроль вихідного рівня знань студентів.

*What is the Internet?*

*What is necessary to get connected?*

3. Мотивація навчальної діяльності.

*How do you use the Internet?*

**II. Зміст основної частини заняття (перелік практичних завдань):**

1. Вивчення нового матеріалу.

|  |
| --- |
|  |
|  |

1. Формування вмінь і навичок.

|  |
| --- |
|  |

1. Контроль засвоєння матеріалу.

|  |
| --- |
|  |

**ІІІ. Підбиття підсумків заняття.**

1. Узагальнення та систематизація вивченого.

*What are the components of the Internet?*

*How do we use the Internet for studies?*

1. Оголошення завдання для самостійної роботи.

|  |
| --- |
|  |

1. Повідомлення оцінок за роботу на занятті та їх обґрунтування.

**ПРАКТИЧНЕ ЗАНЯТТЯ № 23**

**I. Організаційна частина.**

1. Повідомлення теми, мети заняття.

**Тема заняття:** Email.

**Дидактична мета:**

* оволодіння лексичним мінімумом з теми «Електронне листування»;
* удосконалення навичок написання ділових листів;
* формування умінь здійснювати різні види читання текстів;
* удосконалення навичок діалогічного мовлення.

**Виховна мета:**

* формування навичок виконання дій професійної діяльності;
* формування позитивної мотивації до вивчення англійської мови;
* розвиток навичок логічного мислення;
* розвиток аналітичних навичок.

2. Актуалізація опорних знань і контроль вихідного рівня знань студентів.

*What is emailing?*

3. Мотивація навчальної діяльності.

*How often do you write emails?*

*What email box do you use?*

**II. Зміст основної частини заняття (перелік практичних завдань):**

1. Вивчення нового матеріалу.

|  |
| --- |
|  |
|  |
|  |

1. Формування вмінь і навичок.

|  |
| --- |
|  |
|  |

1. Контроль засвоєння матеріалу.

|  |
| --- |
|  |

**ІІІ. Підбиття підсумків заняття.**

1. Узагальнення та систематизація вивченого.

*What are the components of an email?*

*How to protect yourself from unwanted messages?*

1. Оголошення завдання для самостійної роботи.

Write an email to a colleague explaining the goals of your shared project and his/her responsibilities in it.

1. Повідомлення оцінок за роботу на занятті та їх обґрунтування.

**ПРАКТИЧНЕ ЗАНЯТТЯ № 24**

**I. Організаційна частина.**

1. Повідомлення теми, мети заняття.

**Тема заняття:** Chatting and conferencing.

**Дидактична мета:**

* оволодіння лексичним мінімумом з теми «Ведення розмов англійською мовою»;
* удосконалення граматичних навичок побудови складнопідрядних речень;
* формування умінь здійснювати різні види читання текстів;
* удосконалення навичок складання інструкції англійською мовою.

**Виховна мета:**

* формування навичок виконання дій відповідно до інструкцій;
* формування позитивної мотивації до вивчення англійської мови;
* розвиток навичок логічного мислення;
* розвиток аналітичних навичок.

2. Актуалізація опорних знань і контроль вихідного рівня знань студентів.

*What is programming?*

*What programming languages do you know?*

3. Мотивація навчальної діяльності.

*What programming languages have you used in your practical work?*

*Why did you choose these programming languages?*

**II. Зміст основної частини заняття (перелік практичних завдань):**

**1. Read and memorize the following words:**

**language** мова

*e.g.* My native language is Ukrainian.

**study** вивчати

*e.g.* We study English at school.

**vocabulary** [va'kaebjulan] лексика *e.g.* No dictionary could list the total vocabulary of a language.

**read** [ri:d] читати

*e.g.* Can you read this text?

**write** [rait] писати

*e.g.* Can you write these words?

**peculiarity** особливість

*e.g.* Every language has its own peculiarities.

**accent** акцент, вимова

*e.g.* He speaks French with a foreign accent.

**scientific** науковий

*e.g.* They use scientific approach in their research.

**knowledge** знання

*e.g.* My knowledge of German is poor.

**interpret** перекладати *{усно)*

*e.g.* Can you interpret Mr. Brown's words?

**translate** [trans'leit] перекладати *{письмово)*

*e.g.* I have already translated this text.

**word** [wo:d] слово

*e.g.* How many English words do you know?

**meaning** значення

*e.g.* What is the meaning of this word?

**2. Fill in the blanks with the necessary words in brackets:**

**1.** Please ... the last word. (say, understand, repeat)

1. I can read English but I cannot ... it. (say, tell, speak)
2. I know grammar well, but my ... is poor. (language, pronunciation, meaning)

**3. Give synonyms to the words in bold type:**

1. What English-speaking **countries** do you know?

2. What is his **mother tongue?**

3. To know a foreign lan­guage is **very important** nowadays.

4. He knows French **very well.**

5.Can you **translate** this sentence?

**4. Complete the following sentences:**

1. Is there anybody who speaks ... ?

2. What is the ... for ...?

3. The ... for ... is ... .

4. If you want to speak English well you ... .

5. The word combination "mother tongue" means ... .

6. English is spoken in ....

**5. Read and retell the text:**

**I STUDY ENGLISH**

English is an international means of communication. It is studied as a foreign language at secondary and higher schools of our country.

As for me I like English very much. I studied English at school and I'm studying it now. I study it every day because I want to have a good command of the language.

I am sure if I work at it systematically as I do now I will know the language very well. I try to do my best to master English as quickly as possible. I study pronunciation, vo­cabulary and grammar. I try to speak English with my teachers and with my friends. I read much and do many language exercises. I have many English books. I know that foreign languages are of great importance in our modern life.

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

**ENGLISH AS A MEANS OF INTERNATIONAL COMMUNICATION**

English is the national language in such countries as Britain, the United States of America, Canada, Australia and New Zealand. It is the mother tongue of nearly three hundred million people. Many people speak English im Japan, China, India and African countries. But many more use it as an international means of communication, because English has become a truly international language.

Science, trade, sport and international relations of vari­ous kinds have given the English language the status of one of the world's most important languages. Many scien-tific and technical journals are written in English although they are not necessarily published in England or othef English-speaking countries. At numerous international meetings and conferences, English is the main language. The Olympic Games and other multinational sports events cannot do without it.

The role English plays today is the result of historical processes. The English language, in the course of its historical development, has met with so many influences from abroad that its lexical and grammatical structure has come to reflect in many ways its international use.

English is a language which is indeed able to cope with the most diverse tasks of international communication.

**7. Read aloud and ask questions on the text:**

Technical English is often said to be difficult to under­stand. One of the reasons for this is that many English words can have several meanings.

In order to master technical English the student must first acquire a thorough knowledge of everyday English with its grammar, vocabulary and rules of word-forma­tion. Then it will be easy for him to learn, step by step, the peculiarities of technical English.

The problem of vocabulary also causes difficulty to the reader of technical English. Each branch of science and technology has its own separate vocabulary.

Ability to translate a foreign technical text demands sufficient technical knowledge to understand it and also a great linguistic knowledge and skill.

**8. Ask as many questions on the text as possible:**

**HOW TO USE A DICTIONARY**

There are many good English dictionaries. A good dic­tionary, if correctly used, will yield a wealth of information.

When translating, you may find the following suggestions useful:

* Carefully read the text to be translated.
* Reread the text and underline unfamiliar words.
* Make a rough translation.
* Look up any unfamiliar words and phrases.
* Remember that the text form of a doubtful word may have to be "converted" into the dictionary form. Small dictionaries exclude certain kinds of words and you need some knowledge of word-formation in the foreign language.

Good luck in studying English!

**9. Give the plural of the following nouns:**

a subject, a laboratory, a class, a book, a dictionary, a translation, a tape-recorder, a lesson, a shelf, a child, a grown­up, a film-strip, a school, an institute, a teacher, a report, a college, a mark, a circle, a story, an examination.

**10. Choose the correct form of the noun:**

1. I have got good (mark, marks) in all (subject, sub­jects). 2. This year I hope to pass all my (examination, examinations) well. 3. English is my favourite (subject, subjects). 4. Many (grown-up, grown-ups) and (child, children) speak English. 5. I speak English with my (school­mate, schoolmates) and with my (teacher, teachers). 6. I have got many English (book, books) at home. 7. "Oliver Twist" is one of my favourite (book, books). 8. There are (student, students) who speak English well.

**11. Fill in the blanks with the necessary words in brackets:**

**1.** Foreign ... are necessary for the ... of all ... . (language, languages, representative, representatives, profession, pro­fessions) 2. We had to read and to translate a new ... to give some ... for a certain grammar ... and to answer several ... in English, (text, texts, example, examples, rule, rules, question, questions) 3. I liked to study English very much, so it was pleasant for me to answer all teacher's ... . (question, questions) 4. I am fond of all Dickens' ... (book, books). He describes the childhood of his ... very well, (character, characters) 5. We had to explain the ... of all the ... in the passive … . (formation, formations, tense, tenses, voice, voices) 6. I had to translate a ... from "The Adventures of Tom Sawyer" by Mark Twain, (passage, passages) 7. Our Institute choir sang several English ... . (song, songs)

**12. Open the brackets:**

1. English is one of my favourite (subject). 2. I know the (language) rather well and I try to **do** my best to master it as quick as possible. 3. I have got many English (book) at home and I always buy some new ones when I find them in our (book-shop). 4. When I read an Eng­lish (book) I always try to write down all new (word) and (expression). 5. During the last (term) my (mark) in English were only "Good" and "Excellent" and I am sure that at the coming examination my (mark) will be excel­lent. 6. I saw a rich choice of (book) of many modern English and American (writer) in that (book-shop). 7. I advise you to read the (book) "Martin Eden" by Jack London. 8. I decided to go to the (library) and take an interesting (book) in English there.

**13. Translate into English the following sentences paying attention to the nouns:**

1. У нашій майбутній роботі дуже важливим є знання англійської мови. 2. Як ви сподіваєтеся скласти іспит з англійської мови цього року? 3. Я почав вивчати ан­глійську мову ще в школі. 4. Тепер діти починають вивчати англійську мову самостійно. 5. Ви добре воло­дієте англійською мовою. 6. Я хотів би мати міцні знан­ня з розмовної англійської мови. 7. Запам'ятайте мою пораду: що більше ви будете спілкуватися іноземною мо­вою, то швидше ви навчитеся розмовляти нею. 8. Англійська мова – мій улюблений предмет. 9. Ба­гато людей розмовляють англійською мовою. 3. Англій­ською мовою розмовляють у Великобританії, США, Ка­наді. 10. Чи ви розмовляєте англійською мовою? 11. Ан­глійська мова є міжнародною. 12. Багато англійських слів мають кілька значень.

**ІІІ. Підбиття підсумків заняття.**

1. Узагальнення та систематизація вивченого.

*Why is English important for your everyday life, studies and future work?*

1. Оголошення завдання для самостійної роботи.

*Підготуйте доповідь про можливості удосконалення навичок володіння англійською мовою за допомогою сучасних технологій?*

1. Повідомлення оцінок за роботу на занятті та їх обґрунтування.

**ПРАКТИЧНЕ ЗАНЯТТЯ № 25**

**I. Організаційна частина.**

1. Повідомлення теми, мети заняття.

**Тема заняття:** Troubleshooting.

**Дидактична мета:**

* оволодіння лексичним мінімумом з теми «Здоровий спосіб життя»;
* удосконалення граматичних та лексичних навичок спілкування;
* формування умінь здійснювати різні види читання текстів;
* удосконалення навичок діалогічного мовлення.

**Виховна мета:**

* формування навичок харчування та способу життя;
* формування позитивної мотивації до вивчення англійської мови;
* розвиток навичок ділового етикету;
* розвиток аналітичних навичок.

2. Актуалізація опорних знань і контроль вихідного рівня знань студентів.

**VEGETABLES:** *Students walk around the class and talk to other students about vegetables. Change partners often and share your findings.*

3. Мотивація навчальної діяльності.

**CHAT:** In pairs / groups, decide which of these topics or words from the article are most interesting and which are most boring.

*greens / constant battle / poor diets / under the age of two / fussy eaters / nutrition /conducted / servings / older children / willing / new experiences / reluctant / encourage*

Have a chat about the topics you liked. Change topics and partners frequently.

**II. Зміст основної частини заняття (перелік практичних завдань):**

**1. VEGGIES:** What do you know about these vegetables? Complete this table with your partner(s). Change partners often and share what you wrote.

**Ways of cooking / How to grow Varieties**

Corn

Potato

Cabbage

Onion

Garlic

Carrots

**2. KIDS' DIETS:** Students A **strongly** believe children should eat mainly fruit and vegetables; Students B **strongly** believe children should eat anything. Change partners again and talk about your conversations.

**3. KIDS' BATTLES:** Rank these with your partner. Put the biggest battles to get

kids to do things at the top. Change partners often and share your rankings.

• eat healthily

• go to bed early

• tidy their room

• do their homework

• say 'please' and 'thank you'

• do as they are told

• be nice to siblings

• be quiet

**4. NUTRITION:** Spend one minute writing down all of the different words you

associate with the word "nutrition". Share your words with your partner(s) and talk about them. Together, put the words into different categories.

**5. TRUE / FALSE:** Read the headline. Guess if a-h below are true (T) or false (F).

a. The article says getting kids to eat vegetables is a battle for parents. T / F

b. Research suggests parents can train their kids to like vegetables. T / F

c. The key age to get kids to like vegetables is four. T / F

d. The study said parents should give vegetables to kids up to ten times. T / F

e. Researchers focused on children in four European countries. T / F

f. Researchers tried to get children to eat garlic in their study. T / F

g. The study says kids are less willing to try new things from the age of 2. T / F

h. Researchers suggest encouraging kids to eat vegetables once a month. T / F

**6. SYNONYM MATCH:** Match the following synonyms from the article.

1. constant a. result in

2 refused b. carried out

3. lead to c. give in

4. initially d. never-ending

5. succumb e. ready

6. conducted f. at first

7. consumed g. not in favour of

8. willing h. turned down

9. reluctant i. urge

10. encourage j. ate

**7. PHRASE MATCH:** (Sometimes more than one choice is possible.)

1. getting their kids to eat their greens a. diets

2 they are refused with b. try new things

3. adopting poor c. intake

4. even the fussiest of d. to be willing

5. children's dietary e. is a constant battle

6. The study was conducted f. liked

7. between five and 10 g. on 332 children

8. they tend h. a vengeance

9. children become reluctant to i. servings

10. even those they previously j. eaters will succumb

**8. LISTENING – Guess the answers. Listen to check.**

1) For many parents, getting their kids to eat their greens is \_\_\_\_\_\_

a. an instant battle

b. a constantly battle

c. a constant battle

d. an instantly battle

2) whatever vegetables are served up to young children, they are refused \_\_\_\_\_\_

a. with revenge

b. with a vengeance

c. with even giants

d. wither vengeance

3) children under the age of two can get to like vegetables they \_\_\_\_\_\_

a. initial he rejected

b. initially rejection

c. initially rejected

d. initial rejection

4) Researchers said even the fussiest of eaters \_\_\_\_\_\_

a. will succumb

b. will suck thumb

c. wills succumb

d. wills suck thumb

5) good news for parents worried about their children's dietary intake and \_\_\_\_\_\_

a. level of nutrition

b. levels for nutrition

c. levels of nutrition

d. level for nutrition

6) Each child was given between five \_\_\_\_\_\_

a. and 10 serving

b. and 10 serve ins

c. and 10 swerving

d. and 10 servings

7) The younger children \_\_\_\_\_\_

a. consumed more

b. consummated more

c. confirmed more

d. consume more

8) they tend to be willing and open to \_\_\_\_\_\_

a. new experience

b. newly experienced

c. new experiences

d. new experience is

9) After 24 months, children become \_\_\_\_\_\_

a. reluctance to try

b. reluctant to try

c. reluctance to trial

d. reluctant to trial

10) start to reject foods - even those they \_\_\_\_\_\_

a. previous liked

b. previously like it

c. previous like it

d. previously liked

**9. LISTENING – Listen and fill in the gaps**

For many parents, getting their kids to eat their greens

(1) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. It often seems that whatever vegetables are served up to young children, they are refused (2) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. This can lead to young ones (3) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. A new study from the University of Leeds in the U.K. suggests parents can train their children to like vegetables. The study showed that children under the age of two can get to like vegetables (4) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ if they are offered them five to ten times. Researchers said even (5) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ will succumb to repeated exposure to vegetables. This is good news for parents worried about their children's (6) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ levels of nutrition.

The study (7) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 332 children aged between four months and three years from Britain, Denmark and France. Each child was given between five and 10 (8) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 100g of artichoke puree. The younger children (9) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the artichoke than the older children. Professor Marion Hetherington said: "If they are under two, they will eat new vegetables because they (10) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and open to new experiences. After 24 months, children become reluctant to try new things and (11) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ - even those they previously liked." She added: "If you (12) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ your children to eat vegetables, make sure you start early and often."

**10. COMPREHENSION QUESTIONS**

**1.** What is a constant battle?

**2.** What is refused with a vengeance?

**3.** What is the best age to train children to like vegetables?

**4.** Who will succumb to repeated exposure to vegetables?

**5.** What might parents worry about?

**6.** How many children were part of the study?

**7.** How much artichoke puree did the children get?

**8.** Who consumed more of the artichoke puree?

**9.** When do children start becoming reluctant to try new things?

**10.** When should parents start encouraging children to eat vegetables?

**11. SPELLING**

**Paragraph 1**

1. refused with a eanvcngee

2. like vegetables they aytlliiin rejected

3. the fussiest of eaters will cusubmc

4. repeated sxuerpeo to vegetables

5. children's ryadite intake

6. levels of ntotiniru

**Paragraph 2**

7. The study was onctdduce on 332 children

8. artichoke euerp

9. younger children umdoescn more

10. children become ctanreltu

11. those they isvrpeyuol liked

12. acruoeeng your children

**12. PUT THE TEXT BACK TOGETHER**

**Number these lines in the correct order.**

( ) of artichoke puree. The younger children consumed more of the artichoke than the older

( ) from Britain, Denmark and France. Each child was given between five and 10 servings of at least 100g

( ) age of two can get to like vegetables they initially rejected if they are offered them five to ten

( ) new things and start to reject foods - even those they previously liked." She added: "If you

( ) exposure to vegetables. This is good news for parents worried about their children's dietary intake and levels of nutrition.

( ) vengeance. This can lead to young ones adopting poor diets. A new study from the University of Leeds in the U.K.

( ***1*** ) For many parents, getting their kids to eat their greens is a constant battle. It often seems that whatever

( ) tend to be willing and open to new experiences. After 24 months, children become reluctant to try

( ) want to encourage your children to eat vegetables, make sure you start early and often."

( ) children. Professor Marion Hetherington said: "If they are under two, they will eat new vegetables because they

( ) times. Researchers said even the fussiest of eaters will succumb to repeated

( ) The study was conducted on 332 children aged between four months and three years

( ) suggests parents can train their children to like vegetables. The study showed that children under the

( ) vegetables are served up to young children, they are refused with a

**13. PUT THE WORDS IN THE RIGHT ORDER**

1. a is greens their eat to kids their Getting battle constant.

2. lead ones diets can young poor This to adopting.

3. like to Get rejected initially they vegetables.

4. will eaters of fussiest the Even succumb.

5. intake dietary children's their about worried Parents.

6. 332 children The . study was conducted on

7. child between 10 Each given and was five servings.

8. be willing and open to new experiences They tend to.

9. become Children things new try to reluctant.

10. children vegetables want your eat You encourage to to.

**14. ARTICLE QUESTIONS:** Look back at the article and write down some questions you would like to ask the class about the text.

• Share your questions with other classmates / groups.

• Ask your partner / group your questions.

**15. TEST EACH OTHER:** Look at the words below. With your partner, try to recall how they were used in the text:

• greens• refused• poor• train• eaters• levels

• four• 100• older• tend• try• often

**16. VEGETABLES DISCUSSION**

STUDENT A’s QUESTIONS (Do not show these to student B)

a) What did you think when you read the headline?

b) What springs to mind when you hear the word 'vegetable'?

c) Why do kids dislike so many vegetables?

d) What vegetables did you dislike as a kid?

e) How can you get children to eat more vegetables?

f) How important is it for children to eat vegetables?

g) What are you fussy about?

h) Do you eat enough vegetables?

i) Should children eat mainly fruit and vegetables?

**VEGETABLES DISCUSSION**

STUDENT B’s QUESTIONS (Do not show these to student A)

a) Did you like reading this article? Why/not?

b) What do you think of the survey in the article?

c) How are vegetables different from fruit?

d) Is a tomato a fruit or vegetable? Why do you say so?

e) Should parents give children dozens of different types of vegetables?

f) What vegetables do you dislike now? Why?

g) How have your food tastes changed over the years?

h) Do children eat too much rubbish nowadays?

i) What questions would you like to ask the researchers?

**17. ROLE PLAY**

**Role A – Vegetables**

You think vegetables are the most important thing for growing children. Tell the others three reasons why. Tell them why their food types aren't as important. Also, tell the others which is the least important of these (and why): fruit, protein or carbohydrates.

**Role B – Fruit**

You think fruit is the most important thing for growing children. Tell the others three reasons why. Tell them why their food types aren't as important. Also, tell the others which is the least important of these (and why): vegetables, protein or carbohydrates.

**Role C – Protein**

You think protein is the most important thing for growing children. Tell the others three reasons why. Tell them why their food types aren't as important. Also, tell the others which is the least important of these (and why): fruit, vegetables or carbohydrates.

**Role D – Carbohydrates**

You think carbohydrates are the most important thing for growing children. Tell the others three reasons why. Tell them why their food types aren't as important. Also, tell the others which is the least important of these (and why): fruit, protein

or vegetables.

**ІІІ. Підбиття підсумків заняття.**

1. Узагальнення та систематизація вивченого.

**ACADEMIC WRITING**

*Compare and contrast fruit and vegetables. Which do you prefer? Why?*

1. Оголошення завдання для самостійної роботи.

Make a list of the problems described in this lesson that you also had. Add the problems that are not in the lesson. Describe the ways of their solution.

**1. VOCABULARY EXTENSION:** Choose several of the words from the text. Use a dictionary or Google’s search field (or another search engine) to build up more associations / collocations of each word.

**2. INTERNET:** Search the Internet and find out more about children and vegetables. Share what you discover with your partner(s) in the next lesson.

**3. VEGETABLES:** Make a poster about vegetables. Show your work to your classmates in the next lesson. Did you all have similar things?

**4. KIDS:** Write a magazine article about training kids to eat vegetables.

Include imaginary interviews with people who are for and against this.

Read what you wrote to your classmates in the next lesson. Write down any

new words and expressions you hear from your partner(s).

**5. WHAT HAPPENED NEXT?** Write a newspaper article about the next

stage in this news story. Read what you wrote to your classmates in the

next lesson. Give each other feedback on your articles.

**6. LETTER:** Write a letter to a nutrition expert. Ask him/her three

questions about vegetables. Give him/her three ideas on how to get kids to

eat more. Read your letter to your partner(s) in your next lesson. Your

partner(s) will answer your questions.

1. Повідомлення оцінок за роботу на занятті та їх обґрунтування.

**ЗАВДАННЯ ДЛЯ САМОСТІЙНОЇ РОБОТИ**

**Самостійна робота 1.**

**ТЕПЕРІШНІЙ ПРОСТИЙ ЧАС**

**THE PRESENT SIMPLE TENSE**

**УТВОРЕННЯ**

*Стверджувальна форма* дієслова в ***Present Simple*** в усіх особах однини і множини, крім третьої особи од­нини, збігається з інфінітивом (неозначеною формою діє­слова) без частки **to**:

|  |  |
| --- | --- |
| *І study*  *we study*  *you study*  *they study* | я навчаюся  ми навчаємося  ви навчаєтеся  вони навчаються |

У третій особі однини до інфінітива без частки to до­дається закінчення **-s** або **-es**:

*to invite – he invit****es****, to teach – she teach****es***

Більшість дієслів у третій особі однини мають закін­чення **-s**. Закінчення **-es** додається в таких випадках:

а) якщо дієслово закінчується на **s, ss, ch, tch, x**:

*to kiss – kiss****es****, to flash – flash****es***

б) якщо дієслово закінчується на у з попередньою приголосною (буква **у** змінюється перед **-es** на **і**):

*to multiply – multipl****ies****, to dry – dr****ies***

*Але:* якщо перед у стоїть голосна, то додається лише закінчення **-s**:

*to say – say****s****, to obey – obey****s***

в) якщо дієслово закінчується на **о**:

*to go – go****es****, to do – do****es***

*Питальна форма* ***Present Simple*** утворюється за допомогою допоміжного дієслова **do** або **does**, яке ста­виться перед підметом:

|  |  |
| --- | --- |
| ***Do*** *I study?*  ***Do*** *we study?* | ***Does*** *he read?*  ***Does*** *she write?* |

**Примітка**. Якщо питальне слово виконує роль підмета або означення до підмета, допоміжне дієслово **do** або **does** у цьому випадку не вживається:

*Who lives there? Whose father lives there?*

*Заперечна форма* ***Present Simple*** утворюється за до­помогою допоміжного дієслова **do** або **does**, заперечної частки **not** та інфінітива основного дієслова без частки **to**:

*І* ***do not*** *study. Не* ***does not*** *study.*

У розмовній мові замість **do** **not** і **does not** вживають­ся скорочені форми **don't** і **doesn't**:

*І* ***don't*** *see you. He* ***doesn't*** *see me.*

Дієслово **to be** в ***Present Simple*** має форми:

|  |  |
| --- | --- |
| *I* ***am***  *he* ***is***  *she* ***is***  *it* ***is*** | *we* ***are***  *you* ***are***  *they* ***are*** |

Питальна та заперечна форми дієслова **to be** утворю­ються без допоміжного дієслова **to do**:

*Are you an engineer? I am not an engineer.*

**ВЖИВАННЯ**

***Present Simple*** вживається для вираження:

1) звичайної, повторюваної дії в теперішньому часі:

*Не goes to see her every day.*

2) дії, яка характеризує підмет постійно:

*Не speaks both French and English.*

3) загальновідомих істин:

*Water is a liquid.*

4) запланованої майбутньої дії в підрядних часу, причини та умови:

*І shall be there till he comes.*

5) запланованої майбутньої дії з дієсловами, що означають рух:

*His train arrives tomorrow morning.*

**ПАСИВНИЙ СТАН**

Пасивний стан ***Present Simple*** утворюється за допо­могою дієслова **to be** та дієприкметника минулого часу *(Past Participle)* основного дієслова:

*Не* ***is*** *interrogat****ed****. І* ***am*** *ask****ed*** *about it.*

**The simple present tense**

*1. Read the following in the third person singular*

1. They wish to speak to you. (He)
2. Buses pass my house every hour.
3. They help their father. (He)
4. We change planes at Heathrow.
5. You watch too much TV. (He)
6. They worry too much. (He)
7. I cash a cheque every month. (He)
8. I always carry an umbrella. (She)
9. They wash the floor every week. (She)
10. His sons go to the local school.
11. These seats cost £10.
12. Elephants never forget.
13. They usually catch the 8.10 bus.
14. They sometimes miss the bus.
15. I mix the ingredients together.
16. The rivers freeze in winter.
17. They fly from London to Edinburgh.
18. The carpets match the curtains.
19. They realize the danger.
20. I use a computer.
21. They do nothing. They lie in bed all day.
22. The boys hurry home after school.
23. They kiss their mother.
24. They dress well.
25. Your children rely on you.
26. You fry everything.
27. The taxes rise every year.
28. They do exercises every morning.
29. Do you like boiled eggs? (He)
30. What do they do on their days off?

*2. Read the following (a) in the negative (b) in the interrogative*

1. You know the answer.
2. He has breakfast at 8.00.
3. He loves her.
4. Some schoolgirls wear uniforms.
5. He trusts you.
6. He tries hard.
7. The park closes at dusk.
8. He misses his mother.
9. The children like sweets.
10. He finishes work at 6.00.
11. He lives beside the sea.
12. He bullies his sisters.
13. This stove heats the water.
14. She has a cooked breakfast.
15. She carries a sleeping bag.
16. He usually believes you.
17. She dances in competitions.
18. You remember the address.
19. She plays chess very well.
20. He worries about her.
21. These thieves work at night.
22. He leaves home at 8.00 every day.
23. Ann arranges everything.
24. She agrees with you.
25. Their dogs bark all night.
26. Their neighbours often complain.
27. Tom enjoys driving at night.
28. He engages new staff every spring.
29. Tom looks very well.
30. They sell fresh grape juice here.
31. She cuts her husband's hair.
32. They pick the apples in October.
33. The last train leaves at midnight.
34. He relaxes at weekends.
35. She refuses to discuss it.

**Самостійна робота 2.**

**МИНУЛИЙ ПРОСТИЙ ЧАС**

**THE PAST SIMPLE TENSE**

**УТВОРЕННЯ**

*Стверджувальна форма* дієслова в ***Past Simple*** в усіх особах однини та множини збігається з другою фор­мою дієслова:

|  |  |
| --- | --- |
| *І worked*  *we worked*  *you worked* | я працював  ми працювали  ви працювали |

В англійській мові дієслова поділяються на правильні та неправильні. ***Past Simple*** правильних дієслів утво­рюється додаванням до інфінітива без частки to закін­чення **-ed**, яке вимовляється як:

**[t]** *–* **після глухих приголосних, крім t:**

*to ask – asked to, like – liked*

**[d]** *–* **після дзвінких приголосних, крім d, та після** **голосних:**

*to clean – cleaned, to live – lived, to answer – answered*

**[id]** *–* **після t, d, te, de:**

*to want – wanted, to defend – defended, to hate – hated, to decide – decided*

**Правопис правильних дієслів у *Past Simple*:**

а) якщо інфінітив закінчується на голосну **e**, то в ***Past Simple*** перед закінченням **-ed** вона не пишеться:

*to love — lov****ed***

б) якщо інфінітив закінчується на голосну **у**, перед якою стоїть приголосна, то перед закінченням **-ed** буква **у** змінюється на **і**:

*to study — stud****ied****, to cry — cr****ied***

в) якщо інфінітив закінчується на одну приголосну, якій передує короткий наголошений голосний звук, то кінцева приголосна подвоюється:

*to stop — sto****pp****ed to permit — permi****tt****ed*

г) кінцева буква **r** подвоюється, якщо останній склад наголошений і не має дифтонга (подвійного голосного звука):

*to prefer — prefe****rr****ed, to occur — occu****rr****ed*

д) кінцева буква **1** подвоюється, якщо їй передує ко­роткий голосний звук (наголошений чи ненаголошений):

*to travel — trave****ll****ed, to fulfil - fulfi****ll****ed*

**Форма *Past Simple* неправильних дієслів утворюється по-різному.**

*Питальна форма* ***Past Simple*** правильних і непра­вильних дієслів утворюється за допомогою допоміжного дієслова **did** та інфінітива основного дієслова без частки **to.** Допоміжне дієслово ставиться перед підметом:

***Did*** *you go to the Institute yesterday? What* ***did*** *he say?*

*Заперечна форма* ***Past Simple*** утворюється за допо­могою допоміжного дієслова **did,** заперечної частки **not** та інфінітива основного дієслова без частки **to.** Допо­міжне дієслово ставиться між підметом і присудком:

*І* ***did not*** *know this. They* ***did not*** *work.*

У розмовній мові замість **did not** вживається скороче­на форма **didn't:**

*І* ***didn't*** *understand you.*

Дієслово **to be** в ***Past Simple*** має форми **was** і **were:**

|  |  |
| --- | --- |
| *I* ***was*** | *we* ***were*** |
| *you* ***were*** | *you* ***were*** |
| *he* ***was***  *she* ***was***  *it* ***was*** | *they* ***were*** |

Питальна та заперечна форми дієслова **to be** утворюються без допоміжного дієслова **did:**

***Were*** *you at home yesterday? I* ***was not*** *at home*

У розмовній мові замість **was not, were not** вжива­ються форми **wasn't, weren't:**

*They* ***weren't*** *afraid of him.*

**ВЖИВАННЯ**

***Past Simple*** вживається для вираження:

1) одноразової або повторюваної дії в минулому. Час минулої дії часто уточнюється обставинами **yesterday, last week, the other day, ago** тощо:

*I saw you in the street yesterday. They lived in London before the war.*

2) ряду послідовних дій у минулому:

*І dressed, went downstairs, had some coffee in the kitchen and went out to the garage.*

3) повторюваної дії у минулому:

*І saw her every day.*

**ПАСИВНИЙ СТАН**

Пасивний стан ***Past Simple*** утворюється за допомо­гою допоміжного дієслова **to be** в ***Past Simple*** і ***Past Participle*** основного дієслова:

|  |  |
| --- | --- |
| *І* ***was*** *examin****ed***  *you* ***were*** *examin****ed***  *he* ***was*** *examin****ed***  *she* ***was*** *examin****ed***  *it* ***was*** *examin****ed*** | *we were examin****ed***  *you were examin****ed***  *they were examin****ed*** |

**The simple past tense**

*3. Put the verbs in the following sentences into the simple past tense.*

1. I go to work by bus.
2. I meet her on Tuesdays.
3. He always wears black.
4. I make cakes every week.
5. She gets up at 6.30.
6. He understands me.
7. He shuts the shop at 6.00.
8. She speaks slowly.
9. He leaves the house at 9.00.
10. I read a chapter every night.
11. You eat too much.
12. I see him every day.
13. He cries when he is hurt.
14. Who knows the answer?
15. I think I know it.
16. He takes the dog out twice a day.
17. We buy them here.
18. I dream every night.
19. He often feels ill.
20. I know what he wants.
21. I usually pay him £5.
22. His dog always bites me.
23. It costs 30p.
24. My back hurts.
25. We drink water.
26. His roses grow well.
27. He rides every day.
28. He often falls off.
29. He puts up his prices every year.
30. He sleeps badly.

*4. Put the verbs in the following sentences into (a) the negative (b) the interrogative*.

1. She saw your brother.
2. We heard a terrible noise.
3. He slept till 10.00.
4. He looked at the picture.
5. They drank all the wine.
6. They set out early enough.
7. She thought about it.
8. The police caught the thief.
9. He hid the letter.
10. She found her watch.
11. His nose bled.
12. My mother chose this hotel.
13. She lent you enough money.
14. Keiko taught Japanese.
15. Tom hurt his foot.
16. He broke his arm.
17. His wife came at 8.00.
18. He lost his wallet.
19. His son wrote a novel.
20. They flew to New York.
21. Ann drew you a map.
22. Tom laid the table.
23. Mr Pitt fell downstairs.
24. She lost her way.
25. He forbade her to leave.
26. I sent it to the laundry.
27. Jack kept the money.
28. He rode slowly.
29. They spent it all.
30. She sold the car.
31. Jean rang the bell.
32. The sun rose at 6.00.
33. The boys ran home.
34. He shook the bottle.
35. He forgave her.

*5. Make the sentences (a) negative and (b) interrogative, using* ***do/does/did****.*

1. They have eggs for breakfast.
2. He needs a new coat.
3. He used to sell fruit.
4. They have to work hard.
5. She does the housework.
6. He needs more money.
7. He had a row with his boss.
8. She had a heart attack.
9. Her hair needed cutting.
10. He does his homework after supper.
11. She has a singing lesson every week.
12. He does his best.
13. He has to get up at six every day.
14. The children have dinner at school.
15. She dared him to climb it.
16. You did it on purpose.
17. He dares to say that!
18. They had a good time.
19. The drink did him good.
20. My watch needs cleaning.
21. He had an accident.
22. You had your house painted.
23. She used to make her own clothes.
24. You do the exercises.
25. He had difficulty (in) getting a job.

**Самостійна робота 3.**

**МАЙБУТНІЙ ПРОСТИЙ ЧАС**

**THE FUTURE SIMPLE TENSE**

**УТВОРЕННЯ**

***Future Simple*** утворюється за допомогою допоміж­них дієслів **shall** і **will** та інфінітива основного дієслова без частки **to.** Допоміжне дієслово **shall** вживається в першій особі однини і множини, **will** – у другій і третій особах:

|  |  |
| --- | --- |
| *І* ***shall/will*** *stand*  *you* ***will*** *stand*  *he* ***will*** *stand*  *she* ***will*** *stand*  *it* ***will*** *stand* | *we* ***shall/will*** *stand*  *you* ***will*** *stand*  *they* ***will*** *stand* |

**Примітка**. У сучасній англійській мові допоміжне дієслово **will** вживається для утворення ***Future Simple*** в усіх особах.

У розмовній мові замість **shall** і **will** звичайно вжива­ється скорочена форма **'ll**, яка на письмі приєднується до підмета:

*I****’ll*** *tell it to you after dinner.Я розкажу Вам про це після обіду.*

*He****’ll*** *be back in an hour. Він повернеться за годину.*

У *питальній формі* допоміжне дієслово ставиться пе­ред підметом:

***Shall*** *we come back here?* Ми повернемося сюди?

*When* ***will*** *he be at home?* Коли він буде вдома?

У *заперечній формі* після допоміжного дієслова вжи­вається заперечна частка **not:**

*We* ***shall not*** *go there.* Ми не підемо туди.

*Не* ***will not*** *stay here.* Він не залишиться тут.

У розмовній мові замість **shall not** і **will not** вжива­ються скорочені форми **shan't** і **won't:**

*І* ***shan't*** *go there.* Я не піду туди.

*She* ***won't*** *go to the theatre.* Вона не піде до театру.

**ВЖИВАННЯ**

***Future Simple*** вживається для вираження однора­зової, постійної або повторюваної дії в майбутньому:

*I'll go there with you.* Я поїду туди з тобою.

*I'll always come back.* Я завжди повертатимусь.

*He'll work at the factory next year.* Наступного року він працюватиме на фабриці.

В англійській мові ***Future Simple*** не вживається в підрядних часу та умови. Для вираження майбутньої дії в таких реченнях вживається ***Present Simple***:

*I'll be here till you* ***come****. Я буду тут, доки ти прийдеш.*

*I'll give it to him when he* ***comes*** *back. Я дам це йому, коли він noвернеться.*

**ПАСИВНИЙ СТАН**

Пасивний стан утворюється за допомогою допоміжно­го дієслова **to be** у ***Future Simple*** і ***Past Participle*** основного дієслова:

*І (we)* ***shall be*** *examin****ed****.*

*He (she, it, you, they)* ***will be*** *examin****ed****.*

**The future simple tense**

*6. Put the verbs in brackets into the future simple.*

1. I (know) the result in a week.
2. You (be) in Rome tonight.
3. You (be) able to drive after another five lessons.
4. Do you think that he (recognize) me?
5. Unless he runs he (not catch) the train.
6. He (lend) it to you if you ask him.
7. I hope I (find) it.
8. He (believe) whatever you tell him.
9. I (remember) this day all my life.
10. Perhaps he (arrive) in time for lunch.
11. If he works well I (pay) him £10.
12. I wonder how many of us still (be) here next year.
13. If you think it over you (see) that I am right.
14. If you learn another language you (get) a better job.
15. I am sure that you (like) our new house.
16. Newspaper announcement: The President (drive) along the High Street in an open carriage.
17. You (need) a visa if you are going to Spain.
18. You (feel) better when you've had a meal.
19. She (have) £1000 a year when she is twenty-one.
20. If you put any more polish on that floor someone (slip) on it.
21. I wonder if he (succeed).
22. I hope he (remember) to buy wine.
23. If you leave your roller skates on the path someone (fall) over them.
24. If they fall over them and hurt themselves they (sue) you.
25. If you want twenty cigarettes you (have) to give me more money.
26. Notice: The management (not be) responsible for articles left on the seats.
27. If I drop this it (explode).
28. You (have) time to help me tomorrow?
29. It (matter) if I don't come home till morning?
30. He (mind) if I bring my dog?

**Самостійна робота 4.**

**ТЕПЕРІШНІЙ ТРИВАЛИЙ ЧАС**

**THE PRESENT CONTINUOUS TENSE**

**ДІЄПРИКМЕТНИК ТЕПЕРІШНЬОГО ЧАСУ**

**THE PRESENT PARTICIPLE**

**УТВОРЕННЯ**

1. ***Present Participle***утворюється за допомогою закін­чення **-ing**, яке додається до інфінітива дієслова без час­тки **to**:

*to read — read****ing***

1. Якщо інфінітив закінчується на німе **e**, то перед за­кінченням **-ing** воно опускається:

*to writ****e*** *— writ****ing***

1. Якщо інфінітив закінчується однією приголосною буквою, якій передує короткий наголошений голосний звук, то перед закінченням кінцева приголосна подвою­ється:

*to sit — si****tt****ing, to begin — begi****nn****ing*

**Примітка.** Кінцева буква **k** після **оо** не подвоюється: *look — looking*

1. Кінцева буква **г** подвоюється, якщо останній склад наголошений і не містить дифтонга:

*to prefer — prefe****rr****ing*

1. Кінцева буква **1** подвоюється, якщо їй передує корот­кий голосний звук (наголошений чи ненаголошений):

*to compel – compe****ll****ing to travel – trave****ll****ing*

1. У дієсловах *to lie, to tie, to die*буквосполучення **іе** перед закінченням **-ing** змінюється на **у**:

*to l****ie*** *— l****y****ing to t****ie*** *— t****y****ing to d****ie*** *— d****y****ing*

**Примітка**.Кінцева буква у перед закінченням **-ing** не змінюється:

*to tr****y****- tr****y****ing*

**ТЕПЕРІШНІЙ ТРИВАЛИЙ ЧАС**

**THE PRESENT CONTINUOUS TENSE**

**УТВОРЕННЯ**

***Present Continuous*** утворюється за допомогою допоміжного дієслова **to be** в ***Present Indefinite*** і дієприкметника теперішнього часу ***(Present Participle)*** основного дієслова.

*Стверджувальна форма* ***Present Continuous****:*

|  |  |
| --- | --- |
| *I* ***am*** *speak****ing*** *(I'm speaking)*  *he* ***is*** *speak****ing*** *(he's speaking)*  *she* ***is*** *speak****ing*** *(she's speaking)*  *it* ***is*** *speak****ing*** *(it's speaking)* | *we* ***are*** *speak****ing*** *(we're speaking)*  *you* ***are*** *speak****ing*** *(you're you speaking)*  *they* ***are*** *speak****ing*** *(they're speaking)* |

У дужках подано скорочені форми, що вживаються в розмовній мові.

У *питальній формі* допоміжне дієслово ставиться пе­ред підметом:

***Are*** *the boys playing chess?*

***Is*** *she working in the garden?*

*What* ***are*** *you doing?*

У *заперечній формі* після допоміжного дієслова вжи­вається заперечна частка not:

*The girls* ***are not*** *singing.*

У розмовній мові замість **is not** i **are not** вживають­ся скорочені форми **isn't** і **aren't**:

*She* ***isn't*** *listening in. Why* ***aren't*** *you working?*

**ВЖИВАННЯ**

***Present Continuous*** вживається для вираження:

1) дії, що відбувається в момент мовлення:

*You are not listening to me.*

2) тривалої дії, що відбувається в певний період тепе­рішнього часу, хоч і не обов'язково в момент мовлення:

*What are you doing here in London? I'm studying at the University.*

3) тривалої дії, що відбувається одночасно з іншою дією, яка належить до теперішнього часу:

*І am only happy when I am working.*

4) запланованої майбутньої дії, особливо з дієслова­ми, що означають рух:

*We are flying to Paris in the morning.*

*When are you coming back?*

*Is he coming tonight?*

5) роздратування мовця щодо дії, яка відбувається постійно (зазвичай із словами *always, constantly, continually)*

*He is always loosing things.*

Дієслово **to go** у ***Present Continuous*** з інфінітивом іншого дієслова означає намір виконати дію в найближ­чому майбутньому або надає відтінку обов'язковості, неминучості виконання дії, позначеної інфінітивом:

*І am* ***going******to speak****.*

*It's* ***going******to rain.***

*He is* ***going to be*** *an engineer.*

**Verbs not normally used in the Continuous Tenses**

**Stative verbs** refer to ‘states’. A state has no beginning and no end. We don’t ‘control’ it

**There are 3 cases of verbs:**

* Dynamicverbs which have simple and continuous forms

*I often* ***listen*** *to music.*

*I’****m listening*** *to music now.*

* Verbs which are always stative

*She* ***loves*** *her baby.*

* Verbs that have stative and dynamic uses

*I’****m weighting*** *myself*

*I* ***weight*** *80 kilos.*

1. Verbs of senses

*hear, see, smell, feel, notice, taste*

1. Verbs of feelings and emotions

*hate, like, dislike, love, need, prefer, want, wish, hope*

1. Verbs of mental activity

*believe, imagine, know, mean, realize, recognize, remember, suppose, understand, seem, expect, agree, doubt, forget, prefer*

1. Verbs of possession and being

*have, be, belong, concern, consist, contain, depend, involve, matter, need, owe, own, possess, cost, weight, come from*

**ПАСИВНИЙ СТАН**

Пасивний стан ***Present Continuous*** утворюється за до­помогою допоміжного дієслова **to be** в ***Present Continuous*** і ***Past Participle*** основного дієслова:

|  |  |
| --- | --- |
| *І am being examined.*  *He (she, it) is being examined.*  *We (you, they) are being examined.* | *Am I being examined?*  *Is he (she, it) being examined?*  *Are we (you, they) being examined?* |

**The present continuous tense**

*7. Put the verbs in brackets into the present continuous tense.*

1. She (not work), she (swim) in the river.
2. He (teach) his boy to ride.
3. The airplane (fly) at 2,000 metres.
4. Mrs Jones (sweep) the steps outside her house.
5. It is a lovely day. The sun (shine) and the birds (sing).
6. We (have) breakfast at 8.00 tomorrow as Tom (catch) an early train.
7. She always (ring) up and (ask) questions.
8. Ann usually does the shopping, but I (do) it today as she isn't well.
9. Mother (rest) now. She always rests after lunch.
10. The children are very quiet. Go and see what they (do). *-* They (cut) up some £5 notes.
11. I can't hear what you (say); the traffic (make) too much noise.
12. She always (lose) her glasses and (ask) me to look for them.
13. Can I borrow your pen or you (use) it at the moment?
14. It (rain)? ~Yes, it (rain) very hard. You can't go out yet.
15. Someone (knock) at the door. Shall I answer it? ~ I (come) in a minute. I just (wash) my hands.
16. You (do) anything this evening? ~ No, I'm not. – Well, I (go) to the cinema. Would you like to come with me?
17. What Tom (do) now? He (clean) his shoes.
18. Why Ann (not wear) her new dress?
19. Why you (mend) that old shirt?
20. You (not tell) the truth. ~ How do you know that I (not tell) the truth?
21. Who (move) the furniture about upstairs? ~ It's Tom. He (paint) the front bedroom.
22. What you (read) now? I (read) *Crime and Punishment.*
23. Why you (make) a cake? Someone (come) to tea?
24. Where is Tom? ~ He (lie) under the car.
25. Why you (type) so fast? You (make) a lot of mistakes.
26. They (dig) an enormous hole just outside my gate. ~ What they (do) that for? ~ I don't know. Perhaps they (look) for oil.
27. What (make) that terrible noise? ~ It's the pneumatic drill. They (repair) the road.
28. What you (wait) for? – I (wait) for my change; the boy just (get) it.
29. Mother: What you (look) at? Something (happen) in the street?
30. Child: Yes. The house opposite is on fire! Come and look.  
    Mother: I can't. I (bath) the babies. Is the Fire Brigade here?
31. Child: Yes. Fire engines (rush) up and the firemen (jump) out and (unroll) their hoses.
32. Smoke (pour) from the windows! People (stop) to watch.  
    A policeman (try) to move them on.
33. An old man (climb) out of a first floor window!  
    A fireman (help) him! Two boys (slide) down a rope!
34. A woman (wave) from the attic and a fireman (go) up a ladder to help her!
35. Now he (come) down again! He (carry) a baby! The crowd (cheer)

**The simple present and the present continuous***8.**Put the verbs in brackets into the simple present or the present continuous tense.*

1. Cuckoos (not build) nests. They (use) the nests of other birds.
2. You can't see Tom now: he (have) a bath.
3. He usually (drink) coffee but today he (drink) tea.
4. What she (do) in the evenings? ~ She usually (play) cards or (watch) TV.
5. I won't go out now as it (rain) and I (not have) an umbrella.
6. The last train (leave) the station at 11.30.
7. He usually (speak) so quickly that I (not understand) him.
8. Ann (make) a dress for herself at the moment. She (make) all her own clothes.
9. Hardly anyone (wear) a hat nowadays.
10. I'm afraid I've broken one of your coffee cups. ~ Don’t worry. I (not like) that set anyway.
11. I (wear) my sunglasses today because the sun is very strong.
12. Tom can't have the newspaper now because his aunt (read) it.
13. I'm busy at the moment. I (redecorate) the sitting room.
14. The kettle (boil) now. Shall I make the tea?
15. You (enjoy) yourself or would you like to leave now? -  
    I (enjoy) myself very much. I (want) to stay to the end.
16. How you (get) to work as a rule? ~ I usually (go) by bus but tomorrow I (go) in Tom's car.
17. Why you (put) on your coat? ~ I (go) for a walk. You (come) with me? -  
    Yes, I'd love to come. You (mind) if I bring my dog?
18. How much you (owe) him? – I (owe) him £5. ~ You (intend) to pay him?
19. Mary usually (learn) languages very quickly but she (not seem) able to learn modern Greek.
20. I always (buy) lottery tickets but I never (win) anything.
21. You (like) this necklace? I (give) it to my daughter for her birthday tomorrow.
22. I won't tell you my secret unless you (promise) not to tell anyone. – I (promise).
23. You always (write) with your left hand?
24. You (love) him? – No, I (like) him very much but I (not love) him.
25. You (dream) at night? – Yes, I always (dream) and if I (eat) too much supper I (have) nightmares.
26. These workmen are never satisfied; they always (complain).
27. We (use) this room today because the window in the other room is broken.
28. This car (make) a very strange noise. You (think) it is all right?-  
    Oh, that noise (not matter). It always (make) a noise like that.
29. What Tom (think) of the Budget? - He (think) it most unfair. ~ I (agree) with him.
30. What this one (cost)? – It (cost) forty pence.
31. You (hear) the wind? It (blow) very strongly tonight.
32. You (see) my car keys anywhere? - No, I (look) for them but I (not see) them.
33. He never (listen) to what you say. He always (think) about something else.
34. You (understand) what the lecturer is saying? ~ No, I (not understand) him at all.
35. What you (have) for breakfast usually? ~ I usually (eat) a carrot and (drink) a glass of cold water.
36. Why you (walk) so fast today? You usually (walk) quite slowly. ~ I (hurry) because I (meet) my mother at 4 o'clock and she (not like) to be kept waiting.
37. You (recognize) that man? ~ I (think) that I have seen him before but I (not remember) his name.
38. Look at that crowd. I (wonder) what they (wait) for.
39. Stop! You (not see) the notice? ~ I (see) it but I can't read it because I (not wear) my glasses.
40. She always (borrow) from me and she never (remember) to pay me back.
41. I (save) up because I (go) abroad in July.
42. I (think) it is a pity you don't take more exercise. You (get) fat.
43. Tom never (do) any work in the garden; he always (work) on his car.
44. That film (come) to the local cinema next week. You (want) to see it?
45. How Peter (get) on at school? ~ Very well. He (seem) to like the life.
46. This story is about a boy who (make) friends with a snake which he (find) in his garden. Then he (go) away but he (not forget) the snake and some years later he (return) and (look) for it. He (find) the snake who (recognize) its old friend and (coil) round him affectionately. But, unfortunately, the snake is by now a full-grown boa-constrictor and its embrace (kill) the poor boy. – The snake (feel) sorry about this? – I (not know). The story (end) there.
47. How you (end) a letter that (begin), 'Dear Sir'? ~ I always (put), 'Yours truly', but Tom (prefer) 'Yours faithfully'.
48. What the word 'catastrophe' (mean)? ~ It (mean) 'disaster'.
49. Who (own) this umbrella? ~ I (not know). Everybody (use) it but nobody (know) who (own) it.
50. You (mind) if I (ask) you a question? ~ That (depend) on the question. ~ It (concern) your brother. ~ I (refuse) to answer any question about my brother.

**Самостійна робота 5.**

**МИНУЛИЙ ТРИВАЛИЙ ЧАС**

**THE PAST CONTINUOUS TENSE**

**УТВОРЕННЯ**

*Стверджувальна форма* дієслова в ***Past Continuous*** утворюється за допомогою допоміжного дієслова **to be** в ***Past Simple*** і дієприкметника теперішнього часу ***(Present Participle)*** ос­новного дієслова:

|  |  |
| --- | --- |
| *І* ***was*** *mak****ing***  *you* ***were*** *mak****ing***  *he* ***was*** *mak****ing***  *she* ***was*** *mak****ing***  *it* ***was*** *mak****ing*** | *we* ***were*** *mak****ing***  *you* ***were*** *mak****ing***  *they* ***were*** *mak****ing*** |

У *питальній формі* допоміжне дієслово ставиться пе­ред підметом:

*What* ***were*** *you telling him?*

У *заперечній формі* після допоміжного дієслова вжива­ється заперечна частка **not:**

*І w****as not*** *watching TV in the evening.*

У розмовній мові в заперечній і питально-заперечній формах замість **was not** і **were not** вживаються переваж­но скорочені форми **wasn't** і **weren't:**

*Не* ***wasn't*** *coming.* ***Wasn't*** *he coming?*

*They* ***weren't*** *coming.* ***Weren't*** *they coming?*

**ВЖИВАННЯ**

***Past Continuous*** вживається для вираження:

1) дії, що відбувалася, тривала в певний момент у минулому. На час дії звичайно вказують обставинні сло­ва типу **at two o'clock, at midnight, at that moment** або підрядні з дієсловом присудком у ***Past Simple***:

*Не was working at his English* ***at that time****. She was sitting by the window* ***when he came in.***

2)дії, що тривала протягом якогось часу в минулому:

*In spring he was visiting his old school-fellow.*

**ПАСИВНИЙ СТАН**

Пасивний стан ***Past Continuous*** утворюється за допомогою допоміжного дієслова **to be** в ***Past Continuous*** і ***Past Participle*** основного дієслова:

*І (he, she, it) was being examined. We (you, they) were being examined.*

*Питальна і заперечна форми* утворюються таким чином:

***Was*** *he being taught? He* ***was not*** *being taught.*

***Were*** *they being taught? They* ***were not*** *being taught.*

**The past continuous tense***9. Put the verbs in brackets into the past continuous tense.*

1. Detective: I'm afraid I must ask you both what you (do) yesterday at 10.20 p.m. Mr X: I (play) chess with my wife. Mr Y: I (listen) to a play on the radio.
2. The children were frightened because it (get) dark.
3. It was a fine day and the roads were crowded because a lot of people (rush) to the seaside.
4. He usually wears sandals but when I last saw him he (wear) boots.
5. The house was in great disorder because he (redecorate) it.
6. The director didn't allow the actors to travel by air while they (work) on the film.
7. The car had nobody in it but the engine (run).
8. I was alone in the house at that time because Mr Jones (work) in the garage and Mrs Jones (shop).
9. Are you going to Rome? I thought that you (go) to Milan.
10. My wife and I (talk) about you the other day.
11. When I first met him he (study) painting.
12. There was a strong smell and the sound of frying. Obviously Mrs Jones (cook) fish.
13. Tom ate nothing for lunch because he (diet). He said that he (try) to lose 10 kilos.
14. Who you (talk) to on the telephone as I came in? – I (talk) to Mr Pitt.
15. When I first met him he (work) in a restaurant.
16. He watched the children for a moment. Some of them (bathe) in the sea, others (look) for shells, others (play) in the sand.
17. She (stand) at the bus stop. I asked her what bus she (wait) for.
18. From the sounds it was clear that Mary (practise) the piano.
19. Tom (sit) in a corner with a book. I told him that he (read) in very bad light.
20. The traffic (make) so much noise that I couldn't hear what he (say).

**The simple past and the past continuous**

*10. Put the verbs in brackets into the simple past or the past continuous tense.*

1. I lit the fire at 6.00 and it (burn) brightly when Tom came in at 7.00.
2. When I arrived the lecture had already started and the professor (write) on the overhead projector.
3. I (make) a cake when the light went out. I had to finish it in the dark.
4. Unfortunately when I arrived Ann just (leave), so we only had time for a few words.
5. He (watch) TV when the phone rang. Very unwillingly he (turn) down the sound and (go) to answer it.
6. He was very polite. Whenever his wife entered the room he (stand) up.
7. My dog (walk) along quietly when Mr Pitt's Pekinese attacked him.
8. What you (think) of his last book? ~ I (like) it very much.
9. He suddenly (realize) that he (travel) in the wrong direction.
10. He (play) the guitar outside her house when someone opened the window and (throw) out a bucket of water.
11. I just (open) the letter when the wind (blow) it out of my hand.
12. When I (look) for my passport I (find) this old photograph.
13. The boys (play) cards when they (hear) their father's step. They immediately (hide) the cards and (take) out their lesson books.
14. He (clean) his gun when it accidentally (go) off and (kill) him.
15. As I (cross) the road I (step) on a banana skin and (fall) heavily.
16. I still (lie) on the road when I (see) a lorry approaching.
17. Luckily the driver (see) me and (stop) the lorry in time.
18. 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.
19. While the guests (dance) thieves (break) into the house and (steal) a lot of fur coats.
20. The next day, as they (know) that the police (look) for them, they (hide) the coats in a wood and (go) off in different directions.

**Самостійна робота 6.**

**МАЙБУТНІЙ ТРИВАЛИЙ ЧАС**

**THE FUTURE CONTINUOUS TENSE**

**УТВОРЕННЯ**

*Стверджувальна форма* ***Future Continuous*** утворю­ється за допомогою допоміжного дієслова **to be** у ***Future Simple*** та дієприкметника теперішнього часу ***(Present Participle)*** основ­ного дієслова:

|  |  |
| --- | --- |
| *І* ***shall be*** *translat****ing***  *you* ***will be*** *translat****ing***  *he* ***will be*** *translat****ing***  *she* ***will be*** *translat****ing*** | *we* ***shall be*** *translat****ing***  *you* ***will be*** *translat****ing***  *they* ***will be*** *translat****ing*** |

У *питальній формі* допоміжне дієслово **shall** або **will** ставиться перед підметом:

***Will*** *they be studying?* ***Shall*** *we be training?*

У *заперечній формі* після допоміжного дієслова **shall** або **will** вживається заперечна частка **not:**

*They* ***will not*** *be leaving for Kyiv. I* ***shall not*** *be painting.*

У розмовній мові замість **shall** і **will** вживається скорочення **’ll**, а замість **shall not** і **will not — shan’t** і **won't.**

**ВЖИВАННЯ**

***Future Continuous*** вживається для вираження трива­лої дії, що відбуватиметься в якийсь момент або період часу в майбутньому:

**I'll be looking out for you at two o'clock. We'll be playing all morning.**

**The future continuous and the future simple**

*11. Put the verbs in brackets into the future continuous tense.*

1. This time next month I (sit) on a beach.
2. When you arrive I probably (pick) fruit.
3. I'll call for her at eight. *-* No, don't; she still (have) breakfast then.
4. I (wait) for you when you come out.
5. When you next see me I (wear) my new dress.
6. I'll give Jack your message. I can do it easily because I (see) him tomorrow. We go to work on the same train.
7. You (do) geometry next term.
8. I'll look out for you at the parade. - Do, but I (wear) uniform so you may find it hard to recognize me.
9. We have to do night duty here. I (do) mine next week.
10. In a hundred years' time people (go) to Mars for their holidays.
11. He (use) the car this afternoon.
12. I (see) you again.
13. It's a serious injury but he (walk) again in six weeks.
14. I'll come at three o'clock. - Good, I (expect) you.
15. You'd better go back now; your mother (wonder) where you are.
16. In fifty years" time we (live) entirely on pills.
17. What do you think the children (do) when we get home? - I expect they (have) their supper.
18. The garden (look) its best next month.
19. I've just remembered that I left the bathroom taps on. I expect the water (flow) down the stairs by now.
20. You (need) your camera tomorrow or can I borrow it?
21. We've just got to the top in time. The sun (rise) in a minute.
22. Air hostess: We (take off) in a few minutes. Please fasten your safety belts.
23. We'd better go out tomorrow because Mary (practise) the piano all day.
24. Don't ring her up at 6.00; she (put) the children to bed. Ring later.
25. When I get home my dog (sit) at the door waiting for me.

*12. Put the verbs in brackets into the appropriate future form (continuous or simple)*

1. There is going to be a bus strike. Everyone (walk) to work next week.
2. You've just missed the last train! – Never mind, I (walk).
3. I'll ring you tomorrow at six. – No, don't ring at six; I (bath) the baby then. Ring later.
4. Mother: Your face is dirty. – Child: All right, I (wash) it.
5. Will you have lunch with me on the 24th? – I'd love to, but I'm afraid I (do) my exam then.
6. I (work) for Mr Pitt next week as his own secretary will be away.
7. You (have) something to drink, won't you?
8. Why did you take his razor? He (look) for it everywhere tomorrow.
9. I hope you'll do well in the race tomorrow. I (think) of you.
10. Notice on board ship: In the event of an emergency all passengers (assemble) on the boat deck.
11. I don't feel well enough to go to the station to meet him. ~ I (meet) him for you. But how I (recognize) him? – He's small and fair, and he (wear) a black and white school cap.
12. I (leave) these flowers at the hospital for you. I (go) there anyway to visit my cousin.
13. You ought to try to get a ticket for the Spectators' Gallery next week; they (debate) international fishing rights.
14. You've left the light on. – Oh, so I have. I (go) and turn it off.
15. I've just been appointed assistant at the local library. – Then you (work) under my sister. She is head librarian there.
16. I want to post this letter but I don't want to go out in the rain. - I (post) it for you. I (go) out anyway as I have to take the dog for a walk.
17. The prima ballerina is ill so I expect her understudy (dance) instead.
18. This time next Monday I (sit) in a Paris cafe reading *Le Figaro. –* You (not read). You'll be looking at all the pretty girls.
19. Wages have gone up, so I suppose prices (go up) too.
20. It is nearly autumn; soon the leaves (change) colour.
21. Mother (on phone): My son has just burnt his hand very badly. – Doctor: I (come) at once.
22. Customer in restaurant: Waiter, this plate is dirty. – Waiter: I'm sorry, sir, I (bring) you another.
23. In a few years' time we all (live) in houses heated by solar energy.
24. It's beginning to get dark; the street lights (go on) in a few minutes.
25. We (not play) poker at the party tonight; our hostess doesn't approve of cards.
26. Let's wait here; the swing bridge (open) in a minute to let that ship through.
27. Guest: May I use your phone to ring for a taxi? - Hostess: Oh, there's no need for that; my son (drive) you home.
28. Are you nearly ready? Our guests (arrive) any minute.
29. Now that the parking regulations have become stricter, more people (use) public transport and (leave) their cars at home.
30. I'm afraid I've just broken your goldfish bowl. - Never mind, I (put) the goldfish in the bath.

**Самостійна робота 7.**

**ТЕПЕРІШНІЙ ЗАВЕРШЕНИЙ ЧАС**

**THE PRESENT PERFECT TENSE**

**УТВОРЕННЯ**

**Present Perfect** утворюється за допомогою допоміжного дієслова **to have** у ***Present Simple*** і дієприкметника минулого часу ***(Past Participle)*** основного дієслова.

***Past Participle*** правильних дієслів утворюється дода­ванням до інфінітива закінчення **-ed**, тобто за формою **Past Participle** правильних дієслів не відрізняється від ***Past Simple***:

*І/we/you/they have discuss****ed***

*He/she has discuss****ed***

У розмовній мові вживаються переважно скорочені форми:

***I've*** *worked.* ***He's*** *worked.* ***We've*** *worked.*

У *питальній формі* допоміжне дієслово ставиться перед підметом:

***Have*** *you ever lived in a village?* ***Has*** *she congratulated him?*

У *заперечній формі* після допоміжного дієслова вживається заперечна частка **not:**

*My friend* ***has not*** *come yet. We* ***have not*** *discussed it.*

У розмовній мові замість **have not** i **has not** вживаються скорочені форми **haven't, hasn't** або **'ve not, 's** **not:**

*I****’ve not*** *done anything. You* ***haven't*** *changed much. He****'s not*** *come yet.*

У питально-заперечних реченнях вживаються скорочені форми **haven't** і **hasn't,** які ставляться перед підметом:

***Hasn'****t he been to Paris? Why* ***haven't*** *you put on your coat?*

**ВЖИВАННЯ**

**Present Perfect** вживається для вираження дії, яка відбулася до моменту мовлення, і результат цієї минулої дії пов'язаний з цим моментом:

*І have locked the door. Have you turned off the gas?*

Час дії, вираженої дієсловом у **Present Perfect**, здебільшого не зазначається, тому що в центрі уваги результат дії, а не час її перебігу:

*What have they done? You have read more than me.*

**Present Perfect** вживається також у реченнях з такими обставинами часу:

а) що означають період часу, який почався в минулому і тривав до моменту мовлення: **up to now, up to the present** – до цього часу; **lately** – нещодавно, останнім часом; **recently** – останнім часом; **so far** – до цього часу; **since** – відтоді; **not yet** – ще не:

*Up to now we have done three exercises.*

*Have you seen them recently?*

*Have you heard from your sister lately?*

б) що означають період часу, який ще не закінчився: **today** – сьогодні; **this week** – цього тижня; **this month** – цього місяця; **this year** – цього року; **this morning** – сьогодні вранці:

*Have you seen her today? Has he visited a dentist this month?*

З цими обставинами часу вживається також Past Indefinite, якщо в реченні є слова, які вказують на дію в минулому:

*A letter came from them today when he was at work.*

в) з прислівниками неозначеного часу і частотності: **ever** – коли-небудь; **never** – ніколи; **often** – часто; **seldom** – рідко; **already** –вже; **just** – щойно:

*Have you ever thought about it? I've often heard him tell the tale. We've just arrived.*

З цими прислівниками вживається також ***Past Simple***:

*I told you already. I never saw him in my life.*

***Present Perfect*** не вживається з обставинними словами та словосполученнями, які уточнюють час минулої дії: **yesterday** – вчора; **last week** – минулого тижня тощо:

*She went yesterday. When did you see him?*

***Present Perfect*** вживається для вираження дії або стану, що триває з якогось моменту в минулому до моменту мовлення. У цьому значенні ***Present Perfect*** вживається переважно з дієсловами, що не мають форми ***Continuous***:

*І have known her for years.*

*I have not seen you for a whole month.*

**ПАСИВНИЙ СТАН**

Пасивний стан ***Present Perfect*** утворюється за допомогою допоміжного дієслова **to be** в ***Present Perfect*** і ***Past Participle*** основного дієслова:

|  |  |
| --- | --- |
| *І have been examined*  *you have been examined*  *he has been examined*  *she has been examined*  *it has been examined* | *we have been examined*  *you have been examined*  *they have been examined* |

**The present perfect tense**

*13. Put the verbs in brackets into the present perfect tense, and fill the spaces by repeating the auxiliary.*

1. Where you (be)? ~ I (be) to the dentist.
2. You (have) breakfast? ~ Yes, I …
3. The post (come)? ~ Yes, it …
4. You (see) my watch anywhere? ~ No, I'm afraid I …
5. I (not finish) my letter yet.
6. He just (go) out.
7. Someone (take) my bicycle.
8. The phone (stop) ringing.
9. You (hear) from her lately? - No, I …
10. I just (wash) that floor.
11. The cat (steal) the fish.
12. There aren't any buses because the drivers (go) on strike.
13. Charles (pass) his exam? ~ Yes, he …
14. How many bottles the milkman (leave)? ~ He (leave) six.
15. I (live) here for ten years.
16. How long you (know) Mr Pitt? ~ I (know) him for ten years.
17. Would you like some coffee? I just (make) some.
18. Mary (water) the tomatoes? ~ Yes, I think she …
19. You ever (leave) a restaurant without paying the bill? ~ No, I …
20. I (ask) him to dinner several times.
21. He always (refuse).
22. You ever (ride) a camel?
23. I (buy) a new carpet. Come and look at it.
24. He (post) the letter?
25. I often (see) him but I never (speak) to him.
26. You ever (eat) caviar? ~ No, I …
27. We just (hear) the most extraordinary news.
28. I (not pay) the telephone bill yet.

**The present perfect and the simple past**

*14.**Put the verbs in brackets into the present perfect or the simple past tense.*

1. This is my house. ~ How long you (live) here? ~ I (live) here since 1990.
2. He (live) in London for two years and then (go) to Edinburgh.
3. Shakespeare (write) a lot of plays.
4. My brother (write) several plays. He just (finish) his second tragedy.
5. I (fly) over Loch Ness last week. ~ You (see) the Loch Ness monster?
6. I (not see) him for three years. I wonder where he is.
7. He (not smoke) for two weeks. He is trying to give it up.
8. When he (arrive)? ~ He (arrive) at 2.00.
9. I can't go out because I (not finish) my work.
10. I never (drink) whisky. ~ Well, have some now.
11. I (write) the letter but I can't find a stamp.
12. The clock is slow. ~ It isn't slow, it (stop).
13. Here are your shoes; I just (clean) them.
14. I (leave) home at 8.00 and (get) here at twelve.
15. I (do) this sort of work when I (be) an apprentice.
16. He just (go) out.
17. He (go) out ten minutes ago.
18. You (have) breakfast yet? ~ Yes, I (have) it at 8.00.
19. I (meet) him last June.
20. You (see) the moon last night?
21. The play just (begin). You are a little late.
22. The newspaper (come)? ~ Yes, Ann is reading it.
23. We (miss) the bus. Now we'll have to walk.
24. Mr Pound is the bank manager. He (be) here for five years.
25. Mr Count (work) as a cashier for twenty-five years. Then he (retire) and (go) to live in the country.

**Самостійна робота 8.**

**МИНУЛИЙ ЗАВЕРШЕНИЙ ЧАС**

**THE PAST PERFECT TENSE**

**УТВОРЕННЯ**

***Past Perfect*** утворюється за допомогою допоміжного дієслова **to have** в ***Past Simple*** і дієприкметника минулого часу ***(Past Participle)*** основного дієслова. Дієслова в ***Past Perfect*** не змінюються за особами й числами:

*І (she, he, it, we, you, they)* ***had*** *bak****ed****.*

У розмовній мові замість **had** вживається скороче­на форма **'d**, яка на письмі приєднується до підмета:

*I****'d*** *(he****'d****, she****'d****, we****'d****, you****'d****, they****'d****) cooked.*

У *питальній формі* допоміжне дієслово ставиться перед підметом:

***Had*** *you helped?*

У *заперечній формі* після допоміжного дієслова вживається заперечна частка **not:**

*І had* ***not*** *ordered.*

У розмовній мові в заперечній і питально-заперечній формах вживається скорочена форма **hadn't:**

*Не* ***hadn't*** *required.* ***Hadn't*** *he required?*

**ВЖИВАННЯ**

**Past Perfect** вживається для вираження:

1) дії, яка відбулася раніше іншої минулої дії, позначеної дієсловом у ***Past Simple:***

*І told you I had met her.*

2) минулої дії, що вже закінчилася до певного моменту в минулому. Цей момент позначається такими словосполученнями: **by two o'clock** – до другої години, **by that time** – до того часу тощо:

*І had done my homework by eight o'clock.*

Заперечна форма ***Past Perfect*** вказує на те, що до певного моменту в минулому дія ще не закінчилася:

*І had not read the book by that time.*

3) дії, що почалася до певного моменту в минулому і тривала до цього моменту. У цьому значенні ***Past Perfect*** вживається переважно з дієсловами, які не мають форми ***Continuous***:

*When he came I had been there for an hour.*

**ПАСИВНИЙ СТАН**

Пасивний стан ***Past Perfect*** утворюється за допомогою допоміжного дієслова **to be** в ***Past Perfect*** і ***Past Participle*** основного дієслова:

*І (he, she, it, we, you, they)* ***had been*** *examin****ed****.*

У *питальній формі* допоміжне дієслово ставиться перед підметом:

***Had*** *he been examined?*

У *заперечній формі* після допоміжного дієслова **had** ставиться заперечна частка **not:**

*Не* ***had not*** *been examined.*

Put the verbs in brackets into the correct tense.

1 He (give) me back the book, (thank) me for lending it to him and (say) that he (enjoy) it very much; but I (know) that he (not read) it because most of the pages (be) still uncut.

2 When he (see) his wife off at the station, he (return) home as he (no have) to be at the airport till 9.30.

3 He (not have) to pack, for his wife already (do) that for him and his case (be) ready in the hall.

4 He (not have) to check the doors and windows either, for his *wife* always (do) that before she (leave) the house.

5 All he (have) to do (be) to decide whether or not to take his overcoat with him. In the end he (decide) not to.

6 At 8.30 he (pick) up his case, (go) out of the house and (slam) the door behind him.

7 Then he (feel) in his pockets for the key, for his wife (remind) him to double-lock the front door.

8 When he (search) all his pockets and (find) no key he (remember) where it (be).

9 He (leave) it in his overcoat pocket.

10 Then he (remember) something else; his passport and tickets (be) in his overcoat pocket as well.

11 I (arrive) in England in the middle of July. I (be told) that England (be) shrouded in fog all year round, so I (be) quite surprised to find that it was merely raining.

12 I (ask) another passenger, an Englishman, about the fog and he (say) that there (not be) any since the previous February.

13 If I (want) fog, he said, I (come) at quite the wrong time.

14 However, he (tell) me that I could buy tinned fog at a shop in Shaftesbury Avenue.

15 He (admit) that he never (buy) fog there himself but (assure) me that they (sell) good quality fog and that it (not be) expensive. I suppose he was joking.

16 When the old lady (return) to her flat she (see) at once that burglars (break) in during her absence, because the front door (be) open and everything in the flat (be) upside down.

17 The burglars themselves (be) no longer there, but they probably only just (leave) because a cigarette was still burning on an ornamental table.

18 Probably  
they (hear) the lift coming up and (run) down the fire escape.

19 They (help) themselves to her whisky too but there (be) a little left, so she (pour) herself out a drink.

20 She (wonder) if they (find) her jewellery and rather (hope) that they had.

21 The jewellery (be given) her by her husband, who (die) some years before.

22 Since his death she (not have) the heart to wear it, yet she (not like) to sell it.

23 Now it (seem) that fate (take) the matter out of her hands; and certainly the insurance money would come in handy.

24 I (put) the £5 note into one of my books; but next day it (take) me ages to find it because I (forget) which book I (put) it into.

25 A woman (come) in with a baby, who she (say) just (swallow) a safety pin.

26 I (think) my train (leave) at 14.33, and (be) very disappointed when I (arrive) at 14.30 and (learn) that it just (leave).

27 I (find) later that I (use) an out-of-date timetable.

28 He (park) his car under a No Parking sign and (rush) into the shop.  
When he (come) out of the shop ten minutes later the car (be) no longer there.

29 He (wonder) if someone (steal) it or if the police (drive) it away.

30 It (be) now 6 p.m.; and Jack (be) tired because he (work) hard all day.

31 He (be) also hungry because he (have) nothing to eat since breakfast.

32 His wife usually (bring) him sandwiches at lunch time, but today for some reason she (not come).

33 He (keep) looking at her, wondering where he (see) her before.

34 I (look) out before I (go) to bed and (see) a man standing on the opposite pavement watching the house.

35 When I (get up) the following morning he (be) still there, and I (wonder) whether he (stay) there all night or if he (go) away and (come) back.

36 When I (open) the door I (see) a man on his knees.

37 He clearly (listen) to our conversation and I (wonder) how much he (hear).

38 When I (ask) him what he (do), he (say) that he (drop) a 50p piece outside the door and (look) for it.

39 I (not see) any sign of the money, but I (find) a small notebook and pencil which he probably (drop) when the door (open) suddenly.

40 So he (take) notes of our conversation!

41 The notes (be) written in a foreign language, so I (turn) to the stranger and (ask) him to translate.

42 But he (pull) m hat over my eyes and (run) off down the corridor.

43 By the time I (recover) from the shock he (disappear) round the corner.

44 Curiously enough, when I (move) my foot I (find) that I (stand) on a 50p piece.

45 Perhaps he (tell) the truth after all!

**Самостійна робота 9.**

**МАЙБУТНІЙ ЗАВЕРШЕНИЙ ЧАС**

**THE FUTURE PERFECT TENSE**

**УТВОРЕННЯ**

*Стверджувальна форма* дієслова у ***Future Perfect*** утворюється за допомогою допоміжного дієслова **to have** у ***Future Simple*** і дієприкметника минулого часу ***(Past Participle)*** основного дієслова:

|  |  |
| --- | --- |
| *I shall have done it*  *you will have done it*  *he will have done it*  *she will have done it*  *it will have done it* | *we shall have done it*  *you will have done it*  *they will have done it* |

У *питальній формі* перше допоміжне дієслово **shall/will** вживається перед підметом:

***Shall*** *we have believed?* ***Will*** *he have believed?*

У *заперечній формі* після першого допоміжного дієслова **shall/will** вживається заперечна частка **not:**

*We* ***shall not*** *have done it. He* ***will not*** *have done it.*

У розмовній мові вживаються такі самі скорочення, як і у ***Future Simple***:

I**'ll** have done it.

I **shan't** have done it.

He **won't** have done it.

**ВЖИВАННЯ**

***Future Perfect*** вживається для вираження майбутньої дії, що закінчиться до певного моменту або до початку іншої дії в майбутньому:

*You'll have forgotten me by then.*

*I shall have read the story by the time you come.*

**ПАСИВНИЙ СТАН**

Пасивний стан ***Future Perfect*** утворюється за допомогою допоміжного дієслова **to be** у ***Future Perfect*** і ***Past Participle*** основного дієслова:

*І (we) shall have been examined.*

*He (she, it, you, they) will have been examined*.

**The future perfect tense**

*15. Put the verbs in brackets into the future perfect tense.*

1. In a fortnight's time we (take) our exam.
2. I (finish) this book by tomorrow evening.
3. By this time tomorrow we (have) our injections.
4. By the end of next year I (be) here twenty-five years.
5. I'll still be here next summer but Tom (leave).
6. I (finish) this job in twenty minutes.
7. By next winter they (build) four houses in that field.
8. At the rate he is going he (spend) all his money by the time he is twenty-one.
9. By this time next year I (save) £250.
10. By the time we get to the party everything (be) eaten.
11. The train (leave) before we reach the station.
12. If I continue with my diet I (lose) 10 kilos by the end of the month.
13. By the end of my university course I (attend) 1,200 lectures.
14. By the end of this week my illness (cost) me £100.
15. By the time that he leaves school his parents (spend) £25,000 on his education.
16. By the end of the term I (read) all twelve volumes.
17. When you come back I (finish) all the housework.
18. The police (hear) of the theft by this time.
19. We (drink) all that wine by the end of the year.
20. On the fourth of next month he (be) in prison for ten years.
21. At this rate you (break) all the wine glasses by the end of the month.
22. If we don't hurry the sun (rise) before we reach the top.
23. I'm going to Hyde Park to hear the people making speeches. ~ You'll be too late. By the time you get there they (finish) their speeches and everybody (go) home.
24. By midnight he (be) unconscious for forty-eight hours.
25. By the end of the month 5,000 people (see) this exhibition.
26. I suppose that when I come back in ten years' time all these old houses (be) pulled down.
27. On 21 October they (be) married for twenty-five years.
28. After this performance I (see) *Hamlet* twenty-two times.
29. The strike leader said, 'By midnight 500 men (come) out on strike.'
30. At your present rate you (burn) all that coal by the end of the month,
31. The treasurer said, 'By the end of the year all our debts (be paid) off.'
32. Tourist: We've only got five hours in Rome; we are leaving but I'm sure that we (see) everything of importance by then.
33. Householder to Zoo official: One of your elephants is in my garden eating my tomatoes.
34. Zoo official: The elephant keeper will be with you in half an hour.
35. Householder: Your elephant (eat) all my tomatoes by then.

**Самостійна робота 10.**

**ТЕПЕРІШНІЙ ПЕРФЕКТНО-ТРИВАЛИЙ ЧАС**

**THE PRESENT PERFECT CONTINUOUS TENSE**

**УТВОРЕННЯ**

***Present Perfect Continuous*** утворюється за допомогою допоміжного дієслова **to be** в ***Present Perfect*** і дієприкметника теперішнього ***(Present Participle)*** часу основного дієслова:

|  |  |
| --- | --- |
| *І* ***have been*** *writ****ing***  *you* ***have been*** *writ****ing***  *he* ***has been*** *writ****ing***  *she* ***has been*** *writ****ing*** | *we* ***have been*** *writ****ing***  *you* ***have been*** *writ****ing***  *they* ***have been*** *writ****ing*** |

У *питальній формі* перше допоміжне дієслово ставиться перед підметом:

***Have*** *you been working?*

У *заперечній формі* після першого допоміжного дієслова вживається заперечна частка **not:**

*Не* ***has not*** *been coming.*

У *питально-заперечній формі* перше допоміжне дієслово ставиться перед підметом, а частка **not** – після підмета:

***Have*** *they* ***not*** *been writing?*

У розмовній мові вживаються такі самі скорочення, як і в ***Present Perfect***.

Стверджувальна форма: *I****'ve*** *been sewing. He's been sewing.*

Заперечна форма: *I* ***haven't*** *been sailing. He hasn't been sailing.*

Питально-заперечна форма: ***Haven't*** *you been rowing?*

**ВЖИВАННЯ**

**Present Perfect Continuous** вживається для вираження дії, що почалася в минулому і тривала протягом певного періоду, або все ще продовжується в цей момент, або щойно закінчилася:

***I have been learning*** *English for 5 years.*

*He* ***has been waiting*** *for her for two hours but she still hasn't come.*

*I****'ve been doing*** *my homework since dinner.*

***Present Perfect Continuous*** може вживатися без вказівки на тривалість дії:

*What* ***have*** *you* ***been reading****? I****'ve been expecting*** *you.*

Здебільшого на період тривалості дії вказують обставини часу, часто з прийменником **for:**

*Не has been sleeping* ***for an hour****.*

Слово **since** вказує на початок періоду, протягом якого тривала дія:

*І have been teaching English* ***since******1995****. What have you been* ***doing since you left us****?*

*Present Perfect Continuous* вживається в питальних реченнях з питальними словами since **when** – з якого часу, відколи; **how long** – як довго, скільки часу, якщо мова йде про період, що безпосередньо передує моменту мовлення:

***How long*** *have you been learning French?*

*Since* ***when*** *have they been working here?*

The present perfect continuous tense

Put the verbs in brackets into the present perfect continuous tense

1 I (make) cakes. That is why my hands are all covered with flour.

2 Her phone (ring) for ten minutes. I wonder why she doesn't answer it.

3 He (overwork). That is why he looks so tired.

4 There is sawdust in your hair. ~

I'm not surprised. I (cut) down a tree.

5 Have you seen my bag anywhere? I (look) for it for ages.

6 What you (do)? ~

I (work) in the laboratory.

7 He (study) Russian for two years and doesn't even know the alphabet yet.

8 How long you (wait) for me? ~

I (wait) about half an hour.

9 It (rain) for two days now. There'11 be a flood soon.

10 We (argue) about this for two hours now. Perhaps we should stop

11 I (bathe). That's why my hair is all wet.

12 You (drive) all day. Let me drive now.

13 How long you (wear) glasses?

14 The petrol gauge (say) 'Empty' for quite a long time now. Don't think we should get some petrol?

15 I'm sorry for keeping you waiting. I (try) to make a telephone call Rome.

16 You (not eat) enough lately. That's why you feel irritable,

17 He (speak) for an hour now. I expect he'll soon be finished.

18 That helicopter (fly) round the house for the last hour; do you think it's taking photographs?

19 The radio (play) since 7 a.m. I wish someone would turn it off.

20 I (shop) all day and I haven't a penny left.

21 We (live) here since 1977.

22 I'm on a diet. I (eat) nothing but bananas for the last month.

23 The children (look) forward to this holiday for months.

24 That pipe (leak) for ages. We must get it mended.

25 Tom (dig) in the garden all afternoon and I (help) him.

26 I (ask) you to mend that window for six weeks. When are you going to do it?

27 Someone (use) my bicycle. The chain's fallen off.

28 How long you (drive)? ~  
 I (drive) for ten years.

29 The trial (go) on for a long time. I wonder what the verdict will be.

30 It (snow) for three days now. The roads will be blocked if it doesn't stop soon.

31 Mary (cry)? ~  
 No, she (not cry), she (peel) onions.

32 The car (make) a very curious noise ever since it ran out of oil.

33 He walked very unsteadily up the stairs and his wife said, 'You (drink)!'

34 Your fingers are very brown. You (smoke) too much.

35 You usually know when someone (eat) garlic.

36 Ever since he came to us that man (try) to make trouble.

The present perfect and the present perfect continuous

Put the verbs in brackets into the present perfect or the present perfect continuous tense.

(In some cases either could be used.)

1 We (walk) ten kilometres.

2 We (walk) for three hours.

3 You (walk) too fast. That's why you are tired.

4 I (make) sausage rolls for the party all the morning.

5 How many you (make)? ~  
 I (make) 200.

6 That boy (eat) seven ice-creams.

7 He (not stop) eating since he arrived.

8 The driver (drink). I think someone else ought to drive.

9 I (pull) up 100 dandelions.

10 I (pull) up dandelions all day.

11 What you (do)? ~  
 We (pick) apples.

12 How many you (pick)? ~  
 We (pick) ten basketfuls.

13 I (sleep) on every bed in this house and I don't like any of them.

14 He (sleep) since ten o'clock. It's time he woke up.

15 He (ride); that's why he is wearing breeches.

16 I (ride) all the horses in this stable.

17 What a lovely smell! ~  
 Mary (make) jam.

18 The students (work) very well this term.

19 I only (hear) from him twice since he went away.

20 I (hear) from her regularly. She is a very good correspondent.

21 I (grease) my car. That's why my hands are so dirty.

22 I (polish) this table all the morning and she isn't satisfied with it yet.

23 I (work) for him for ten years and he never once (say) 'Good morning' to me.

24 He (teach) in this school for five years.

25 I (teach) hundreds of students but I never (meet) such a hopeless class as this.

26 Why you (be) so long in the garage? ~  
The tyres were flat; I (pump) them up.

27 I (pump) up three tyres. Would you like to do the fourth?

28 I (look) for mushrooms but I (not find) any.

29 He (cough) a lot lately. He ought to give up smoking.

30 You (hear) the news? Tom and Ann are engaged! ~  
That's not new; I (know) it for ages!

31 I (try) to finish this letter for the last half-hour. I wish you'd go away or stop talking. ~  
I hardly (say) anything.

32 The driver of that car (sound) his horn for the last ten minutes.

33 It (rain) for two hours and the ground is too wet to play on, so the match (be) postponed.

34 He (hope) for a rise in salary for six months but he (not dare) to ask for it yet.

35 Mr Smith, you (whisper) to the student on your right for the last five minutes. You (help) him with his exam paper or he (help) you?

36 Why you (make) such a horrible noise? ~  
I (lose) my key and I (try) to wake my wife by throwing stones at he window. ~  
You (throw) stones at the wrong window. You live next door.

**Самостійна робота 11.**

**МИНУЛИЙ ПЕРФЕКТНО-ТРИВАЛИЙ ЧАС**

**THE PAST PERFECT CONTINUOUS TENSE**

**УТВОРЕННЯ**

**Past Perfect Continuous** утворюється за допомогою допоміжного дієслова **to be** в ***Past Perfect*** і дієприкметника теперішнього часу ***(Present Participle)*** основного дієслова:

|  |  |
| --- | --- |
| *І* ***had been*** *read****ing***  *you* ***had been*** *read****ing***  *he* ***had been*** *read****ing***  *she* ***had been*** *read****ing*** | *we had been read****ing***  *you had been read****ing***  *they had been read****ing*** |

У *питальній формі* перше допоміжне дієслово ставиться перед підметом:

***Had*** *he been reading?*

У *заперечній формі* після першого допоміжного дієслова вживається заперечна частка **not:**

*Не* ***had not*** *been reading.*

У *питально-заперечній формі* перше допоміжне дієслово і частка **not** ставляться перед підметом:

***Hadn't*** *they been taking photos?*

У розмовній мові вживаються такі самі скорочення, як і в ***Past Perfect***.

Заперечна форма: *І* ***hadn't*** *been collecting coins. He* ***hadn't*** *been working.*

Питально-заперечна форма: ***Hadn't*** *you been collecting coins?*

**ВЖИВАННЯ**

**Past Perfect Continuous** вживається для вираження тривалої дії, яка почалася до якогось моменту в минулому, або продовжувалася у цей момент, або закінчилася безпосередньо перед ним:

*І explained that I* ***had been looking*** *for him for the last two hours.* Я пояснив, що вже дві години шукаю його,

*He felt tired because he* ***had been playing*** *football.* Він почувався втомленим тому що грав у футбол уже дві години

З дієсловами, що не мають форми ***Continuous***, замість ***Past Perfect Continuous*** вживається ***Past Perfect:***

*When we came to see Kate, she* ***had been ill*** *for three days*. Коли ми прийшли провідати Катрусю, вона вже три дні хворіла.

**Exercises on Past Perfect Continuous**

***1. Put the verbs into Past Perfect Continuous***

1. We (sleep) for 12 hours when he woke us up.

2. They (wait) at the station for 90 minutes when the train finally arrived.

3. We (look) for her ring for two hours and then we found it in the bathroom.

4. I (not / walk) for a long time, when it suddenly began to rain.

5. How long (learn / she) English before she went to London?

6. Frank Sinatra caught the flu because he (sing) the rain too long.

7. He (drive) less than an hour when he ran out of petrol.

8. They were very tired in the evening because they (help) on the farm all day.

9. I (not / work) all day; so I wasn't tired and went to the disco at night.

10. They (cycle) all day so their legs were sore in the evening.

***2. Fill the gaps with the verb in brackets using the past perfect continuous or the***

***past perfect simple.***

1 When the student revolution came, I (work) there for 6 months.

2 Before Jim finally decided to go to Thailand, he (think) about it for months.

3 They (eat) all the chocolate cake by the time Michael got to the party.

4 I (met) Scarlett Johansson on three previous occasions. Lucky me!

5 The forensic evidence shows that he (pick) his nose just before he was murdered.

6 When the doctor told him his liver was seriously bad, he (eat) hamburgers for a month.

7 Prior to the explosion, the fat man (eat) seven large chocolate cakes.

8 When they cancelled the flight to Alicante, the storm (rage)

all afternoon with no sign of abating.

***3. Fill the gaps with the verb in brackets using the past perfect continuous or the***

***past continuous.***

1 When I asked Carlos if he wanted to go out, he said he couldn't because he (finish) an assignment.

2 Scarlett came into the room panting. She (jog) round the park.

3 Scarlett wasn't in. She (jog) around the park.

4 I (have) a bath when I suddenly had a great idea.

5 He told me he (think) seriously about finding another job soon.

6 He (think) about finding a new job for about a year before he finally got round to it. He’s happy now.

7 I (drink) a latte in the Café New York, when I saw a famous actor walk past the window.

***4. Choose the past perfect, or the past perfect continuous***

1. When we arrived the film (start).

2. She (work) in that company for twenty years when she was made redundant.

3. I felt ill because I (drink) six cups of coffee.

4. I (study) all day, so I was tired.

5. How long (you / live) in London when your daughter was born?

6. When I arrived at the airport I realised I (forget) my passport.

7. I (break) my ankle, so I couldn’t go skiing last year.

8. She (study) English for three years when she took the exam.

9. I (run), so I was hot and tired.

10. I didn’t go to the class because I (not / do) my homework.

***5. Choose the past perfect, or the past perfect continuous***

I'm sorry I left without you last night, but I told you to meet me early because the show started at 8:00. I (try) to get tickets for that play for months, and I didn't want to miss it. By the time I finally left the coffee shop where we were supposed to meet, I (have) five cups of coffee and I (wait) for over an hour. I had to leave because I (arrange) to meet Kathy in front of the theater.

When I arrived at the theater, Kathy (pick already) up the tickets and she was waiting for us near the entrance. She was really angry because she (wait) for more than half an hour. She said she (give almost up) and (go) into the theater without us. Kathy told me you (be late) several times in the past and that she would not make plans with you again in the future. She mentioned that she (miss) several movies because of your late arrivals. I think you owe her an apology. And in the future, I suggest you be on time.

**Самостійна робота 12.**

**СПОСОБИ ВИРАЖЕННЯ МАЙБУТНЬОЇ ДІЇ**

**FUTURE FORMS**

|  |
| --- |
| ***will***   1. The most common use of *will* is an auxiliary verb to show future time. It expresses a future fact or prediction.   *Tomorrow* ***will be*** *warm and sunny.*  *What time* ***will*** *she* ***be*** *back?*  *I'm sure you****'ll pass*** *your exam.*  2. *Will (‘ll)* expresses an intention or decision made at the moment of speaking.  *I****’ll give*** *you my phone number. Ring me tonight.*  *I****'ll*** *phone back later.* |
| ***going to***  1. *Going to* expresses future plans, intention or decision made *before* the moment of speaking.  *We****'re going to have*** *a holiday in Sicily this summer.*  *My daughter****'s going to study*** *modern languages at Bristol University.*  2*.* We use *going to w*hen we can see that something is certain to happen.  *Look at those clouds. It****'s going to rain.***  *She* ***is going to have*** *a baby.* |
| ***Present Continuous***  The Present Continuous can be used to express a future arrangement between people. It is common with verbs such as *go, come, see, visit, meet, have* (a party), *leave.* It usually refers to the near future*.*  *Pat and Peter* ***are coming*** *for dinner tonight.*  *I* ***am seeing*** *the doctor in the morning.*  Sometimes there is little or no difference between a future intention *(going to)* and a future arrangement *(Present Continuous)*.  *We****'re going to see*** *a play tonight.*  *We****'re seeing*** *a play tonight.* |
| ***Present Simple***  1. Present Simple expresses a future event as a part of fixed timetable or programme.  *The last train* ***leaves*** *at 11.30*  *He* ***flies*** *to London next Sunday.*  2. We use Present Simple for future in adverbial clauses of time and condition.  *I’ll buy that novel when it* ***comes out****.*  *If it* ***rains*** *tomorrow, we shan’t go to the forest.* |

**Future forms**

**The present continuous tense as a future form**

*16. Put the verbs in brackets into the present continuous tense.*

1. They are going to drill for oil here. They (start) on Monday.
2. My uncle (make) a speech on Friday.
3. I (take) my .sister to the ballet tomorrow.
4. She (call) for me at six.
5. He (play) at Wimbledon next summer.
6. I (meet) her at the station at ten.
7. The sales (not start) till Monday.
8. How you (get) to the party tomorrow?-I (go) by car. –Who (drive)?
9. The piano tuner (come) this afternoon.
10. You (give) him anything for his birthday?-Yes, I (give) him a dictionary.
11. The windows (be) cleaned today. Then we'll be able to see out
12. She (come) out of hospital next week.
13. We (have) dinner early tonight as we (go) to the theatre.
14. Where you (go) for your holidays this year? – I (go) to Holland.
15. He (not give) a lecture tonight.
16. I (have) my photograph taken tomorrow.
17. I (buy) her a burglar alarm for a wedding present.
18. The elections (be) held next week.
19. I (have) lunch with my aunt on Thursday.
20. The committee (meet) next Wednesday.
21. My grandparents (celebrate) their golden wedding next week.
22. I (lend) him my cat for his holidays.
23. The strikers (return) to work next week.
24. Smith's (open) a new branch onthis street in July.
25. We've bought a new house and (move) in very soon.
26. I (not take) up judo next winter.
27. They (get) married next week.
28. You (do) anything tonight?-Yes, I (go) to my carpentry class.
29. The Prime Minister (fly) to America tomorrow.
30. He (start) a new job on Friday.
31. The Queen (give) a garden party next week. You (go)?
32. I (catch) the 6.30 plane tomorrow. -Where you (leave) your car? – I (not take) the car.
33. Her mother (send) her to France next year.
34. I (go) to the dentist tomorrow. Miss Pitt (take) my class.
35. I (lend) my flat to my American cousins next year.

**The *be going to* form**

*17. Put the verbs in brackets into the* ***be going*** *to form.*

1. You (miss) your train.
2. The pressure cooker (explode).
3. When you (pay) the bill?
4. She (dye) the old curtains blue,
5. We (make) this whisky bottle into a lamp.
6. What you (do) with this room? – I (paint) the walls in black and white stripes.
7. The umpire (blow) his whistle.
8. You (eat) all that?
9. That man with the tomato in his hand (throw) it at the speaker.
10. The bull (attack) us.
11. It (rain). Look at those clouds.
12. The cat (have) kittens.
13. The men in the helicopter (try) to rescue the man in the water.
14. That rider (fall) off.
15. These two men (cycle) across Africa.
16. The Lord Mayor is standing up. He (make) a speech.
17. This aeroplane (crash).
18. I (stop) here for a moment to get some petrol.
19. You (ask) him to help you?
20. I've lent you my car once. I (not do) it again.
21. I have seen the play. Now I (read) the book.
22. I (not sleep) in this room. It is haunted.
23. We (buy) a metal detector and look for buried treasure.
24. You (reserve) a seat?
25. I (plant) an oak tree here.
26. The dog (bury) the bone.
27. I (have) a bath.
28. I don't like this macaroni. I (not finish) it.
29. I (not stay) here another minute.
30. We (make) a lot of money out of this.

**The present continuous and the *be going to* form**

*18. Use the present continuous where possible in the following sentences and put* *the remaining verbs into the* ***be going to*** *form.*

1. I (play) bridge tonight with Tom and Ann.
2. He (have) an operation next week.
3. It's very cold. I (light) a fire.
4. We (have) some friends to lunch tomorrow.
5. I've bought a piano; it (be) delivered this afternoon. – Where you (put) it? – I (put) it in the dining room.
6. You (go) to the auction tomorrow? *-*Yes, I (go) but 1 (not buy) anything.
7. I've reminded you once; I (not do) it again.
8. I (have) my hair cut this afternoon.
9. My nephew (come) to stay with me next weekend. – Where you (put) him? – I (put) him in the room in the tower.
10. Our class (start) German next term.
11. I (spend) a few days in London next week.
12. The Town Council (build) a new school here.
13. What you (tell) the police? – I (tell) them the truth.
14. He (start) tomorrow.
15. The Queen (open) Parliament next month.
16. The Prime Minister (speak) on TV tonight.
17. This shop (close) down next week.
18. When you (have) your next lesson? – I (have) it on Monday.
19. I (collect) my new dress this afternoon.
20. We (take) the children to the seaside this summer.
21. I (give) him a football for his next birthday.
22. She (sing) in her first big concert next month.
23. He (go) to Spain for his holidays. – He (fly)? – No, he (go) by boat.
24. She (see) a specialist next week.
25. He (wash) the car?
26. He (ring) me up tonight.
27. The inspector (ask) you a few questions.
28. Her parents (give) a party for her next month. They (invite) sixty guests.
29. Have you got a ticket for the big match on Saturday? - No, I don't even know who (play). – France (play) England.
30. What you (do) with the money?
31. I (pick) you up at 6.30; don't forget.
32. Where you (go) tonight? – I (go) out with Peter. He (call) for me at eight.
33. I (compete) in the bicycle race tomorrow.
34. Mr. Pitt has just phoned to say that he (not come) back till Wednesday night.
35. I (read) you his answer to my letter of complaint.

**The present continuous and the future simple**

*19. Put the verbs in brackets into the present continuous or the future simple using the present continuous where possible.*

1. I am sure that I (recognize) him.
2. I (see) her tomorrow.
3. He (play) in a tennis match on Friday.
4. She (come) back on Monday.
5. I (go) again next year.
6. We (know) tonight.
7. I (believe) it when I see it.
8. I (have) my car repainted next week.
9. I hope that you (have) a good time tomorrow.
10. Tom (catch) the 7.40 train.
11. Where you (meet) them? – I (meet) them at midnight in the middle of the wood.
12. Look I’ve broken the teapot. What Mrs. Pitt (say)? – She (not mind); she never liked that one.
13. He (not forget) to come.
14. He (leave) in a few days.
15. I (remember) it.
16. If you drop that bottle it (break).
17. I never (forgive) him.
18. I'm sure that you (like) him.
19. You (see) a signpost at the end of the road,
20. He has cut my hair too short. - Don't worry; it (grow) again very quickly.
21. You (understand) when you are older.
22. The cat (scratch) you if you pull its tail.
23. I (be) back at 8.30.
24. If he doesn't work hard he (not pass) his exam.
25. She (go) on a cruise next summer.
26. I (move) to a new flat next week.
27. I am sorry that the child saw the accident. - I don't think it matters. He soon (forget) all about it.
28. I (wait) here till he comes back.
29. He (not write) to you unless you write to him.
30. There (be) a big meeting here tomorrow.

**Самостійна робота 13-14.**

**УЗГОДЖЕННЯ ЧАСІВ**

**SEQUENCE OF TENSES**

В англійській мові існує певна залежність у вживанні граматичного часу дієслова-присудка підрядної частини від граматичного часу, в якому стоїть дієслово-присудок головної частини. Це правило називають *правилом узгодження,* або *послідовності часів.*

Правило узгодження часів характерне переважно для додаткових підрядних частин. Воно полягає у такому:

1. Якщо дієслово-присудок головної частини стоїть у *теперішньому* або *майбутньому часі,* дієслово-присудок підрядного додаткового може стояти у будь-якій часовій формі, якої вимагає зміст:

*І* ***think*** *you* ***are right.*** Я *думаю*, що ви *маєте рацію*.

***Do*** *you* ***know*** *why he* ***was absent*** *yesterday?* Чи ви *знаєте,* чому його *не було* вчора?

*I****'ll tell*** *you what you* ***will have to do.*** Я *скажу* вам, що вам *треба буде зробити.*

2. Якщо дієслово-присудок головної частини стоїть у *минулому часі* (звичайно у ***Past Indefinite***), то і дієслово-присудок додаткової частини має стояти в *одному з минулих часів* або *в майбутньому з погляду минулого* ***(Future-in-the-Past)***. Такої залежності в українській мові немає:

*І* ***did not know*** *he* ***could speak*** *English*. Я *не знав,* що він *розмовляє* англійською.

*Не* ***told*** *me that you* ***were writing*** *your composition.*Він *сказав,* що ти *пишеш* твір.

*І* ***hoped*** *he* ***would come.*** Я *сподівався,* що він *прийде.*

При цьому для позначення дії, *одночасної* з дією, вираженою присудком головної частини, у підрядній частині вживаються ***Past Simple*** або ***Past Continuous*** (в українській мові – теперішній час):

*І* ***thought*** *you* ***were ready.*** Я *думав,* що ти *готовий.*

*Не* ***told*** *me that he* ***was preparing*** *for his exams*.Він *сказав* мені, що *готується* до екзаменів.

Для позначення дії, яка *передує дії,* вираженій присудком головної частини, звичайно вживається ***Past Perfect*** (в українській мові – минулий час).

*І* ***didn't know*** *she* ***had gone*** *away****.*** Я *не знав,* що вона *пішла.*

Якщо вжито означений час *(in 2010, yesterday)*, то попередню дію виражають за допомогою ***Past Simple***:

*І* ***thought*** *you* ***were born*** *in 1985.*

*I* ***thought*** *you* ***came back*** *from your trip yesterday.*

Для вираження *майбутньої дії з погляду минулого часу* вживають форми ***Future-in-the-Past*** із допоміжним дієсловом **would** (в українській мові – майбутній час).

*І* ***didn't expect*** *you* ***would be late.*** Я *не сподівався,* що ти *спізнишся.*

*Не* ***told*** *me that he* ***would meet*** *us at the stadium*.Він *сказав,* що *зустріне* нас на стадіоні.

**ПРЯМА І НЕПРЯМА МОВА**

**DIRECT AND INDIRECT SPEECH**

При перетворенні прямої мови у непряму в англійській мові слід дотримуватися певних правил.

У непрямій мові можна передавати твердження, питання, накази та прохання.

1. Твердження трансформується в підрядне речення зі сполучником **that**. Сполучник **that** може опускатися. Якщо в реченні вказується особа, до якої звертаються, дієслово *say* замінюється на *tell*.

*He says, “I am thirsty”.* – *He tells me that he is thirsty.* Він говорить: “Я хочу пити”. – Він каже мені, що він хоче пити.

2. Наказовий спосіб в прямій мові, трансформується в інфінітив в непрямій мові.

*The teacher says to the students,”Do all the homework in time”. – The teacher asks her students to do all the homework in time.*

Вчитель говорить студентам: “Робіть домашнє завдання вчасно”. – Вчитель просить студентів робити домашнє завдання вчасно.

*The instructor says, “Do not turn on this road”. – The instructor warns not to turn on this road.* Інструктор каже: “Не варто повертати на цю дорогу”. – Інструктор попереджає мене не повертати на цю дорогу.

*“Are you free tomorrow?” – I asked her if she was free the next day.*

*“Do you speak English?”– She asked me whether I spoke English.*

3. Питальні речення трансформуються згідно з такими правилами:

- **Загальні питання** – підрядне речення вводиться сполучниками **if, whether**. Порядок слів прямий.

*He asks us, “Do you believe me?” – He asks* ***whethe****r we believe him.* Він питає нас: “Ви мені вірите?” – Він питає, чи віримо ми йому.

- **Спеціальні питання** – підрядне речення вводиться сполучником, відповідним до питального займенника Порядок слів стає прямим.

*“When will the bank open tomorrow?” – She asks when the bank will open tomorrow.*

*”Where are you going?” He asked me where I was going.*

*“What do you think about it?” I asked Mary what she thought about it.*

Згідно з *правилом узгодження часів* при перетворенні прямої мови у непряму відбуваються такі зміни граматичного часу присудка підрядного речення:

***Present Indefinite → Past Indefinite***

***Present Continuous → Past Continuous***

***Present Perfect → Past Perfect***

***Past Indefinite → Past Perfect***

***Past Continuous → Past Perfect Continuous***

***Past Perfect → Past Perfect***

***Future Indefinite → Future-in-the Past***

Непряма мова в англійській мові також потребує відсутності лапок, зміни вказівних займенників, прислівників часу і місця:

|  |  |  |
| --- | --- | --- |
| **Direct Speech** (пряма мова) |  | **Indirect Speech** (непряма мова) |
| *this* | *→* | *that* |
| *these* | *→* | *those* |
| *here* | *→* | *there* |
| *now* | *→* | *then* |
| *yesterday* | *→* | *the day before* |
| *today* | *→* | *that day* |
| *last week* | *→* | *the week before* |
| *earlier* | *→* | *before* |
| *2 days ago* | *→* | *2 days before* |
| *tomorrow* | *→* | *next day* |
| *next year* | *→* | *the next year* |
| *in 2 days* | *→* | *2 days later* |

|  |  |  |
| --- | --- | --- |
| **Характер дії в підрядному реченні** | **Пряма мова** | **Непряма мова** |
| *Одночасна дія* | ***Present Simple / Continuous***  *He said, `I like winter`*  *He said, `Serg is waiting for me.`*  *He said. `I can do it myself.`* | ***Past Simple / Continuous***  *He said (that) he liked winter.*  *He said (that) Serg was waiting for him.*  *He said (that) he could do it himself.* |
| *Попередня дія* | ***Present Perfect / Perfect Continuous /* *Past Simple / Continuous***  *He said, `I have found a new job.`*  *He said, `I’ve been sitting here for two hours.`*  *He said, `I sent her a birthday present.`*  *He said, `She have been* *working on my paper all day.`* | ***Past Perfect / Perfect Continuous***  *He said (that) he had found a new job.*  *He said he had been sitting there for two hours.*  *He said he had sent her a birthday present.*  *He said he had been working on his paper all day.* |
| *Подальша дія* | ***Future Present / Continuous***  *He said, `I shall see her on Monday.`*  *He said, `I will be giving a lecture on Tuesday.`* | ***Future in the Past***  *He said he would see her on Monday*  *He said he would be giving a lecture on Tuesday.* |

**Indirect speech**

**Indirect speech: statements**

*21. Put the following into indirect speech.*

1. ‘I have something to show you,' I said to her.
2. 'Nothing grows in my garden. It never gets any sun,' she said.
3. ‘I'm going away tomorrow, mother,' he said.
4. ‘I've been in London for a month but so far I haven't had time to visit the Tower,' said Rupert.
5. ‘It isn't so foggy today as it was yesterday,' I remarked.
6. ‘'The new underpass is being officially opened the day after tomorrow, 'said the BBC announcer.
7. 'We have moved into our new flat. We don't like it nearly so much as our last one,' said my aunt.
8. 'We have a lift but very often it doesn't work,' they said.
9. 'From one of the windows of my flat I can see the Eiffel Tower,' he said.
10. ‘I've no idea what the time is but I'll dial 8081 and find out,' said his daughter.
11. He said, 'My wife has just been made a judge.'
12. ‘I'll come with you as soon as I am ready,' she replied.
13. ‘I have a German lesson this afternoon and I haven't done my homework yet,' said the small boy.
14. ‘If you let the iron get too hot you will scorch your clothes,' I warned her.
15. ‘'You haven't given me quite enough. The bill is for £14 and you've paid me only £13,' he pointed out.
16. Ann said, 'Englishmen make good husbands because they are nearly always willing to help in the house.'
17. Mary answered, ‘I like men to be useful but I don't like them to be too domesticated. I‘d prefer them to keep out of the kitchen altogether. Men look silly in aprons anyway.'
18. Motoring report: The new Rolls Royce runs so quietly that all you can hear is the ticking of the clock.
19. Managing director of the Rolls Royce company: In that case we'll have to do
20. something about the clock.
21. ‘I don't know what to do with all my plums. I suppose I'll have to make jam. The trouble is that none of us eats jam,' she said.
22. 'We like working on Sundays because we get double pay,' explained the builders.
23. He said, ‘I am quite a good cook and I do all my own washing and mending too.'
24. 'You can keep that one if you like, Joan,' he said. I've got plenty of others.'
25. ‘I'm going fishing with mother this afternoon,' said the small boy, 'and we are going into the garden now to dig for worms.' (*Omit* now).
26. 'You've got my umbrella,' I said crossly. 'Yours is in your bedroom.'
27. I know exactly what they said,' the private detective explained to his client, 'because I bugged their phone.'
28. ‘I'll sit up till she comes in, but I hope she won't be late,' he said.
29. ‘If you give me some wire, I'll hang that picture for you,' said my cousin.
30. ‘I have a Turkish bath occasionally, but it doesn't seem to make any difference to my weight,' she said.
31. ‘This is quite a good model, madam. I use one of these myself,' said the salesman.
32. 'My new house is supposed to be haunted, but so far I haven't seen any ghosts,' she said.
33. The advertisement said, If you answer the questions correctly you may win £100.'
34. ‘If I press my ear against the wall, I can hear what the people in the next flat are saying,' he said.
35. 'The mirror is there so that you can see yourself when you are dancing,' the instructress told him.

**Indirect speech: questions**

*22. Put the following into indirect speech.*

*The first ten questions require no change of order:*

He said, 'What is happening? – He asked what was happening.

*You can read the last twenty questions, using one of the following prefaces:*

***I wonder/I'd like to know/Do you know?/Have you any idea?/Can you tell me?***

He asked, ‘Where is the nearest bus stop?’ - 'Do you know where the nearest bus stop is?'

1. 'What happened to Mr Budd?' said one of the men.
2. 'Which of his sons inherited his estate?' asked another.
3. 'Who is going to live in the big house?' enquired a third.
4. 'What will happen to his racehorses?' asked someone else.
5. 'Which team has won?' asked Ann.
6. 'Which team won the previous match?' said Bill.
7. 'Who is playing next week?' he asked.
8. 'Who will be umpiring that match?' asked Tom.
9. 'Who wants a lift home?' said Ann.
10. 'Who has just dropped a £10 note?' I asked.
11. 'Where is the ticket office?' asked Mrs Jones.
12. 'What shall I do with my heavy luggage?' she said.
13. 'What platform does the train leave from?' asked Bill.
14. 'When does it arrive in York?' he asked.
15. 'When was the timetable changed?' I asked.
16. 'Why has the 2.30 train been cancelled?' said Ann.
17. 'How much does a day return to Bath cost?' Mrs Jones asked.
18. 'Why does the price go up so often?' she wondered.
19. 'How can I get from the station to the airport?' said Bill.
20. 'When are you coming back?' I asked them.
21. Is a return ticket cheaper than two singles?' said my aunt.
22. 'Do puppies travel free?' asked a dog owner.
23. 'Can I bring my dog into the compartment with me?' she asked.
24. 'Does this train stop at York?' asked Bill.
25. 'Can you telephone from inter-city trains?' said the businessman.
26. 'Does the 2.40 have a restaurant car?' he enquired.
27. 'Can you get coffee on the train?' asked my aunt.
28. 'Do they bring it round on a trolley?' she said.
29. 'Are there smoking compartments?' said the man with the pipe.
30. 'Have you reserved a seat?' I asked him.

**Indirect speech: commands, requests, advice**

*23. Put the following into indirect speech. In most cases the person addressed must be supplied.*

1. He said, 'Get out of my way.'
2. 'Climb in through the window,' he ordered.
3. 'Please pay at the desk,' said the assistant.
4. 'Open your bag, please,' said the store detective.
5. 'Don't worry about anything, Mrs Pitt,' said her lawyer. 'Leave it all to me.'
6. 'Don't use bent coins in a slot machine,' I warned him.
7. 'Follow that car,' the detective said to the taxi-driver.
8. 'Wash it in lukewarm water,' recommended the assistant.
9. 'Have confidence in me,' urged the doctor.
10. 'Take me up to the 33rd floor,' he said to the liftman.
11. 'Read the notice about life-saving equipment,' advised the air-hostess.
12. 'Always cook with butter,' said her mother, 'never use margarine.'
13. 'Don't argue with your father,' I said.
14. 'Wait for me at the bridge,' said the young man.
15. 'Don't eat too much starch,' I advised her, 'and avoid fried food.'
16. 'Don't say anything to make her angry,' said my father.
17. Notice: Please do not ask at the desk for change for telephone calls.
18. 'Don't forget to feed the goldfish,' Mary said to her brother.
19. 'Cross the line by the footbridge,' said the porter.
20. 'Write to me as often as you can,' said his wife.
21. 'Please book me a seat in a non-smoker,' said the traveller.
22. 'Don't forget your sandwiches,' said his mother.
23. 'Don't go near the water, children,' she said.
24. 'Search the house,' said the police sergeant.
25. 'Put down that gun. It's loaded,' she warned.

**Самостійна робота 15-16.**

**МОДАЛЬНІ ДІЄСЛОВА**

**MODAL VERBS**

**ЗАГАЛЬНІ ВІДОМОСТІ**

У сучасній англійській мові виділяють 12 дієслів, які є модальними, або ж виступають у значенні модальних: ***can, may, must, should, ought, shall, will, would, need, dare, to be, to have (to have got)*.**

До категорії модальних дієслів належать ***can, may, must, ought, need***.

Модальні дієслова не виражають дії чи стану, а лише можливість, необхідність, бажання, ймовірність, сумнів, дозвіл, заборону, здатність виконання дії, позначеної інфінітивом. Тому модальні дієслова вживаються не самостійно, а лише в сполученні з інфінітивом іншого дієслова. Інфінітив, з яким поєднуються модальні дієслова, вживається без частки **to** (крім інфінітива, який слідує за дієсловом ***ought***).

*І can help you.* Я можу допомогти вам.

*Не must go there.* Він мусить іти туди.

Без інфінітива іншого дієслова модальні дієслова вжи­ваються лише тоді, коли інфінітив зрозумілий з контексту:

*Can you do it? Yes, I* ***can****.* Ви можете зробити це? Так.

*І wanted to open the window but I* ***couldn't****.* Я хотіла відчинити вікно, але не змогла.

**Модальні дієслова** не мають усіх основних форм, властивих іншим дієсловам, і тому їх називають також *недостатніми* ***(Defective Verbs)***:

1. Дієслова **can** та **may** мають форми теперішнього і минулого часу (**could** і **might**), а дієслова **must, ought і need** мають тільки одну форму – теперішнього часу.
2. Модальні дієслова не мають неособових форм – інфінітиву, герундія і дієприкметника.
3. Модальні дієслова не мають закінчення **-s** в 3-й особі однини:

|  |  |
| --- | --- |
| ***He can do it.***  ***He must do it.*** | ***He may do it.***  ***He ought to do it.*** |

Питальна і заперечна форми модальних дієслів в ***Present*** і ***Past Simple*** утворюються без допоміжного дієслова **to do**. У питальній формі модальне дієслово ставиться перед підметом:

|  |  |  |
| --- | --- | --- |
| ***Can you do it?***  ***Need he do it?*** | ***May you do it?***  ***Ought she to do it?*** | ***Must you do it?*** |

У заперечній формі частка **not** ставиться відразу після модального дієслова. Дієслово **can** і заперечна частка **not** у теперішньому часі пишуться разом: **cannot**.

***He cannot do it.*** Він не може цього зробити.

***You may not smoke here.*** Тут курити не дозволяється.

**Модальні дієслова мають такі скорочені заперечні форми:** **can’t, mayn’t, couldn’t, mightn’t, needn’t, mustn’t.**

**ЗНАЧЕННЯ І ВЖИВАННЯ МОДАЛЬНИХ ДІЄСЛІВ**

**МОДАЛЬНЕ ДІЄСЛОВО CAN**

Дієслово **can** має дві форми: теперішнього часу **сап** і минулого часу **could:**

*І can swim.* Я вмію плавати.

*Не could read when he was five.* Він умів читати, коли йому було п'ять років.

Дієслово **can** виражає фізичну чи розумову здатність, уміння чи можливість виконати дію в теперішньому або минулому часі:

*Не can lift this weight.* Він може підняти цю вагу.

*Can you see anything?* Ви що-небудь бачите?

*І couldn't solve the problem.* Я не зміг розв'язати задачу.

Після форми **could** у цих значеннях може вживатися перфектний інфінітив, який вказує на те, що дія, яка мала відбутися, не відбулася:

*Не could have guessed it.* Він міг здогадатися про це. *{але не здогадався)*

Дієслово **саn** не має майбутнього часу. У майбутньому часі замість **саn** вживається сполучення **to be able** – бути спроможним. Інфінітив після нього вживається з часткою **to.** Вираз **to be able** іноді вживається також у теперішньому і минулому часах:

*Не is able to help you.* Він може допомогти вам.

*She was not able to answer.* Вона не могла відповідати.

***If we weigh the lamp with the alcohol in it before and after the experiment we shall be able to determine the amount of alcohol burned.*** *–* Якщо ми зважимо лампу, наповнену спиртом, до, і після досвіду, ми зможемо (будемо в змозі) визначити кількість спирту, який згорів.

**Дієслово саn** в поєднанні з ***Indefinite Infinitive Active*** перекладається українською мовою словом *може*, в поєднанні з ***Indefinite Infinitive Passive*** дієслово **can** перекладається словом можна з наступним інфінітивом:

***The burden will fall on me but I can carry it*** *–* (Вся) тяжкість ляже на мене, але я можу витерпіти її.

***When a body сап do work it is said to possess energy*** *–* Коли тіло може виконувати роботу, кажуть, що воно володіє енергією.

***How can the motion be explained?*** *–* Як можна пояснити рух?

**Дієслово can в заперечній формі** з подальшим ***Indefinite Infinitive Passive*** зазвичай перекладається українською мовою словом не можна:  
***It cannot be done.*** Цього не можна зробити.

**Примітка.** Поєднання **cannot but** плюс ***Indefinite Infinitive*** перекладається *не можна не, не можу* *не* (*не може не* і т. д.):

***I cannot but agree with you.***Не можна не погодитися з вами. (Я не можу не погодитися з вами.)

***One cannot but admit …*** *-* Не можна не визнати …

Дієслово **can (could)** у поєднанні з дієсловами, що позначають почуття і сприйняття (to see, to hear, to feel, to smell, to taste і т. д.), українською мовою не перекладається. У такому випадку дієслово *can* надає відтінок зусилля у виконанні дії, вираженого дієсловами, що позначають почуття і сприйняття:

***Look over there, can you see that house in the distance?*** *–* Подивіться туди. Бачите ви цей дім в далині?

***Can you hear that strange noise?*** *–* Ви чуєте цей дивний шум?

**МОДАЛЬНЕ ДІЄСЛОВО MAY**

Дієслово **may** має наступні значення:

**1) Дозвіл:**

***You may use dictionaries.***Ви можете (вам дозволяється) користуватися словниками.***May I ask you a question?***Можна (дозвольте) задати питання?

У цьому значенні замість дієслова may (might) і замість відсутніх форм дієслова **may** вживається поєднання **to be allowed** з наступним інфінітивом з часткою **to**:

***He has been allowed to stay here. –*** Йому дозволили залишитися тут.

Форма минулого часу від дієслова **may – might** – вживається в значенні дозволу лише в непрямій мові. У всіх інших випадках в цьому значенні в минулому часі вживається вираз **to be allowed**.

**2) Можливість:**

***The answer may give the key to the whole problem.*** *–* Відповідь (на це питання) може дати ключ до всієї проблеми.

***A body may be divided into separate tiny particles.*** *–* Тіло може бути розділене (можна розділити) на окремі дрібнесенькі частинки.

**3)** Припущення, сумнів, невпевненість з боку мовця у можливості дії, вираженої наступним інфінітивом. **May (might)** у поєднанні з ***Indefinite Infinitive*** вживається у відношенні теперішнього і майбутнього часу; **may (might)** у поєднанні з ***Perfect Infinitive*** вживається відносно минулого часу.

Різниця у значенні між **may** і **might** в даному вживанні полягає в тому, що **might** висловлює більш сильну ступінь сумніву, невпевненості з боку мовця, ніж **may**:

***He may (might) come today or tomorrow.*** *–* Він, можливо, приїде сьогодні або завтра.

***So you say he may have been one of those two passengers?*** *–* Отже, ви кажете, що він, можливо, був одним з тих двох пасажирів?

**4) Вираз докору, зауваження.** У цьому значенні вживається тільки дієслово **might. Might** в поєднанні з ***Indefinite Infinitive*** належить до теперішнього, минулого і майбутнього часу; в поєднанні з ***Perfect Infinitive* might** виражає докір, жаль про невиконану дію і відноситься лише до минулого часу:

***You might do it yourself.***Ви могли б зробити це самі.

***You might have told me about it long ago.***Ви могли б давно сказати мені про це.

Дієслово **may (might)** у поєднанні з інфінітивом вживається в складносурядних реченнях цілі після сполучників **that, so that, in order that –** *для того щоб, щоб*.

***I have told him to meet me next morning so that we may work together.*** Джері велів йому зустріти його наступного дня вранці, для того щоб разом працювати (щоб вони могли разом працювати).

**МОДАЛЬНЕ ДІЄСЛОВО MUST**

Дієслово **must** виражає необхідність, моральний обов’язок і відповідає в українській мові словами *повинен, потрібно, треба*.

***I must hurry, I must warn him of the danger.***Я мушу поспішати, я повинен попередити його про небезпеку.

***As soon as the shell is shot from the gun it must overcome the resistance of the air.***Як тільки снаряд випущений з гармати, він повинен подолати опір повітря.

**Must** вживається у відношенні теперішнього і майбутнього часу. Відносно минулого часу дієслово must вживається тільки в непрямій мові:

***He decided he must speak to Doctor Page himself.*** *–* Він вирішив, що повинен поговорити з самим доктором Пейджем.

**Примітка.** У відповідях на запитання, що містить дієслово must, в позитивній відповіді вживається **must**, в негативній – **needn’t**:

*Must I go there? Yes, you must. No, you needn’t.* Треба мені йти туди? Так, потрібно. Ні, не потрібно.

**Mustn’t** означає не можна і вживається в заперечній відповіді на питання *May I …?* (Можна?)

Дієслово **must** може мати значення ймовірності, можливості дії. У цьому значенні дієслово **must** перекладається українською мовою *можливо, мабуть*. У поєднанні з *Perfect Infinitive* дієслово **must** зазвичай вживається у вказаному значенні відносно дії, що відноситься до минулого.

***Wait a little, the rain must stop soon.***Зачекайте трохи, дощ, можливо, скоро перестане.

***It occurred to Bert that he must have said the wrong thing.***Берту спало на думку, що він, мабуть, сказав не те, що потрібно.

Дієслово **must** має лише одну форму теперішнього часу

Для вираження необхідності стосовно минулого і майбутнього часів вживається дієслово **to have** у відповідних часових формах. Воно може заміняти дієслово **must** ів теперішньому часі. Як модальне дієслово **to have** у поєднанні з інфінітивом вживається для вираження необхідності виконати дію в силу певних обставин. Після дієслова **to have** інфінітив вживається з часткою **to:**

*She had to wait for an hour.* Вона мусила чекати цілу годину.

*І shall have to pay him.* Мені доведеться заплатити йому.

Для вираження необхідності в минулому часі вживається також дієслово **to be.** Воно може вживатися замість дієслова **must** і в теперішньому часі. Дієслово **to be** вживається для вираження необхідності виконати дію згідно з попередньою домовленістю або завчасно складеним планом. Після дієслова **to be** інфінітив вживається з часткою **to:**

*We were to come at 5 o'clock.* Ми мали прийти о п'ятій.

**МОДАЛЬНІ ДІЄСЛОВА SHOULD, OUGHT**

Дієслова **should, ought** майже не відрізняються за значенням. Вони виражають моральний обов'язок, пораду, рекомендацію, бажаність дії, що відноситься до теперішнього і майбутнього часу. Українською мовою вони перекладаються *слід було б, потрібно, повинен, мусиш*. **Should** вживається з інфінітивом без частки **to.** Після **ought** інфінітив вживається з часткою **to:**

*You should visit her.* Вам слід відвідати її.

*Не should go in for sport.* Йому слід займатися спортом.

***You ought to do it at once.***Вам слід (варто було б, ви повинні) зробити це зараз.

***His brother has measles. He ought to be isolated.***У його брата кір. Його слід ізолювати.

Дієслово **ought** в поєднанні з ***Perfect Infinitive*** вживається по відношенню до минулого часу і вказує на те, що дія не була виконана:

***You ought to have done it at once.***Вам слід було б зробити це відразу ж (але ви не зробили).

**МОДАЛЬНЕ ДІЄСЛОВО NEED**

Дієслово **need** в якості модального дієслова в поєднанні з ***Indefinite Infinitive*** виражає необхідність здійснення дії стосовно теперішнього і майбутнього часу. **Need** вживається в питальних і заперечних реченнях, а також у стверджувальних реченнях, що містять такі прислівники з заперечним значенням, як *hardly, scarcely* та ін:

***Need you go there so soon?***Чи потрібно вам (чи повинні ви) їхати туди так скоро?

***You need hardly remind me of it.***Вам навряд чи треба нагадувати мені про це.

***I need not tell you how important that is.***Мені не потрібно говорити вам, як це важливо.

Дієслово **needn’t** в поєднанні з ***Perfect Infinitive*** вживається по відношенню до минулого часу і означає, що у виконанні дії не було необхідності:

***You needn’t have done it.*** *–* Вам не треба було цього робити.

**Примітка.** Дієслово **need** як самостійне дієслово означає *мати потребу*. У цьому значенні **need** має звичайні дієслівні форми:

***Here is the book you needed so much.***Ось книга, яка була вам так необхідна.

**can** and **be able**

**Part I can,** used to express ability with **could, shall/will be** **able**

Fill the following spaces, using **can** for present, **could** for past and **shall/will be able** for future. There is no need to use other able form in this section. Put to where necessary before the infinitives.

1 . . . you stand on your head? **~** I . . . when I was at school but I . . . now. *(2nd verb negative)*

2 When I've passed my driving test I . . . hire a car from our local garage.

3 At the end of the month the Post Office will send him an enormous telephone bill which he . . . pay. *(negative)*

4 I . . . remember the address, *(negative) ~ . . .* you even remember the street? *(negative)*

5 When the fog lifts we . . . see where we are. .

6 You've put too much in your rucksack; you never . . . carry all that.

7 When I was a child I . . . understand adults, and now that I am an adult I . . . understand children, *(negative, negative)*

8 When you have taken your degree you . . . put letters after your name?

9 Don't try to look at all the pictures in the gallery. Otherwise when you get home you . . . remember any of them. *(negative)*

10 When I first went to Spain I . . . read Spanish but I . . . speak it. *(2nd verb negative)*

11 ...you type?~ Yes, I . . . type but I . . . do shorthand, *(2nd verb negative)*

12 I'm locked in. I . . . get out! *(negative) ~. . .* you squeeze between the bars? *(negative) ~*No! I . . .; I'm too fat. *(negative)*

**Part 2 could** and was **able**

In some of the following sentences either **could or was able** could be used. In others only **was/were able** is possible. Fill the spaces and put to where necessary before the infinitives.

13 He was very strong; he . . . ski all day and dance all night.

14 The car plunged into the river. The driver . . . get out but the passengers were drowned.

15 I was a long way from the stage. I . . . see all right but I . . . hear very well.

*(2nd verb negative)*

16 We . . . borrow umbrellas; so we didn't get wet.

17 . . . you walk or did they have to carry you?

18 I had no key so I . . . lock the door. *(negative)*

19 I knew the town so I . . . advise him where to go.

20 When the garage had repaired our car we . . . continue our journey.

21 At five years old he . . . read quite well.

22 When I arrived everyone was asleep. Fortunately I . . . wake my sister and she let me in.

23 The swimmer was very tired but he . . . reach the shore before he collapsed.

24 The police were suspicious at first but I . . . convince them that we were innocent.

**Самостійна робота 17-18.**

This section includes examples of **could** used for polite requests and as a conditional.

25 . . . I speak to Mr Pitt, please?~  
I'm afraid he's out at the moment. . . . you ring back later?

26 If you stood on my shoulders . . . you reach the top of the wall? ~  
No, I'm afraid I . . . *(negative)*

27 If I sang . . . you accompany me on the piano?~  
No, I..., I... play the piano! *(negative, negative)*

28 If a letter comes for me . . . you please forward it to this address?

29 She made the wall very high so that boys . . . climb over it. *(negative)*

30 They took his passport so that he . . . leave the country, *(negative)*

31 . . . you tell me the time, please? ~  
I'm afraid 1. . . . I haven't got a watch. *(negative)*

32 If you had to, . . . you go without food for a week?~  
I suppose I . . . if I had plenty of water.

33 . . . you lend me Ј5? ~ No, I . . . *(negative)*

34 They used to chain valuable books to library desks so that people . . . take them away. *(negative)*

35 He says that he saw Clementine drowning but . . . help her as he . . . swim.

*(negative, negative)*

36 If you had had the right tools . . . you have repaired the engine?

**may**

Insert the correct form of **may/might** except in 10 and 36, where a **be allowed** form is necessary.

1 It - . . rain, you'd better take a coat.

2 He said that it . . . rain.

3 We . . . as well stay here till the weather improves.

4 . . . I borrow your umbrella?

5 You . . . tell me! *(I think I have a right to know.)*

6 Candidates . . . not bring textbooks into the examination room.

7 People convicted of an offence . . . *(have a right to)* appeal.

8 If he knew our address he . . . come and see us.

9 . . . I come in? ~ Please do.

10 When he was a child he . . . *(they let him)* do exactly as he liked.

11 I think I left my glasses in your office. You . . . ask your secretary to look for them for me. *(request)*

12 He . . . be my brother *(I admit that he is)* but I don't trust him.

13 I . . . never see you again.

14 He... be on the next train. We . . . as well wait.

15 If we got there early we . . . get a good seat.

16 The police . . . *(have a right to)* ask a driver to take a breath test.

17 You ought to buy now; prices . . . go up.

18 I'll wait a week so that he . . . have time to think it over.

19 He isn't going to eat it; 1... as well give it to the dog.

20 You . . . at least read the letter. (/ *think you should.)*

21 You . . . have written, *(I am annoyed/disappointed that you didn 't.)*

22 We'd better be early; there . . . be a crowd.

23 Nobody knows how people first came to these islands. They . . . have sailed from South America on rafts.

24 You . . . *(have permission to)* use my office.

25 He said that we . . . use his office whenever we liked.

26 I don't think I'll succeed but I . . . as well try.

27 You ought to go to his lectures, you . . . learn something.

28 If we can give him a blood transfusion we . . . be able to save his life.

29 Two parallel white lines in the middle of the road mean that you . . . not overtake.

30 If I bought a lottery ticket I . . . win Ј1,000.

31 If you said that, he . . . be very offended.

32 I wonder why they didn't go. ~  
The weather . . . have been too bad.

33 Warning: No part of this book . . . be reproduced without the publisher's permission.

34 He has refused, but he . . . change his mind if you asked him again.

35 . . . I see your passport, please?

36 He . . . *(negative)* drive since his accident. *(They haven't let him drive.)*

**must** and **have to**Fill the spaces in the following sentences by inserting **must** or the present, future, or past form of **have to.**

1 She . . . leave home at eight every morning at present.

2 Notice in a picture gallery: Cameras, sticks and umbrellas . . . be left at the desk.

3 He sees very badly; he . . . wear glasses all the time.

4 1... do all the typing at my office.

5 You . . . read this book. It's really excellent.

6 The children . . . play in the streets till their mothers get home from work.

7 She felt ill and . . . leave early.

8 Mr Pitt . . . cook his own meals. His wife is away.

9 I hadn't enough money and I . . . pay by cheque.

10 I never remember his address; I always . . . look it up.

11 Employer: You . . . come to work in time.

12 If you go to a dentist with a private practice you . . . pay him quite a lot of money.

13 Father to small son: You . . . do what Mummy says.

14 My neighbour's child . . . practise the piano for three hours a day.

15 Doctor: I can't come now.  
Caller: You . . . come; he's terribly ill.

16 English children . . . stay at school till the age of 16.

17 In my district there is no gas laid on. People . . . use electricity for everything.

18 Notice above petrol pump: All engines . . . be switched off.

19 Mother to daughter: You . . . come in earlier at night.

20 The shops here don't deliver. We . . . carry everything home ourselves.

21 The buses were all full; I . . . get a taxi.

22 Notice beside escalators: Dogs and push chairs . . . be carried.

23 'Au pair' girls usually . . . do quite a lot of housework.

24 Tell her that she . . . be here by six. I insist on it.

25 When a tyre is punctured the driver . . . change the wheel.

26 Park notice: All dogs . . . be kept on leads.

27 She . . . learn how to drive when her local railway station is closed.

28 Railway notice: Passengers . . . cross the line by the footbridge.

29 I got lost and . . . ask a policeman the way.

30 Farmers . . . get up early.

31 If you buy that television set you . . . buy a licence for it.

32 When I changed my job I . . . move to another flat.

33 Waiters . . . pay tax on the tips that they receive.

34 Father to son: I can't support you any longer; you . . . earn your own living from now on.

35 Railway notice: Passengers . . . be in possession of a ticket.

36 Whenever the dog wants to go out 1... get up and open the door.

**must not and need not**

Use **must not or need not** to fill the spaces in the following sentences.

1 You . . . ring the bell; I have a key.

2 Notice in cinema: Exit doors . . . be locked during performances.

3 You . . . drink this: it is poison.

4 We . . . drive fast; we have plenty of time.

5 You . . . drive fast; there is a speed limit here.

6 Candidates . . . bring books into the examination room.

7 You . . . write to him for he will be here tomorrow.

8 We . . . make any noise or we'll wake the baby.

9 You . . . bring an umbrella. It isn't going to rain.

10 You . . . do all the exercise. Ten sentences will be enough.

11 We . . . reheat the pie. We can eat it cold.

12 Mother to child: You . . . tell lies.

13 You . . . turn on the light; I can see quite well.

14 You . . . strike a match; the room is full of gas.

15 You . . . talk to other candidates during the exam.

16 We . . . make any more sandwiches; we have plenty now.

17 You . . . put salt in any of his dishes. Salt is very bad for him.

18 You . . . take anything out of a shop without paying for it.

19 You . . . carry that parcel home yourself; the shop will send it.

20 You . . . clean the windows. The window-cleaner is coming tomorrow.

21 Mother to child: You . . . play with matches.

22 Church notice: Visitors . . . walk about the church during a service.

23 1... go to the shops today. There is plenty of food in the house.

24 You . . . smoke in a non-smoking compartment.

25 Police notice: Cars . . . be parked here.

26 We . . . open the lion's cage. It is contrary to Zoo regulations.

27 You . . . make your bed. The maid will do it.

28 I want this letter typed but you . . . do it today. Tomorrow will do.

29 I'll lend you the money and you . . . pay me back till next month.

30 We . . . climb any higher; we can see very well from here.

31 You . . . look under the bed. There isn't anybody there.

32 You . . . ask a woman her age. It's not polite.

33 You've given me too much. ~  
You . . . eat it all.

34 We . . . forget to shut the lift gates.

35 Mother to child: You . . . interrupt when I am speaking.

36 If you want the time, pick up the receiver and dial 8081; you . . . say anything.

**need not** and **don't have to** etc.

Replace the words in bold type by **need** **not/need I**? etc., or a negative or interrogative **have to** form.  
 I've been invited to a wedding; but I can't go. **Will it be** necessary for me to send a present?  
*Shall I have to send a present?*

1 **It isn't necessary for him** to go on working. He has already reached retiring age.

*{He . . .)*

2 **Was it necessary for you to** wait a long time for your bus?

3 **It isn't necessary for me to** water my tomato plants every day.

**4 It will be necessary for them to** get up early when they go out to work every day.

5 We had to stop at the frontier but we **were not required to** open our cases.

6 It wasn't necessary to walk. He took us in his car. *(We . . .)*

*7* My employer said, **1 shan't require** you tomorrow.' *(You . . . come.)*

8 **It is never necessary for me to** work on Saturdays.

9 When I am eighteen I'll be of age. Then **it won't be necessary to** live at home if I don't want to.

10 New teacher to his class: **It isn't necessary for you** to call me 'Sir'; call me 'Bill'.

11 **Will it be necessary for us to** report this accident to the police?

12 When you buy something on the installment system you **are not required to** pay the whole price at once.

13 Did you know enough English to ask for your ticket?  
 **It wasn't necessary** to say anything. I bought my ticket at a machine.

14 **It isn't necessary to** buy a licence for a bicycle in England. *(We . . .)*

**15 Is it essential for you to** finish tonight?

16 **Is it necessary for people to** go everywhere by boat in Venice?

17 **Will it be necessary for me to** sleep under a mosquito net?

18 Most people think that civil servants **are not required to** work very hard.

19 **It wasn't necessary to swim**. We were able to wade across.

20 **It isn't necessary for you to** drive me to the station. I can get a taxi.

21 Our plane was delayed so we had lunch at the airport. But **it wasn't necessary to** pay for the lunch. The airline gave it to us.

22 **Is it obligatory for us to** vote?

23 When you were a child **were you required to** practise the piano?

24 I saw the accident but fortunately **it wasn't necessary for me to** give evidence as there were plenty of other witnesses.

25 Small boy to friend: **It won't be necessary for you** to work hard when you come to my school. The teachers aren't very strict.

26 They had plenty of time. **It wasn't necessary for them to** hurry.

27 **Is it necessary for you to** take your dog with you everywhere?

28 What time **was it necessary for you to** leave home?

29 I brought my passport but I **wasn't required to** show it to anyone.

30 I missed one day of the exam. **Will it be necessary for me to** take the whole exam again?

31 Is it really necessary for you to practise the violin at 3 a.m.?

32 Everything was done for me. It wasn't necessary for me to do anything.

33 Are French children **obliged to** go to school on Saturdays?

34 I was late for the opera. ~

**Was it necessary for you to** wait till the end of the first act before finding your seat?

35 He repaired my old watch so it wasn't necessary for me to buy a new one after all.

36 **Were you required to** make a speech?

**must, can't** and **needn't** with the perfect infinitive  
**must** + perfect infinitive is used for affirmative deductions.  
**can't/couldn't** + infinitive is used for negative deductions.  
**needn't** + perfect infinitive is used for a past action which was unnecessary but was performed.

Fill the spaces in the following sentences by using one of these forms + the perfect infinitive of the verbs in brackets.

1 Did you hear me come in last night? ~  
No, I . . . (be) asleep.

2 I wonder who broke the wineglass; it . . . (be) the cat for she was out all day.

3 You . . . (help) him. ( *You helped him but he didn 't need help.)*

4 I had my umbrella when I came out but I haven't got it now. ~

You . . . (leave) it on the bus.

5 He . . . (escape) by this window because it is barred.

6 I . . . (give) Ј10. Ј5 would have been enough.

7 I saw a rattlesnake near the river yesterday. ~  
You . . . (see) a rattlesnake. There aren't any rattlesnakes in this country.

8 He is back already. ~  
He . . . (start) very early.

9 He returned home with a tiger cub. ~  
His wife (be) very pleased about that.

10 I bought two bottles of milk. ~  
You . . . (buy) milk; we have heaps in the house.

11 I phoned you at nine this morning but got no answer. ~  
 I'm sorry. I . . . (be) in the garden.

12 I left my bicycle here and now it's gone. ~  
Someone . . . (borrow) it.

13 When she woke up her watch had vanished. ~  
 Someone . . . (steal) it while she slept.

14 I've opened another bottle. ~  
You . . . (do) that. We've only just started this one.

15 The machine said, 'You weigh 65 kilos,' and I said, Thank you.' ~  
You . . . (say) anything.

16 I told him to turn left and he immediately turned right! ~  
He . . . (understand) you.

17 Perhaps he swam across. ~  
No, he . . . (do) that; he can't swim.

18 Do you remember reading about it in the newspapers? ~  
No, I . . . (be) abroad at the time.

19 He . . . (walk) from here to London in two hours. It isn't possible.

20 He was very sick last night. ~  
The meat we had for supper . . . (be) good.

21 There was a dock strike and the liner couldn't leave port. ~  
The passengers . . . (be) furious.

22 We went to a restaurant and had a very good dinner for Ј3. ~

You . . . (have) a very good dinner if you only paid Ј3.

23 I have just watered the roses. ~  
You . . . (water) them. Look, it's raining now!

24 That carpet was made entirely by hand. ~  
It . . . (take) a long time.

25 The door was open. ~

It . . . (be) open. I had locked it myself and the key was in my pocket.

26 He said that he watered the plants every day. ~  
He . . . (water) them. If he had they wouldn't have died.

27 He came out of the water with little red spots all over his back. ~

He . . . (be) stung by a jelly-fish.

28 We've sent for a doctor. ~  
You . . . (send) for him. I am perfectly well.

29 I've made two copies. ~  
You . . . (make) two. One would have been enough.

30 There was a terrible crash at 3 a.m. ~  
That . . . (be) Tom coming in from his party.

31 I had to get down the mountain in a thick fog. ~  
That . . . (be) very difficult.

32 I saw Ann in the library yesterday. ~  
You . . . (see) her; she is still abroad.

33 How did he get out of the house? He . . . (come) down the stairs for  
they were blazing.

34 You . . . (lend) him your map. He has one of his own.

35 I spoke in English, very slowly. ~  
You . . . (speak) slowly. He speaks English very fluently.

36 He was found unconscious at the foot of the cliff. He . . . (fall) 200 metres.

**Самостійна робота 19-20.**

**HOW THE USE OF NUMBERS BEGAN**

Many thousands of years ago this was a world without numbers. Nobody missed them. Everyone knew just what belonged to him and what not. If a cow was missing, the owner knew it was gone, not by counting cows, but for the same reason your mother would know if you did not come home for dinner.

But some people acquired more and more property. They would count1 one cow, two cows, three cows; one vase, two vases, three vases; always one, two, three or more of something they owned or saw.

How far we have advanced from the time of our ancestors! Today, using numbers, numerals and mathematics, man builds bridges, skyscrapers, flies off the earth like a bird, even measures the distance to the moon and the brightness of the light given off by the firefly. But just as important though not so exciting, is that he can tell the time, pay the grocer, count the runs in a baseball game and use the same numbers in many different ways in everyday life.

So you see, mathematics and numbers, from simple arithmetic to complex algebraic and geometric calculations, are important to life in our time.

*Roman Numerals.* The Romans used seven capital letters to represent numbers. They mixed them together to form many different combinations.

The Roman system of numbers is based upon the letters, I, V, X, C, D and M.

This is what each letter represents:

Roman Numeral I V X L С D M

Hindu-Arabic Numeral 1 5 10 50 100 500 1000

*Notes:*

1 they would count — вони зазвичай рахували

2 just as important — так само важливо

**EXERCISES**

**I. Read the following words paying attention to the pronunciation:**

acquire, advance, ancestors, skyscrapers, firefly, exciting, brightness, light, algebraic, geometric.

**II. Form nouns of the following words:**

to count, to advance, to use, to build, to fly, to pay, to represent.

**III. Form adjectives of the following words by adding the**

suffixes -ful, -less, -able and translate them:

use, need, reason, count, represent.

**IV. Answer the following questions:**

1. When did people begin to count?

2. For what purposes do we use numbers?

3. Why are mathematics and numbers important?

4. What letters did the Romans use to represent numbers?

**V. Translate into Ukrainian:**

Primitive man knew only ten number-sounds. The reason was that he counted in the way a small child counts today, one by one, making use of his fingers. The needs and possessions of primitive man were few: he required no large numbers.

When he wished to express a number greater than ten he simply combined certain of the ten sounds connected with his fingers. Thus, if he wished to express "one more than ten" he said "one-ten" and so on.

**VI. Make up sentences of your own using the words and expressions given below:**

acquire, property, advance, measure, important, calculations, for the same reason, just as important, to make use of, in everyday life, in the same way, in a different way.

**HOW WE READ AND WRITE NUMBERS**

To make it easier to read large numbers, we separate the figures of the numbers by commas into groups of three, counting from right to left. Each group is called a period and has its own name.

The system of numbers we use, called Arabic system, is a decimal system: that is, it is based on tens. In this system, the value a digit represents is determined by the place it has in the number; if a digit is moved to the left one place, the value it represents becomes ten times as great.

Zero in the decimal system is a "place-holder"; in the number 30, the zero shows that 3 has been moved to the left one place, thus counting tens instead of ones. The place value in numbers is shown below:

682,000,000,000 847,000,000 136,000 592

Billions Millions Thousands Ones

These numbers are read: six hundred eighty-two billion, eight hundred forty-seven million, one hundred thirty-six thousand, five hundred and ninety-two.

682,000,000,000 847,000,000 136,000 592

Billions Millions Thousands Ones or Units

4 periods 3 periods 2 periods 1 period

*Rule to Remember:* a) All periods of a number contain three digits, or places (the first period on the left may or may not), b) Zero is used as a place-holder.

*Average.* When we want to find a single number that will represent all the numbers in a group of unequal numbers or quantities we find the average (or arithmetic mean).

To find the average of a group of unequal numbers, we add the numbers and then divide their sum by the number of addends.

Notes:

1 to make it easier to read — для того, легше легче читати

2 is determined by the place — визначається місцем

3 ten times as great — в десять разів більше

**EXERCISES**

**I. Read the following words paying attention to the pronunciation:**

to separate, period, system, zero, average, digit, unequal.

**II. Form nouns of the following verbs:**

to read, to count, to move, to place, to contain, to find, to determine, to represent.

**III. Make up sentences of your own using the words and expressions given below:**

quantity, unequal, sum, to make it easier to read, to separate the figures of the number, to be determined by, ten times as great, ten times as small.

**IV. Answer the following questions:**

1. Why do we separate the figures of the numbers by commas?

2. How is each group of three figures called?

3. How is the system of numbers we use called?

4. How many digits does a period of a number contain?

5. How do we find the average of unequal numbers?

**V. Translate into Ukrainian:**

Our present-day number-symbols are Hindu characters. It is important to notice that no symbols for zero occur in any of these early Hindu number system. They contain symbols for numbers like twenty, forty, and so on. A symbol for zero had been invented in India. The invention of this symbol for zero was very important, because its use enabled the nine Hindu symbols 1, 2, 3, 4, 5, 6, 7, 8 and 9 to suffice

for the representation of any number, no matter how great. The work of a zero is to keep the other nine symbols in their proper place.

**VI. Translate into English:**

Десяткова система нумерації виникла в Індії. Згодом її стали називати «арабською», тому що вона була перенесена в Європу арабами. Цифри, якими ми тепер користуємося, теж називаються арабськими. У цій системі особливо важливе значення має десять, і тому система носить назву десяткової системи нумерації. Щоб легше читати багатозначні числа, ми відокремлюємо (separate) цифри в них комами по три в групі. Групу з трьох цифр ми називаємо періодом.

**Самостійна робота 21-22.**

**ADDING, SUBTRACTING, MULTIPLYING AND DIVIDING THE WHOLE NUMBERS**

The result of additions of numbers is called the sum or total of the numbers. The numbers to be added1 are called the addends. In adding a series of numbers, begin with the column at the right. If the sum of a column of digits is ten or larger, carry the tens digits and add it to the sum of the digits in the next column to the left. Careless mistakes are sometimes made because the work was not checked. It is always wise therefore to check your answer.

In subtracting whole numbers, the number which is to be made smaller2, or diminished is called the minuend; the number "taken away" or subtracted is called subtrahend. The answer is the difference between the minuend and the subtrahend and it is called the remainder, or difference. In checking a subtraction example, add the remainder and the subtrahend. If your answer is correct, the result obtained by addition equals the minuend.

In multiplication, the number by which you multiply is called the multiplier, the number being multiplied is called the multiplicand. The number resulting from the multiplication is called the product. Multiplication can be checked by interchanging the multiplier and multiplicand and multiplying again. Remember that the product of any number multiplied by zero is zero. The product of any number multiplied by one is the same number. The order in which numbers are multiplied does not change the product.

In division, the number that is to be divided is called the dividend. The number by which the dividend is to be divided is called the divisor. The answer is called the quotient. The remainder is what is left over after the dividend has been divided into equal parts. If there is a remainder, it may be written over the divisor and expressed as a fraction in the quotient.

**EXERCISES**

**I. Read the following words paying attention to the pronunciation:**

to add, addends, adding, to subtract, subtrahend, minuend, remainder, to multiply, product, dividend, divisor, quotient.

**II. Give all possible derivatives of the following verbs:**

to differ, to check, to answer, to change, to obtain.

**III. Make up sentences of your own using the words and expressions given below:**

the numbers to be added, the exercise to be checked, the work to be done, the number to be divided, can be made, can be divided, can be checked.

**IV. Answer the following questions:**

1. How is the result of addition called?

2. What do we do while adding a series of numbers?

3. Why do we sometimes make mistakes in adding numbers?

4. What is the result of subtracting whole numbers called?

5. How do we check a subtraction example?

6. What is the result of multiplication called?

7. What is the result of division called?

**V. Make up 6 questions to the text and answer them.**

**VI. Translate into Ukrainian:**

Signs of Operations Used in Arithmetic. The signs most used in arithmetic to indicate operations with numbers are plus (+), minus (—), multiplication (х), and division ( : ) signs. When either of these is placed between any two numbers it indicates respectively that the sum, difference, product, or quotient of the two numbers is to be found. The equality sign (=) shows that any indicated operation or combination of numbers written before it (on the left) produces the result or number written after it.

**VII. Learn by heart:**

Five times five are twenty five; five times six are thirty;

five times seven are thirty five; five times eight are forty;

five times nine are forty five; five times ten are fifty;

five times eleven are fifty five; five times twelve are sixty;

six times nine are fifty four; six times ten are sixty;

seven times nine are sixty three, seven times ten are seventy;

eight times nine are seventy two; eight times ten are eighty;

nine times nine are eighty one; nine times ten are ninety.

**VIII. Translate into English:**

Числа, які потрібно скласти, називаються доданками, а результат додавання, тобто число, отримане при додаванні, називається сумою.

Відніманням називається дія, за допомогою якої (by means of which) пo даній сумі і одному даному доданку відшукується інший доданок.

Число, яке множать, називається множене; число, на яке множать, називається множником. Результат дії, тобто число, отримане при множенні, називається добутком.

Число, яке ділять, називається діленим; число, на яке ділять, називається дільником; число, яке здобувається в результаті ділення, називається частка.

**FRACTIONS AND THEIR MEANING**

A fraction represents a part of one whole thing. A fraction indicates that something has been cut or divided into a number of equal parts. For example, a pie has been divided into four equal parts. If you eat one piece of the pie, you have taken one part out of four parts. This part of the pie can be represented by the fraction 1/4. The remaining portion of the pie, which consists of1 three of the four equal parts of the pie, is represented by the fraction 3/4.

In a fraction the upper and lower numbers are called the terms of the fraction. The horizontal line separating the two numbers in each fraction is called the fraction line. The top term of a fraction or the term above the fraction line is called the numerator; the bottom term or the term below, the fraction line is called the denominator.

A fraction may stand for part of a group. There is a group of 5 apples. Each is 1/5 (one fifth) of the group. If we take away 2 apples, we say that we are removing 2/5 of the number of apples present. If we take away 3 apples, we are removing 3/5 of the apples present. In this instance, a fraction is being used to stand for a part of a group.

A fraction also indicates division. For example: one apple was divided into eight parts and the man has eaten one part. Therefore he has eaten 1/8 of the apple. How much of the apple is left? How many eighths are in the whole apple?

*Principle to Remember.* If in any fraction the numerator and denominator are equal, the fraction is equal to 1.

*Notes:*

1 to consist of — складатися з

2 is represented by (the fraction) — виражений (дробом)

3 may stand for — може означати

**EXERCISES**

**I. Read the following words paying attention to the pronunciation:**

sign, piece, upper, numerator, denominator, number, fraction.

**II. Make up sentences of your own using the words and expressions given below:**

remaining portion, equal, to apply, to consist of, represented by, may stand for, is being used, to indicate.

**III. Answer the following questions:**

1. What does a fraction represent?

2. What do we call "the terms of fractions"?

3. What is the numerator? (denominator?)

4. What does a fraction indicate?

5. When is the fraction equal to 1?

**IV. Translate into Ukrainian:**

The horizontal line separating the two numbers in each fraction is called the fraction line. The number above the fraction line is the numerator and that below is the denominator of the fraction. The denominator names the fractional unit and the numerator indicates the number of those units contained in the fraction.

**V. Translate into English:**

Дріб являє собою частину цілого. Число, що стоїть над рискою, називається чисельником дробу. Число, що стоїть під рискою, називається знаменником дробу. Чисельник і знаменник називаються членами дробу.

**Самостійна робота 23-24.**

**MODULE 3**

**TYPES OF FRACTIONS**

*Common Fraction.* A common fraction is a number that has the numerator and the denominator represented by numbers placed the one above, and the other below, a horizontal line. 3/7 is a common fraction.

*Proper Fraction.* If the numerator of a fraction is less than denominator the fraction is called a proper fraction. The value of a proper fraction is always less than 1. 6/7, 1/5 and 9/10 are proper fractions.

*Improper Fraction.* If the numerator of a fraction is equal to1 or larger than the denominator, the fraction is called a improper fraction. The value of an improper fraction is equal to or larger than 1. 5/3, 3/2, 8/8 are improper fractions.

*Mixed number.* A number which consists of a whole number and a fraction is called a mixed number. 2 1/9 кг , 5 1/4 are mixed numbers.

*Reducing a Fraction to Lower Terms.* For convenience and clarity a fraction must always be expressed in its simplest form. That is, it must be reduced to its lowest terms. To reduce a fraction to its lowest terms2, divide the numerator and the denominator by the largest number that will divide into both of them evenly.

The process of crossing all common factors out of numerator and denominator is called the reduction of a fraction to its lowest terms. The greatest (largest) quantity which is a common divisor of two or more quantities is called a greatest common divisor of these quantities. It is written G.C.D.

*Notes:*

1 is equal to — дорівнює

2 to reduce a fraction to its lowest terms — щоб скоротити дріб

**EXERCISES**

**I. Read the following words paying attention to the pronunciation:**

reduce, value, both, other, mixed, proper, improper.

**II. Give all possible derivaties of the following words:**

value, convenience, to represent, to express, to divide.

**III. Make up sentences of your own using the words and expressions given below:**

evently, to reduce to, for the convenience, expressed in, is equal to.

**IV. Answer the following questions:**

1. What is a common fraction called?

2. What is a proper fraction called?

3. Is the value of a proper fraction more or less than 1?

4. What do we call mixed numbers?

5. How do you reduce a fraction to its lower terms?

**V. Put 6 questions to the text.**

**VI. Translate into Ukrainian:**

Fractions indicate division, the numerator being a dividend, the denominator a divisor, and the value of the fraction the quotient.

A fraction can be reduced to lower terms if the numerator and the denominator are divisible by a single number, that is if they have a common divisor. In order to reduce a fraction to its lowest terms, therefore, it is seen at once that the greatest common divisor must be used.

**VII. Translate into English:**

Дріб, у якого чисельник менше знаменника, називається правильним дробом. Правильний дріб менше одиниці.

Дріб, у якого чисельник дорівнює знаменнику або більше його, називається неправильним дробом. Таким чином, неправильний дріб або дорівнює одиниці, або більше її.

Числа, які складаються з цілого числа і дробу, називаються змішаними числами.

Скороченням дробу називається заміна його іншим, рівним йому дробом з меншими членами, шляхом ділення чисельника і знаменника на одне і те саме число. Це число є найбільшим спільним дільником чисельника і знаменника.

**ADDITION, SUBTRACTION, MULTIPLICATION AND DIVISION OF FRACTIONS**

To add fractions having the same denominator (like fractions) add their numerators and write the sum over the common denominator (do not add the denominators). Reduce the resulting fraction to lowest terms.

To add fractions having different denominators (unlike fractions) the fractions must be changed1 to equivalent fractions which have the same or a common denominator. The least number which will be a common denominator, for example, of 2/3 and 3/5 is 15. 15 is the least common denominator, or lowest common denominator of 2/3 and 3/5. The least common denominator is sometimes denoted by the letters L.C.D.

To subtract fractions having the same denominator subtract the numerators and write the difference over the common denominator (do not subtract denominators).

To subtract fractions having different denominators first change the fractions to equivalent fractions having a common denominator. To subtract the fractions when they have a common denominator, subtract the numerators and write the difference over the denominator.

To multiply a mixed number and a fraction: 1) reduce the fraction to its lowest terms; 2) change the mixed number to an improper fraction; 3) multiply the two numerators to obtain the numerator of the answer; 4) multiply the denominators to obtain the denominator of the answer; 5) reduce the fraction obtained when possible. Reduction can be done by dividing a numerator and denominator by the same number. The numbers that are divided are crossed out, and the quotients are written as the new numerator and the new denominator.

To divide a whole number by a fraction, multiply the whole number by the denominator of the fraction and divide the result by the numerator of the fraction.

**EXERCISES**

**I. Read the following words paying attention to the pronunciations:**

subtract, unlike, multiply, result, change, cross, equivalent, quotient.

**II. Form verbs of the following nouns:**

subtraction, multiplication, division, addition, difference, equality.

**III. Make up sentences of your own using the words and expressions given below:**

to change to, to cross out, must be changed, can be done, divide the result by, write over, write under.

**IV. Answer the following questions:**

1. What should one do in order to add fractions having the same denominator? (different denominators?)

2. What should one do in order to subtract fractions having the same denominator (different denominators?)

3. How do you multiply fractions having the same (different) denominators?

4. How do you multiply a mixed number and a fraction?

**V. Put 6 questions to the text and answer them.**

**VI. Translate into Ukrainian:**

When fractions have a common denominator, they can be added by simply adding the numerators and writing the sum over the same denominator. Any fractions with a common denominator are subtracted by subtracting the numerator of the subtrahend fraction from that of the minuend fraction, and writing the remainder over the common denominator to form the remainder fraction. Thus to add or subtract fractions, first change them into ones with the L.C.D., and then add or subtract the numerators, writing the result as the numerator of a fraction with the common denominator. This fraction is the desired sum or difference respectively.

To multiply a fraction by a whole number, multiply the numerator by that number, and write the product as the numerator of a new fraction with the same denominator. This fraction is the desired product. In order to divide a fraction by any number, multiply the denominator by that number.

**VII. Translate into English:**

Щоб скласти дроби з однаковими знаменниками, треба скласти їх чисельники і залишити той же знаменник.

Щоб скласти дроби з різними знаменниками, потрібно попередньо (beforehand) привести їх до найменшого спільного знаменника, скласти їх чисельники і написати найменший спільний знаменник.

Щоб відняти дріб з дробу, потрібно попередньо привести дроби до найменшого спільного знаменника, потім з чисельника зменшуваного дробу відняти чисельник дробу, що віднімається і під отриманої різницею написатинайменший спільний знаменник.

Щоб помножити дріб на ціле число, потрібно помножити на це ціле число чисельник, і залишити той же знаменник.

Щоб розділити дріб на ціле число, потрібно помножити на це число знаменник, а чисельник залишити той самий.

**Самостійна робота 25-26.**

**CHANGING FRACTIONS**

The numerator and denominator of a fraction may be multiplied by the same number without changing the value of the fraction. The resulting equivalent fraction is actually the same fraction expressed in higher terms.

To change a mixed number to an improper fraction we must: 1) multiply the denominator of the fraction by the whole number; 2) add the numerator of the fraction to the product of the multiplication; 3) write the result over the denominator.

To change an improper fraction to a whole or a mixed number we must divide the numerator by the denominator. If there should be a remainder, write it over the denominator. The resulting fraction should then be reduced to its lowest terms.

To change a whole number io an improper fraction with a specific denominator: 1) multiply the specific denominator and the whole number; 2) write the result over the specific denominator.

*Comparing Fractions.* Fractions can be compared. To compare unlike fractions we must change them to equivalent fractions so that all have like denominators.

When fractions have different numerators but the same denominator, the fraction having the largest numerator has the greatest value.

When fractions have different denominators but the same numerator, the fraction having the largest denominator has the smallest value.

**EXERCISES**

**I. Read the following words paying attention to the pronunciation:**

express, high, whole, compare, specific, actually.

**II. Give as many derivatives as you can of the following words:**

to express, actually, result, high, to remain.

**III. Make up sentences of your own using the words and expressions given below:**

expressed in higher terms, mixed number, to change a fraction, to change a whole number, can be compared, can be multiplied, without changing, without dividing, without comparing.

**IV. Answer the following questions:**

1. What is an equivalent fraction?

2. How do you change a mixed number to an improper fraction?

3. How do you change an improper fraction to a whole number or mixed number? 4. How do you change a whole number to an improper fraction with a specific denominator?

5. What must you do to compare unlike fractions?

6. How do you compare fractions?

**V. Put 6 questions to the text and answer them.**

**VI. Translate into Ukrainian:**

When denominators and numerators of different fractions are both different, the values of the fractions cannot be compared until they are converted so as to have the same denominators.

Since fractions indicate division, all changes in the terms of a fraction (numerator and denominator) will affect its value (quotient) according to the general principles of division. These relations constitute the general principles of fractions.

**VII. Translate into English:**

Щоб перетворити змішане число в неправильний дріб, потрібно ціле число помножити на знаменник дробу, до добутку додати чисельник і зробити цю суму чисельником шуканого (sought for) дробу, а знаменник залишити тим самим.

Щоб перетворити неправильний дріб у змішане число, потрібно чисельник дробу розділити на знаменник і знайти залишок. Частка покаже число цілих одиниць; залишок потрібно взяти як чисельник, а знаменник залишити колишнім.

Якщо чисельник дробу зменшити в кілька разів, не змінюючи знаменника, то дріб зменшиться в стільки ж разів.

Якщо чисельник і знаменник дробу збільшити в однакове число разів, то дріб не зміниться.

**GRAPHS**

A graph represents numerical relationship in visual form. By use of a graph we can show the relation between certain sets of numbers in an interesting, pictorial manner so that they can actually be seen.

The most commonly used graphs are: the pictograph, the bar graph, the line graph and the circle graph. In a pictograph, each picture or symbol represents a definite quantity. In a pictograph we use pictures of objects to represent numbers. The length of bars in a bar graph represents numerical facts. The bars are of varying length but of the same width. They are usually used to show size or amount of different items or size or amount of the same item at different times. The bars of a vertical bar graph are drawn straight up and down, that is at right angles with the horizontal base line of the graph. The bars of a horizontal bar graph are drawn across the page.

The line graph shows the changes in a quantity by the rising or falling of a line. The position of the line with relation to2 the horizontal and vertical scales represents numerical facts. The line connects a number of points.

An apportionment or distribution graph shows the relationship of all parts of a particular whole. The whole graph represents 100%. A chart which consists of a circle broken down into subdivision is called a circle graph. A circle graph is used to show how all the parts are related to the whole. The entire circle, which equals 360°, represents the entire thing.

*Notes:*

1 are used to show — використовуються для того, щоб показати

2 with relation to — по відношенню до

**EXERCISES**

**I. Read the following words paying attention to the pronunciation:**

graph, pictograph, circle, straight, right, visual, present, item, interesting, time, entire, page, change, chart.

**II. Make up sentences of your own using the words and expressions given below:**

can present, visual form, with relation to, is used to show, bar graph, line graph, pictograph.

**III. Answer the following questions:**

1. What does a graph present? 2. What can we do by using a graph? 3. What are the most commonly used graphs? 4. What is the difference between a pictograph and the bar graph? 5. How are the bars of a vertical (horizontal) graph drawn? 6. What do we call a circle or a line graph?

**IV. Put 6 questions to the text.**

**V. Translate into Ukrainian:**

Graphs are used very frequently in newspapers, magazines, textbooks and reference books. Graphs picture facts and figures so clearly that one can understand them at a glance.

Graph is the picture of mathematical equation. It is a method of showing on squared paper the changes in value of an expression containing unknown quantities when one of the unknown quantities is given various definite values. Any other unknown quantity is dependent in some way on the value of the first unknown quantity, which is called the independent value.

**VI. Translate into English:**

Діаграми, що зустрічаються найчастіше – це піктограми, діаграми у вигляді стовпців, діаграми у вигляді кола і лінійні діаграми.  
Розподільна діаграма показує співвідношення всіх частин одного цілого.

Діаграми зазвичай використовуються, щоб показати розмір або кількість різних предметів або розмір і кількість одного і того ж предмета/предметів в різний час.

**Самостійна робота 27-28.**

**ALGEBRA**

**THE NATURE OF ALGEBRA**

Algebra is a generalization of arithmetic. Each statement of arithmetic deals with1 particular numbers: the statement (20+4)2=202+2x20x4+42=576 explains how the square of the sum of the two numbers, 20 and 4, may be computed.2 It can be shown3 that the same procedure [prə'si:ʤə] applies if the numbers 20 and 4 are replaced by any two other numbers. In order to state the general rule, we write symbols, ordinarily letters, instead of4 particular numbers. Let the number 20 be replaced5 by the symbol **a**, which may denote any number, and the number 4 by the symbol **b**. Then the statement is true6 that the square of the sum of any two numbers **a** and **b** can be computed by the rule (a+b)2=a2+2aхb+b2.

This is a general rule which remains true no matter what7 particular numbers may replace the symbols **a** and **b**. A rule of this kind is often called a formula ['fɔːmjələ] (formulae ['fɔːmjuli:]).

Algebra is the system of rules concerning the operations with numbers. These rules can be most easily stated as formulas in terms of letters, like the rule given above for squaring the sum of two numbers.

The outstanding characteristic of algebra is the use of letters to represent numbers. Since the letters used represent numbers, all the laws of arithmetic hold for8 operations with letters.

In the same way, all the signs which have been introduced to denote relations between numbers and the operations with them are likewise used with letters.

For convenience9 the operation of multiplication is generally denoted by dot as by placing the letters adjacent [ə'ʤeɪs(ə)nt] to each other. For example, **a**x**b** is written simply as **ab**.

The operations of addition, subtraction, multiplication, division, raising to a power and extracting roots are called algebraic expressions.

Algebraic expressions may be given a simpler form by combining similar terms. Two terms are called similar, if they differ only in their numerical factor (called a coefficient [kəuɪ'fɪʃ(ə)nt]).

Algebraic expressions consisting of more than one term are called multinomials ['mʌltɪnɔmɪəl]. In particular, an expression of two terms is a binomial, an expression of three terms is a trinomial. In finding the product of multinominals we make use of the distributive law.

*Notes:*

1 to deal with — мати справу з, розглядати

2 may be computed — може бути обрахований

3 it can be shown — можна показати

4 instead of — замість

5 let the number 20 be replaced — замінимо число 20

6 then the statement is true — тоді твердження є справедливим

7 no matter what — не залежно від того, як

8 to hold for — підходить для

9 for convenience — для зручності

**EXERCISES**

**I. Read the following words paying attention to the pronunciation:**

concern, length, letters, generally, mental, check, arithmetic, width, inch, its, division, addition, which, consider, close, total, cost, only.

**II. Form nouns and translate them:**

add, divide, multiply, subtract, operate, state, express, represent, introduce.

**III. Form adverbs of the following words by adding the suffix -ly and translate them:**

general, ordinary, particular, simple, similar, different.

**IV. Make up sentences of your own using the words and expressions given below:**

to deal with, concerning, it can be shown, may be computed, remains true, for convenience, to square, in particular, to extract a root, in terms of letters.

**V. Answer the following questions:**

1. What is the relationship between arithmetic and algebra? 2. In what operations in arithmetic do we use numbers? 3. What do we use in algebra to represent numbers? 4. What may a formula be considered? 5. What examples of the close

relationship between arithmetic and algebra can you give?

**VI. Translate into Ukrainian:**

Algebra is used in many walks of life, from that of the philosopher to that of the manual labour. The skilled worker may use algebra to determine the location of the centre or the size of holes he must drill. Doctors, engineers, and scientists use algebra in their research.

By the use of algebra we can reduce complex problems to simple formulas. We can find the answer to problems about the universe, and problems of sewing, building, cooking, measuring, buying and selling as well.

**VII. Translate into English:**

Алгебра – це система правил, що стосуються дій з числами. В алгебрі числа позначаються буквами, а не цифрами. Оскільки букви позначають числа, всі закони арифметики придатні для дій з буквами. Знаки, які використовуються для дій з цифрами, також вживаються для букв.

**SIGNS USED IN ALGEBRA**

In algebra, the signs plus (+) and minus (—) have their ordinary meaning, indicating addition and subtraction and also serve to distinguish between opposite kinds of numbers, positive (+) and negative (—). In such an operation as +10—10=0, the minus sign means that the minus 10 is combined with the plus 10 to give a zero result or that 10 is subtracted from 10 to give a zero remainder.

The so-called "double sign" (±), which is read "plus-or-minus", is sometimes used. It means that the number or symbol which it precedes may be "either plus or minus3" or "both plus and minus".

As in arithmetic, the equality sign (=) means "equals" or "is equal to".

The multiplication sign (X) has the same meaning as in arithmetic. In many cases, however, it is omitted. A dot (•) placed between any two numbers a little above the line (to distinguish it from a decimal point) is sometimes used as a sign of multiplication.

The division sign (:) has the same meaning as in arithmetic. It is frequently replaced by the fraction line; thus 6/3 means the same as 6 : 3 and in both cases the result or quotient is 2. The two dots above and below in the division sign indicate the position of the numerator and denominator in a fraction, or the dividend and divisor in division.

Parentheses ( ), brackets [ ], braces { }, and other inclosing signs are used to indicate that everything between the two signs is to be treated as5 a single quantity and any sign placed before it refers to everything inside as a whole and to every part of the complete expression inside.

Another sign which is sometimes useful is the sign which means "greater than" or "less than". The sign (>) means "greater than" and the sign (<) means "less than". Thus, a>6 means that "a is greater than 6", and 3<5 means "3 is less than 5".

The sign three dots at the corners of a triangle, means "hence" or "therefore".

**EXERCISES**

**I. Read the following words paying attention to the pronunciation:**

algebra, also, double, triangle, product» quotient, quantity, frequently, sign, minus, combine, twice, inside, sum, number, meaning, between, complete, parentheses, arithmetic, fraction, subtraction, operation.

**II. Form nouns of the following words:**

to indicate, to add, to operate, to subtract, to mean, to express, to divide, to place, to differ.

**III. Make up sentences of your own using the words and expressions given below:**

serve to distinguish, to give a zero result, to give a zero remainder, combine with, both plus and minus, either plus or minus.

**IV. Answer the following questions:**

1. What signs are used in algebra?

2. What do signs (+) and (—) indicate?

3. How is the sign (±) read?

4. What is the equality sign?

5 What is the meaning of the multiplication sign?

6. What is the meaning of the division sign?

7. What does the expression (a+b) mean?

**V. Translate into Ukrainian:**

ab means the same as axb and 2xc means the same as 2c, twice с. We cannot write 23, however, for 2X3 as 23 has another meaning, namely, the number twenty three.

Therefore, in general, the multiplication sign (x) may be omitted between algebraic symbols or between an algebraic symbol and an ordinary arithmetical number, but not between two arithmetical numbers.

Another sign which is sometimes used is the inclined fraction line (/); thus 6/3 means the same as 6:3. This form has the advantage of being compact and also allowing both dividend and divisor (or numerator and denominator) to be written or printed on the same line.

**VI. Translate into English:**

В алгебрі ми використовуємо такі знаки: плюс, мінус, знак рівності, знак множення, знак ділення, дужки круглі, квадратні і фігурні, знак «більше», знак «менше » та інші. Знак три крапки по кутах трикутника означає «отже» або «тому». Послідовність знаків «дорівнює» та «більше» означає: «отже» або «звідси витікає».

**Самостійна робота 29-30.**

**GEOMETRY. POINTS AND LINES.**

**POINTS AND LINES**

A point has no length, width or thickness. It merely indicates position. To represent a point in geometry we mark a dot and label it with a capital letter. For example, A would be called "point A".

A line has no width or thickness. It has length and direction. An infinite number of straight lines can be drawn through one point.

Since a line extends indefinitely in either direction, we must work with line segments, or portions of lines. The segment is represented by two capital letters, one placed at each end. The line segment AB can also be represented by small letters. Hence a is line segment a.

A line joins two points. Only one straight line can be drawn between two points. There are three kinds of lines: straight, curved and broken.

Notice that the lines are labeled by capital letters placed at the end of the line.

Lines that extend from left to right as the horizon are called horizontal lines. Examples of horizontal lines are lines on writing paper and all level lines which we find in man-made structures.

*Note:*

1 *man-made structures* — постройки и сооружения, созданные руками человека

**EXERCISES**

**I. Read the following words paying attention to the pronunciation:**

length, thickness, width, thin, straight, draw, through, curve, there, that, position, representation, profession, either, or, more.

**II. Form nouns adding suffixes and translate the newly formed words into Ukrainian:**

***-tion:*** construct, represent, multiply, form;

***-ment:*** displace, measure;

***-ing:*** draw, study, find.

**III. Make up sentences of your own using the words and expressions given below:**

daily work, closed figures, to be represented by, thickness, to extend, indefinitely, labelled by, a broken line.

**IV. Answer the following questions:**

1. What is geometry? 2. What are the characteristic features of a point? 3. How do we represent a point in geometry? 4. How many lines can be drawn through one point? 5. What is a segment? 6. How many lines can be drawn between two points? 7. What kind of lines do you know?

**V. Translate into Ukrainian:**

Geometry is the branch of mathematics which investigates the relations, properties and measurements of solids, surfaces, lines and angles.

The two points may be at any distance apart, so a straight line may be considered as having any length.

A broken line is a line formed of successive sections, or segments, of straight lines.

A curved line, or simply a curve, is a line no portion of which is straight.

**VI. Translate into English:**

Через любые две точки можно провести прямую и притом только одну. Если на плоскости взять какие-нибудь две точки и провести через них прямую линию, то все точки этой прямой будут находиться в этой плоскости.

**ANGLES**

*Measuring Angles.* An angle is formed when two straight lines meet at a point. The lines are called the sides of an angle. The point at which the sides meet is called the vertex of the angle. The angle is read as angle ВАС or CAB.

The size of an angle depends upon1 the amount one side has turned away from2 the other. The length of the sides of an angle does not determine its size.

The unit of measure used in measuring an angle is the degree. A degree is a unit that equals 1/90 of a right angle and 1/360 of a circle. A right angle, therefore, contains 90 degrees (90°), and a circle contains 360 degrees (360°). The size of an angle is the number of degrees through which one side of the angle has turned away from the other side.

*Kinds of Angles.*

*Right Angle.* If one side of an angle turns a quarter of a complete circle away from the other side, the angle that isformed is a right angle. It contains 90°. When two lines intersect at right angles, the lines are perpendicular. Each angle formed by a perpendicular line contains 90°.

*Complementary angles.* When two angles put together form a right angle, and thus their sum is 90°, the angles are complementary. For example, angle DBC is the complementary of angle ABC since their sum (60°+30°) equals 90°.

*Straight Angle.* If one side of an angle turns half a complete circle away from the other side, the angle that is formed is a straight angle. The sides of a straight angle lie in the same straight line. Notice, that a straight angle is twice the size of a right angle since in a straight angle the side has made half a complete turn, or two quarter turns. The number of degrees in a straight angle is 180°.

*Supplementary Angles.* When the sum of two angles is 180°, the angles are said to be supplementary. For example, angle ABC is the supplementary angle of angle CBD since their sum (120°+60°) is 180°.

*Acute Angle.* If one side of an angle turns less than a quarter of a circle away from the other side, the angle formed is an acute angle. An acute angle, therefore, is smaller than a right angle, or less than 90°.

*Obtuse Angle.* If one side of an angle turns more than a quarter of a circle but less than half a circle away from the other side, the angle formed is an obtuse angle. Therefore, an obtuse angle is greater than a right angle but smaller than a straight angle. It contains more than 90° but less than 180°.

*Reflex Angle.* If one side of an angle turns more than half a circle (180°) but less than a complete circle (360°) away from the other side, the angle formed is a reflex angle. Therefore, a reflex angle is greater than a straight angle.

*Notes:*

1 *to depend upon* — зависеть от

2 *has turned away from* — отклонен от

3 *twice the size of* — вдвое больше (по величине)

4 *half a complete turn* — половину полного оборота

5 *angles are said to be* — про углы говорят, что они (являются)

**EXERCISES**

**I. Read the following words paying attention to pronunciation:**

acute, obtuse, turn, use, unit, number, supplementary, complementary, other, but, reflex, vertex, axis, pointed, represented, straight.

**II. Give words of the same root as:**

Model: measure (n), measure (v), measurement (v)

form, amount, turn, notice, determine, complement, contain.

**III. Make up sentences of your own using words and expressions given below:**

is said to be, is called, is formed, to depend upon, to turn away from, is less than, is more than, to turn more than a quarter, a degree, a circle.

**IV. Answer the following questions:**

1. When is an angle formed? 2. What do we call a point at which the sides of an angle meet? 3. What unit is used in measuring an angle? 4. What angles do you know? 5. How many degrees does an acute angle contain?

**V. Translate into Ukrainian:**

The size of measure of an angle is determined by the amount of opening between the sides, and not by the lengths of the sides.

Two angles are said to be equal if they can be placed together so that their vertexes are at the same point and the two sides of one coincide with the two sides of the other. This is a very important definition.

When several lines meet at one point to form more than one angle, any two of the angles which have one side in common are said to be adjacent.

When a line is drawn through the vertex of an angle between the sides it is said to divide the angle.

**VI. Translate into English:**

Угол образуется, когда две прямые линии встречаются в точке. Прямые линии называются сторонами угла, а точка, в которой они встречаются — вершиной угла.

Размер угла зависит от той величины (amount), на которую одна сторона отклоняется от другой.

Градус — это единица измерения, используемая при измерении угла.

Углы бывают прямые, острые, тупые. Если одна сторона угла отклоняется на четверть полного круга от другой стороны, то образованный угол называется прямым углом. Прямой угол содержит 90°.

**ЗАВДАННЯ ДЛЯ ПОТОЧНОГО ТА ПІДСУМКОВОГО КОНТРОЛЮ**

**ЗНАНЬ І ВМІНЬ З НАВЧАЛЬНОЇ ДИСЦИПЛІНИ**

**Тест 1.**

|  |
| --- |
| 1. I receive a lot of … in my mailbox. 2. spam 3. programs 4. blogs 5. viruses 6. software 7. A LAN is a … area network. 8. Low 9. Local 10. Light 11. Latest 12. Lap 13. A WAN is a … area network. 14. world 15. working 16. wide 17. windows 18. waste 19. For a screen, the display size unit is 20. pixel 21. degree 22. meter 23. bit 24. byte 25. A WLAN is a … LAN. 26. world 27. working 28. Windows 29. wireless 30. wide 31. DVD means Digital … Disk. 32. Valid 33. Versatile 34. Versus 35. Vivid 36. Vacuum 37. On the web, the address of a website is called the 38. smtp 39. html 40. jpeg 41. zip 42. url 43. I use my … to log in to the site. 44. email 45. password 46. keyboard 47. mouse 48. software 49. I received an unwanted email, so I marked it as 50. Important 51. Registered 52. Unread 53. Replied 54. Spam 55. An … arrives more quickly than the traditional post. 56. password 57. email 58. blog 59. **program** 60. software 61. To press the button on a computer mouse 62. log in 63. enter 64. click 65. release 66. pull 67. Google is an example of a 68. network 69. search engine 70. information site 71. **mainframe** 72. operating system 73. The main purposes of social networking sites are to connect and 74. interact 75. send emails 76. search for information 77. study on-line 78. listen to music 79. A program dedicated to a specific task (word processing, graphics etc) 80. operating system 81. search engine 82. driver 83. network 84. **application** 85. A journal that is available on the web. 86. **site** 87. **blog** 88. **forum** 89. **chat** 90. **post** 91. The main processing chip of a computer. 92. **PC** 93. **GUI** 94. WAN 95. RAM 96. **CPU** 97. **GUI stands for** 98. Graphical User Interface 99. General User Interface 100. Graphical User Information 101. Graphical User Interaction 102. General User Information 103. Fixed, magnetic disc inside a PC for permanent storing of data 104. **hardware** 105. **software** 106. **hard disk** 107. RAM 108. **ROM** 109. The mechanical and electronic parts of a computer 110. **hardware** 111. **software** 112. RAM 113. **ROM** 114. **hard disk** 115. The alphanumeric keys or buttons used to input data 116. **webcam** 117. **scanner** 118. **camera** 119. **mouse** 120. **keyboard** |

**Тест 2.**

|  |
| --- |
| 1. A journal that is available on the web.   1. **site** 2. **blog** 3. **forum** 4. **chat** 5. **post**   2. The main processing chip of a computer.   1. **PC** 2. **GUI** 3. WAN 4. RAM 5. **CPU**   **3. GUI stands for**   1. Graphical User Interface 2. General User Interface 3. Graphical User Information 4. Graphical User Interaction 5. General User Information   4. Fixed, magnetic disc inside a PC for permanent storing of data   1. **hardware** 2. **software** 3. **hard disk** 4. RAM 5. **ROM**   5. The mechanical and electronic parts of a computer   1. **hardware** 2. **software** 3. RAM 4. **ROM** 5. **hard disk**   6. The alphanumeric keys or buttons used to input data   1. **webcam** 2. **scanner** 3. **camera** 4. **mouse** 5. **keyboard**   7. A very large computer capable of supporting hundreds of users running a variety of different programs simultaneously.   1. **desktop** 2. **laptop** 3. **tablet PC** 4. **mainframe** 5. **netbook**   8. The delivery of information, usually to a personal computer, in a combination of different formats including text, graphics, animation, audio, and video.   1. multimedia 2. hypertext 3. animation 4. graphics 5. streaming   9. Software that contains coded instructions to control a computer   1. **Program** 2. **Applications** 3. **PowerPoint** 4. **Maintenance** 5. **Java applet**   10. When there is a problem with the cursor: it gets locked, and you cannot move it.   1. crash 2. freeze 3. virus 4. restoration 5. corruption   11. Small pictures on a computer which represent programmes   1. Applications 2. Icons 3. Folders 4. Files 5. Hyperlink   12. A sudden failure of a computer   1. freeze 2. virus 3. restoration 4. corruption 5. crash   13. Software programs that control devices like the mouse, printers etc. which are attached to the computer.   1. **Java applet** 2. **accessibility programs** 3. drivers 4. compression utility 5. icons   14. A computer that controls or supplies information to several computers connected in a network   1. server 2. **desktop** 3. **laptop** 4. **tablet PC** 5. **netbook**   15. You can use it to get information on any specific topic by entering the name or word in its field to get links to information.   1. personal website 2. blog 3. forum 4. file-sharing website 5. search engine   16. Which of the following is NOT an output device?   1. printer 2. screen 3. speakers 4. touchscreen 5. headphones   17. Which of the following is NOT an input device?   1. keyboard 2. touchscreen 3. printer 4. mouse 5. scanner   18. The number of colours a monitor can display   1. screen size 2. brightness 3. colour depth 4. refresh rate 5. resolution   19. The number of times that the image is drawn each second   1. screen size 2. brightness 3. colour depth 4. refresh rate 5. resolution   20. The clarity of image that depends on the number of pixels contained on a display   1. screen size 2. brightness 3. colour depth 4. refresh rate 5. resolution |

**Тест 3**

|  |  |
| --- | --- |
|  |  |
|  |  |
|  | **Writing.** Explain in a paragraph how tablet PCs can be used in the classroom |
| 1. … |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

**Тест 4**

|  |  |
| --- | --- |
|  | **2. Fill in the gaps with proper words** |
|  |
|  |
|  |
|  |  |
|  |
|  | **7. Fill in the gaps with proper words** |
|  |
|  |  |
|  |
|  |
| **12. Write a sentence explaining why Windows is so popular.** | **13. Which data fields will you include in the database of the faculty of Physics and Mathematics.** |

**Тест 5**

|  |  |
| --- | --- |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|

**Завдання для післяатестаційного моніторингу знань і вмінь**

**Лексичні теми:**

1. Ergonomics.
2. Computers and Work.
3. Living with Computers.
4. Word processing.
5. Spreadsheets and Databases.
6. Graphics and Design.
7. Multimedia.
8. Sound and Music.
9. Programming.
10. ICT systems.
11. Networks.
12. Faces of the Internet.
13. Email.
14. Chatting and Videoconferencing.
15. Troubleshooting.

**Граматичні теми:**

1. Часи групи Simple.
2. Часи групи Continuous.
3. Часи групи Perfect.
4. Система часів англійської мови.
5. Типи питань.
6. Present Perfect Continuous Tense.
7. Past Perfect Continuous Tense.
8. Модальні дієслова.
9. Еквіваленти модальних дієслів.
10. Часи групи Simple. Пасивний стан.
11. Часи групи Continuous. Пасивний стан.
12. Часи групи Perfect. Пасивний стан.
13. Узгодження часів.
14. Непряма мова. Розповідне речення.
15. Непряма мова. Питальне речення.