

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
ОДЕСЬКИЙ ДЕРЖАВНИЙ ЕКОЛОГІЧНИЙ УНІВЕРСИТЕТ

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НАВЧАЛЬНИЙ ПОСІБНИК
з англійської мови
для магістрів I року I семестру
денної форми навчання
(спеціальність “Водні біоресурси та аквакультура”)

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Навчальний посібник з англійської мови для магістрів I року I семестру призначений для студентів денної форми навчання, спеціальності 207 «Водні біоресурси та аквакультура» та має метою розвинути майбутнім фахівцям потрібні навички практичного оволодіння іноземною мовою в різних видах мовленнєвої діяльності в обсязі тематики, зумовленої професійними потребами; одержування новітньої фахової інформації через іноземні джерела.

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Р е ц е н з е н т и:

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ПЕРЕДМОВА

Навчальний посібник з англійської мови призначений для магістрів *I року I семестру* денної форми навчання зі спеціальності „*Водні біоресурси та аквакультура*”.

Мета запропонованого навчального посібника – розвинути навички читання, аналізу, перекладу текстів, а також їх переказу на матеріалі наукової літератури за фахом. Майбутнім фахівцям потрібні навички практичного оволодіння іноземною мовою в різних видах мовленнєвої діяльності в обсязі тематики, зумовленої професійними потребами; одержування новітньої фахової інформації через іноземні джерела.

Навчальний посібник складається з **четирьох уроків**, де подано відповідний граматичний матеріал за програмою, а також тексти, що відібрані з оригінальної науково-популярної та наукової літератури.

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

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

Граматичні вправи, що подані у вигляді систематизованого комплексу з морфології відповідно до нормативного курсу граматики сучасної англійської мови, спрямовані на аналіз та відпрацювання, закріплення вивченого граматичного матеріалу. До окремих граматичних вправ використані уривки з текстів оригінальної англійської та американської літератур (Т. Драйзер, Ч. Діккенс, Дж. Голсуорсі, С. Моем, А. Крісті, Б. Шоу, Марк Твен та ін.), що поглиблюватиме розуміння особливостей морфології англійської мови.

Курс розрахований на 180 годин (на 60 годин аудиторної роботи та на 75 годин самостійної роботи студентів у I семестрі) і вивчається з метою удосконалення професійних знань і розвитку умінь використання цих знань у англомовній професійній діяльності. Навчальний посібник також спрямований на розвиток умінь усної та писемної комунікації.

Після вивчення даного курсу студенти повинні знати і вміти:

- читати та перекладати науково-технічну англомовну літературу за фахом для одержання необхідної інформації;

- розуміти зміст прочитаного та лексико-граматичний матеріал, наданий у методичних вказівках;
- розуміти і володіти відповідними граматичними конструкціями та матеріалом;
- брати участь в усному спілкуванні англійською мовою в обсязі матеріалу, передбаченого програмою.

LESSON I

Text A

Exercise 1. Translate Text A with the help of the list of unknown words.

Aquaculture and Water Bioresources (part 1)

History of Aquaculture

In the historical past aquaculture remained multilocal and isolated. Australian people have started to raise eels as early as 6000 B.C. There is evidence that they developed about 100 square km. of volcanic floodplains into a complex of channels and dams. They used woven traps to capture eels. Smoking eels supported them all year round.

The evidences that Egyptians cultured fish as far as 2500 B.C. come from pictorial engravings of an ancient Egyptian tomb showing tilapia being fished out from an artificial pond.

The Romans have reared fish in circular ponds divided into breeding areas.

Aquaculture was operating in China in 2500 B.C. When the waters subsided after river floods, some fishes, mainly carp, were trapped in lakes. Early aquaculturists fed their brood using nymphs and silkworm feces and ate them. A fortunate genetic mutation of carp led to the emergence of goldfish during the Tang Dynasty. The Chinese carried with them their traditional knowledge of carp culture to the countries they emigrated like Malaysia, Taiwan, Indonesia, Thailand, Cambodia, Vietnam. In the Philippines, fish culture has been done in brackish water ponds for centuries. Eel culture in Japan is also very old.

In Central and occidental Europe common carp culture developed along with monasteries in the Middle Ages. Later, with the development of pond fertilization and artificial feeding, carp culture got a new lease of life especially in Central and Oriental Europe. Simultaneously in Europe, salmon culture began. Salmon breeding and rearing techniques were developed.

In North America, fish culture has developed from the turn of the century. Emphasis having been laid on trout for stocking in cold water and black bass in warm waters.

Except for the referred culture of tilapia in Egypt, the origin of fish culture in Africa is recent. It was only at the end of II World War that efforts were made to introduce and develop fish cultivation. The prize species in Africa is tilapia, which, in recent years, has been extensively transplanted into many warm countries almost round the equator. Tilapia has been referred to as the “wonder fish” of Africa and several attempts to popularize tilapia culture in various African countries did not achieve so much success as expected. In some countries mixed culture of tilapia and catfish have achieved some success.

Fish culture is only beginning in Latin America and most of the Middle-East. In Israel it has made phenomenal progress.

Since World War II, four factors have contributed to rapid development of aquaculture. These are: a/ Facilities of fish transport by modern forms of communication; b/ Use of polyethylene bags and fish transported under oxygen; c/ Artificial propagation of farmed fish and its application to difficult-to-breed fish, development of hatching techniques to rear eggs and larvae; d/ Availability to feed concentrates and their distribution to pellet form.

In recent years, some standard methods of fish culture using have extended to many parts of the world. With further research in aquaculture, especially on production of fish seed and fish feed technologies, aquaculture is heading towards a quantum jump in years to come.

Objectives of Aquaculture

Having defined aquaculture, it is proper to state the objectives of aquaculture. These are:

1. Production of protein rich, nutritive, palatable and easy digestible human food benefiting the whole society through plentiful food supplies at low or reasonable cost;
2. Providing new species and strengthening stocks of existing fish in natural and man-made water-bodies through artificial recruitment and transplantation;
3. Production of sportfish and support of recreation fishing;
4. Production of bait-fish for commercial and sport fishery;
5. Production of ornamental fish for aesthetic appeal;

6. Recycling of organic waste of human and livestock origin;
7. Land and aquatic resources utilization: this constitutes the macro-economic point of view benefiting the whole society. It involves: a) maximum resource allocation to aquaculture and its optimal utilization; b) increasing standard of living by maximizing profitability; c) creation of production surplus for export (earning foreign exchange especially important to most developing countries);
8. Providing means of sustenance and earning livelihood and monetary profit through commercial and industrial aquaculture. This constitutes the micro-economic point of view benefiting the producer. In the case of small-scale producer, the objective is to maximize income by greatest possible difference between income and production cost. In the case of large scale producer, the objective is to maximize return of investment;

9. Production of industrial fish.

Fish flesh, on the average, contains: moisture and oil-80%; protein-15-20%; mineral matter – 1-2% and other constituents – 1%. Water content is known to vary with fat content.

Need for artificial recruitment has arisen in order to replace stocks decimated by: a) decline of water quality and destructive fishing (polluting, poisoning, dynamiting); b) barrier to migration caused by execution of river valley projects; c) overfishing.

From the global view point, the fish which have overwhelmingly dominated artificial recruitment are: a) *Oncorhynchus*, b) *Acipenser*, c) *Salmo*. Artificial recruitment of carp, tilapia and mullet are also important mostly in tropical and subtropical countries. *Oncorhynchus* and *Salmo* transplants have contributed maximum to sport and recreational fishing. Production of livebait e.g. skipjack tuna is an example of bait production for commercial fishing. Some potential live-bait species are *Tilapia mossambica*, *Dorosoma petenense*, *Engraulis japonicas*, *Sardinella malanure*, several species of mullets and cyprinids. A wide variety of ornamental fish appeared such as sword tail; angel fish; Siamese fighter; goldfish and common carp. Production of industrial fish includes production for purpose of reduction to fishmeal or fertilizers. Seaweeds are cultured for marine colloids and pearl oysters for cultured pearls. As it is recognized that aquaculture provides protein-rich food, it should be pointed out that protein production through aquaculture is much more efficient than production in any other animal production.

Exercise 2. Translate and study the following words and expressions:

Multilocational, volcanic floodplains, woven traps, an artificial pond, plentiful food supplies, a quantum jump, aerobic bacteria, oxygen, anoxic bottoms, pictorial engravings, phytoplankton and macroscopic plants, ammonia, detrimental, extremely low phosphate concentrations, a substantial fish processing industry, long-chain cytoplasmic reserves, eel fisheries, limited salmonoid fisheries, pelagic species, diverse microorganisms, to base projections, brackish water ponds, the sequencing batch reactor, recirculating aquaculture systems, to maintain the level, a declining sea level, a peninsula, to generate worries, to invade, breeding aquatic animals, artificial, overwhelmingly, profitability.

Exercise 3. Answer the questions:

- 1.What is the main sense of text A?
- 2.When does the history of aquaculture date back?
- 3.What four factors have contributed to rapid development of aquaculture since World War II?
- 4.What are the objectives of aquaculture?
- 5.Why has the need for artificial recruitment arisen?
- 6.What fish have overwhelmingly dominated artificial recruitment?
- 7.What are seaweeds cultured for?
- 8.Where did the evidences that Egyptians cultured fish as far as 2500 B.C. come from?

Exercise 4. Make up as more sentences as you can, using the words and expressions from exercise 2.

Exercise 5. Make up 15 different type questions for text A.

Exercise 6. Write a brief summary of text A.

Note that:

- A summary begins with an introductory sentence that states the article's title.
- A summary must contain the main thesis or standpoint of the text, restated in your own words.
- A summary is written in your own words.
- A summary is always shorter than the original text, often about 1/3 as long as the original.

Exercise 7. Read your summary of text A to your groupmate and ask him to retell it.

Exercise 8. Make up a plan of this text (text A). Retell the text according to it.

Text B

Exercise 1. Translate Text B with the help of the list of unknown words.

Aquaculture and Water Bioresources (part 2)

Fish

Fish, any of a variety of cold-blooded, vertebrate animals found in the fresh and salt waters of the world. Living species range from the primitive, jawless lampreys and hagfishes through the cartilaginous sharks, skates and rays to the abundant and diverse bony fishes.

Fishes are enormously varied in shape, size and colour. Their bodies are generally fusiform (tapered to each end) and they can range in length from 10 mm to more than 20 m. Most fishes that inhabit surface or midwater regions are streamlined or flattened side-to-side, while most bottom-dwellers are flattened top-to-bottom. Tropical species are often brightly coloured and others may have a drab appearance so as to blend in with their surrounding environment. Most fishes have paired fins and their skins are covered with either bony or toothlike (placoid) scales; some have bony plates embedded in the skin or lack scales. Respiration is generally through gills. Most bony fish have a swim bladder, a gas filled organ used to adjust swimming depth. In a few species the swim bladder has evolved into a lunglike respiratory organ, enabling these fishes to breathe air. Most fish reproduce by laying eggs, which may be fertilized externally or internally. Some species are hermaphroditic, although examples of fishes that are self-fertilizing are rare. A few fishes bear live young. The mortality rate of eggs and hatching is generally very high; only a few individuals reach adulthood out of a batch of hundreds or even millions of eggs. The central nervous system of fishes – the brain and spinal cord – controls body activity. Most fishes have a well-developed sense of smell; the olfactory, or nasal organ is located on the dorsal surface of the snout. Many fishes have taste buds in their mouth cavities. Most can see well and experiments have shown that many fishes, especially those that swim near the surface, have colour vision. Hearing organs are located within the skull, on either side of the brain. The lateral line system, consisting of highly innervated fluid-filled canals that run the length of the

body, detects vibrations in the water current. Fish first appeared 450 million years ago. Since that time they have evolved to fit almost all freshwater and saltwater habitats.

Indicators of Pollutants

How can we tell if your water is at risk?

Water is considered “at risk” when it contains materials that can harm people and other organisms. These harmful materials are called pollutants. Pollutants may be chemicals, industrial waste, small particles of soil, or sewage. When you visit your water sampling site, you will look for signs or indicators of pollutants in the water.

Livebeared, including **Guppies, Mollies, Swordtails and Platys** have to be one of the most popular aquarium residents ever. Almost everybody’s first time experience with aquariums has included one or more of these beautiful and interesting fish. There are lots of different varieties with lots of different colors.

This family, **Poeciliidae** is commonly called the **Live-bearing Toothcarp**, in contrast with the **Egg-laying Toothcarp, or Killifish**. Live-bearing toothcarps are native to Central America, South America and North America. Livebearers appeared late in the evolutionary process - about 44-38 million years ago, during Oligocene and Miocene periods. They have an advantage over the egg laying fish in that the young can immediately hide from predators from the moment of birth. For this reason, livebearers don’t need to be as prolific as egg layers; livebearers will commonly produce only 20-40 young although a few may drop as many as 150. Like the adipose fin is a clue to a Characin, a visual clue to a livebearer is the gonopodium. Livebearers are all very hardy and are considered to be a beginners’ fish. Even so, they are a lot of fun and many experienced fish keepers continue to delight in keeping them. They generally enjoy harder water and will benefit from 1 to 1.25 teaspoons per gallon of non-iodize salt being added to the aquarium water. Indeed, the molly is often kept in saltwater aquariums and is considered to be a saltwater fish. Some also, like the platy, the short-finned molly and the swordtails are cold water fish and so can be kept without heaters.

Other Types of Aquaculture

Mollusks. Other important objects of cultivation in many parts of the world are mollusks. Though few water **snails** are cultivated, **bivalves**, especially **oysters**, are quite important in Asia, Europe, North America. For centuries French fishermen cultivated oysters by placing twigs in the water to

which free swimming oyster larvae could attach. In northern Europe, oysters have been cultivated on the ocean bottom, but now winter temperatures limit the extent of this activity. In the Mediterranean, the Romans are said to have been the first to farm oysters. Today, oysters are cultivated on the Pacific coast of North America, as well as on the southern Atlantic coast and the Gulf of Mexico. Australia, the Philippines and South Africa also possess farms and the Japanese grow edible oysters from Hokkaido in the north to Kyushu in the south. Japanese farms are divided into two classes: some cultivate seed oysters only, while others raise them for food, especially for export. The Japanese cultivate oysters on the sea bottom (horizontally) and sticks (vertically). To collect the larvae, which affix themselves to any firm object, such as an old shell or a stone, fishermen place various devices in the water. These may be bamboo sticks with shells attached or a rope with shells hanging from it; limited tiles and wooden plates have been used for the same purpose in Europe. Production is greatest in places with good shelter against rough seas, a tidal current to carry food to the larvae, adequate salinity and optimum temperature.

After some growing time, the larvae are loosened and transported to other areas for maturation under the best conditions. While growing to marketable size, the oysters must be protected against predators, such as starfish and oyster drillers. As starfish damage cannot be completely avoided when growing oysters on the bottom, a vertical system of culture is preferred in many areas; the oysters hang in clusters or in baskets or are fixed on poles in sheltered bays. In an alternative system, the oysters remain in horizontal trays kept at some distance from the bottom. Though such tray-raised oysters are expensive, they generally survive better than those reared directly on the bottom.

Blue mussels are cultivated in Italy, Spain, France, the Netherlands and near Germany in the North Sea and the Baltic. There, too, horizontal-bottom methods have been replaced by vertical culture. Originally, the young mussels, collected from wild stocks, were spread on controlled banks leased by a fisherman from the government. Their capacity to grow in very extensive and dense beds is highly advantageous. Before full-grown mussels are sent in sacks to the market, special purification methods are employed to wash out sand. Today vertical culture is practiced with sticks pushed into the ocean bottom or with lines hanging from rafts. Unfortunately, line cultures may be damaged in winter, thus, experiments have been made with polyethylene net bags and endless tubes of polypropylene netting. These bags must be strong enough to carry the mussels until harvesting.

Many other mollusks are cultivated, including **soft clams** and **scallops**. The Japanese even raise **octopuses and squid**. For bivalves, the problems are roughly the same as mentioned above: collecting the larvae, raising the young mussels under good conditions, protecting them against predators, harvesting the adults without injury, sometimes cleaning for the market.

Organization of Aquaculture

In China and some countries of Europe which account for a high proportion of present day aquaculture production of the world, fish culture is done in state farms, communes or through cooperatives. In these countries, aquaculture received special attention because of the role in community welfare that aquaculture plays.

In industrially advanced countries, aquaculture is carried out by private sector, i.e. private individuals and companies. In North America, Japan and West Europe, private companies have become increasingly more prominent in the practice of aquaculture.

In developing countries, aquaculture is mostly practiced by small-scale or subsistence level farmers. In these cases, there is heavy dependence on government support, including technical and financial assistance. In most cases however, the government is not fully responsible in support of aquaculture. The reason appears to be that aquaculture lacks a firm truly fishing (capture fishery). Aquaculture does not qualify itself for governmental support and incentives given to agriculture and animal husbandry.

On the other hand, the restrictive practices intended for animal-waste disposal are at places indiscriminately applied to aquaculture, sometimes branding it as a polluter.

Most governments include aquaculture under fishery sector despite the productive phase of aquaculture being more akin to agriculture (e.g. manuring and fertilizing practices). For reasons already stated earlier, the positive role aquaculture plays in contributing to national wealth, resource utilization and production of protective protein food, aquaculture is on way to occupying a position of its own in many countries. Once the economic viability of aquaculture in respect of scores of species and multiplicity of systems is fully established everywhere, as it is bound to happen in due course of time, aquaculture will lead to “aquaplosion”.

Mariculture

Mariculture is the term used for the cultivation of marine organisms in seawater, usually in sheltered coasted waters. In particular, the farming of marine fish is an example of mariculture and so also is the farming of marine crustaceans (such as shrimps), mollusks (such as oysters) and seaweed.

Integrated

Integrated Multi-Trophic Aquaculture (IMTA) is a practice in which the by-products (wastes) from one species are recycled to become input (fertilizer, food) for another. Fed aquaculture (e.g. fish, shrimp) is combined with inorganic extractive (e.g. seaweed) and organic extractive (e.g. shellfish) aquaculture to create balanced systems for environmental sustainability (biomitigation), economic stability (product diversification and risk reduction) and social acceptability (better management practices).

“**Multi-Trophic**” refers to the incorporation of species from different trophic or nutritional levels in the same system. This is one potential distinction from the age-old practice of aquatic polyculture, which could simply be the co-culture of different fish species from the same trophic level. In this case, these organisms may all share the same biological and chemical processes, with few synergistic benefits, which could potentially lead to significant shifts in the ecosystem. Some traditional polyculture systems may, in fact, incorporate a great diversity of species, occupying several niches, as extensive cultures (low intensity, low management) within the same pond. The “Integrated” in IMTA refers to the more intensive cultivation of the different species in proximity of each other, connected by nutrient and energy transfer through water.

Ideally, the biological and chemical processes in an IMTA system should balance. This is achieved through the appropriate selection and proportions of different species providing different ecosystem functions. The co-culture species are typically more than just bio filters; they are harvestable crops of commercial value. A working IMTA system can result in greater total production based on mutual benefits to the co-cultural species and improved ecosystem health, even if the production of individual species is lower than in a monoculture over a short term period.

Sometimes the term “**Integrated Aquaculture**” is used to describe the integration of monocultures through water transfer. For all intents and purposes however, the terms “**IMTA**” and “**integrated aquaculture**” differ only in their degree of descriptiveness. **Aquaponics**, fractionated aquaculture, **IAAS** (integrated agriculture-aquaculture systems),

IPUAS (integrated peri-urban-aquaculture systems) and **IFAS** (integrated fisheries-aquaculture systems) are other variations of the **IMTA** concept.

Exercise 2. Translate and study the following words and expressions:

cold-blooded, freshwater species, crustaceans, a current strategy, carulaginous sharks, to be abundant in specific habitats, adjacent settlements, ornamental fish production, a protected nature area, a drab appearance, hagfishes, processing and distribution, vertebrate animals, wild fauna, surface waters, inland surface waters, transitional waters, diverse, coastal waters, abundant, water quality standards, restrictions, full-grown mussels, enforcement, an intensive fish farm, to flatten, aquaculture activities, environmental impact assessment, oysters, inorganic extractive, organic extractive, synergistic benefits, the same trophic level, primitive, jawless lampreys, skates, rays, bony fishes, bottom-dwellers, top-to-bottom, small-scale or subsistence level farmers, manuring and fertilizing practices.

Exercise 3. Answer the questions:

1. What is the main sense of text B?
2. What kind of fishes do you know?
3. What controls fish body activity?
4. When is water considered “at risk”?
5. What have always been one of the most popular aquarium residents?
6. Why don’t livebearers need to be as prolific as eggayers?
7. Who is said to have been the first to farm oysters?
8. Where is the oysters production greatest?
9. When must the oysters be protected against predators, such as starfish and oyster drillers?
10. What is aquaculture carried out in industrially advanced countries?
11. Where do most governments include aquaculture?
12. What is mariculture?
13. What is IMTA?

Exercise 4. Make up as more sentences as you can using the words and expressions from exercise 2.

Exercise 5. Make up 15 different type questions for text B.

Exercise 6. Write a brief summary of text B.

Note that:

- A summary begins with an introductory sentence that states the article's title.
- A summary must contain the main thesis or standpoint of the text, restated in your own words.
- A summary is written in your own words.
- A summary is always shorter than the original text, often about 1/3 as long as the original.

Exercise 7. Read your summary of text B to your groupmate and ask him to retell it.

Exercise 8. Make up a plan of this text (text B). Retell the text according to it.

GRAMMAR

The Present Indefinite/Simple Tense

The Present Indefinite/Simple Tense - часова форма дієслова, яка вживається для вираження звичайної, часто повторюваної дії або констатації факту.

Стверджувальна форма (the Affirmative Form) дієслова в Present Indefinite в 1 та 2 особах одинини та в 1, 2 і 3 особах множини, співпадає з інфінітивом без частки *to* (основною формою дієслова), У третьій особі одинини до основної форми дієслова додається закінчення *-s* або *-es*:

They work five days a week. - Вони працюють п'ять днів на тиждень.

She helps me in my English. - Вона допомагає мені з англійською.

It helps me to speak better in English. - Це допомагає мені говорити краще на англійській мові.

Заперечна форма (the Negative Form): перед присудком ставимо допоміжне дієслово *do* або *does* в третьій особі одинини та заперечну частку *not* (скорочена форма *don't/doesn't*), а присудок ставимо в основну форму (інфінітив без частки *to*).

They don't go for a walk every day - Я не ходжу гуляти кожного дня.

She doesn't work five days a week. - Вона не працює 5 днів на тиждень.

Питальна форма (the Interrogative Form): допоміжне дієслово *do* (в третьій особі одинини - *does*) ставиться перед підметом, а присудок є в основній формі. В загальних та альтернативних питаннях *do/does* ставиться на початку, а у спеціальних питаннях після питального слова.

What time do you get up every day? - У котрій годині ти прокидаєшся кожного ранку?

Do you work at the office? - Yes, I do/No, I don't.

Does she work on Saturdays? - Yes, she does. She works on Saturday.

Питально-заперечна форма (the Negative-Interrogative Form): Заперечна частка *not* в повній питально-заперечній формі ставиться після підмета, а в скороченій формі разом із допоміжним дієсловом на початку питання. У спеціальних запитаннях *do not* або *does not* ставиться після питального слова. При перекладі таких питань на українську мову використовується частка "хіба" або "невже".

Does she not work? - Хіба вона не працює?

Why do you not work? - Чому ти не працюєш?

Скорочена (розмовна) форма: Doesn't she work? - Хіба вона не працює?

Why don't you go to work? - Чому ти не ходиш на роботу?

Don't you know him? - Хіба ти не знаєш його?

Стверджувально-підсилювальна форма (the Emphatic Form) використовується для емоційного підсилення висловлюваної думки. Така форма утворюється за допомогою допоміжного дієслова *do* або *does* перед присудком в основної формі. В українській мові підсилене значення передається словами "дійсно", "таки", "все-таки".

You do know him - Ти таки знаєш його.

They do live here. - Вони таки живуть тут.

He does always help his friends. - Він дійсно завжди допомагає своїм друзям.

The Past Indefinite (Simple) Tense

Стверджувальна форма (the Affirmative Form) в Past Indefinite утворюється за допомогою II форми дієслова (для правильних дієслів до основної форми (інфінітива без частки *to*) додаємо закінчення *-ed* (*-d*), для неправильних дієслів – це друга колонка у таблиці неправильних дієслів).

I entered the university 5 years ago. - Я вступив до університету 5 років тому.

He went in May. - Він приїхав у травні.

Our team won the match. - Наша команда виграла матч.

Заперечна форма (the Negative Form) в Past Indefinite утворюється за допомогою допоміжного дієслова *to do* в минулому часі *did* та заперечної частки *not* перед присудком в основної формі.

He did not see me in the room. - Він не бачив мене в кімнаті.

We didn't go to the seaside last summer. - Ми не їздили на море минулого літа.

Питальна форма (the Interrogative Form): Перед підметом ставиться допоміжне дієслово *did* в усіх особах, а присудок є в основної формі дієслова. В загальних та альтернативних запитаннях допоміжне дієслово *did* ставиться на початку питання, а в спеціальних запитаннях - після питального слова.

What did you say? - Що ти сказала?

Did he read this article? - Він читав цю статтю?

Питально-заперечна форма (the Negative-Interrogative Form) утворюється за допомогою *did* та заперечної частинки *not* перед присудком в основної формі. Заперечна частка *not* в повній питально-заперечній формі ставиться після підмета, а в скороченій формі разом із допоміжним дієсловом на початку питання. При перекладі таких питань на українську мову використовується частка "хіба" або "невже".

Didn't you see me? - Хіба ти мене не бачив?

Why didn't you answer my question? - Чому ти не відповів на моє питання?

Стверджувально-підсилювальна форма (the Emphatic Form) використовується для емоційного підсилення висловлюваної думки. Така форма утворюється за допомогою допоміжного дієслова *did* (в усіх особах) перед присудком в основної формі. В українській мові підсилене значення підкреслюється словами "дійсно", "таки", "всескоріше", "всегда".

I did go to the cinema last Friday. - Я дійсно ходив в кіно минулої п'ятниці.

They did live in Lviv two years ago. - Вони дійсно жили у Львові два роки тому.

She did want to get a book. - Вона таки хотіла дістати книгу.

The Future Indefinite/Simple Tense

Стверджувальна форма (the Affirmative Form) в Future Indefinite/Simple Tense утворюється за допомогою допоміжного дієслова *shall* (в першій особі однини і множини - *I, We*) та допоміжного дієслова *will* (у другій і третій особі однини і множини - *he, she, it, you, they*) та основної форми дієслова. В американському варіанті англійської мови допоміжне дієслово *will* вживається до всіх осіб однини і множини. У британському варіанті у розмовній мові також допустимо вживати допоміжне дієслово *will* до всіх осіб однини і множини. Широко використовується скорочена форма *will*, утворюючи при цьому '*'ll* (апостроф + *ll*).

I will be at home in a few minutes. - Я буду вдома через декілька хвилин.

He'll read this book. - Він буде читати цю книгу.

They'll come again soon. - Вони скоро знову прийдуть.

Заперечна форма (the Negative Form) утворюється за допомогою допоміжного дієслова *shall/will* з додаванням заперечної частки *not* та основної форми дієслова. У розмовній мові вживається скорочена форма *won't* (*will not*).

She will not work. Вона не буде працювати.

You will not work. Ти (ви) не будеш (будете) працювати.

Скорочена форма: She won't work.

You won't work.

I will not (won't) go to the sea next summer. - Я не поїду на море наступного літа.

Питально-заперечна форма (the Negative-Interrogative Form) утворюється за допомогою допоміжного дієслова *will*, заперечної частинки *not* та основної форми дієслова. Заперечна частка *not* в повній питально-заперечній формі ставиться після підмета, а в скороченій формі разом із допоміжним дієсловом – на початку питання. У спеціальних запитаннях *will not* ставиться після питального слова. При перекладі таких питань на українську мову використовується частка "хіба" або "невже".

Won't you play football tomorrow? - Хіба ти не будеш грати у футбол завтра?

Why won't he call you? - Чому він не подзвонить тобі?

Won't she sing? - Невже вона не буде співати?

Indefinite Tenses Passive Voice

Пасивний стан дієслова утворюється за допомогою допоміжного дієслова ***to be*** у відповідній формі та дієприкметника минулого часу основного дієслова (третіої форми дієслова)

Підметом пасивного речення є об'єкт дії. Суб'єкт дії при необхідності вводиться прийменником ***by / with***.

Прийменник ***by*** вживається, якщо суб'єкт дії повідомляє, хто виконує дію. Прийменник ***with*** вживається, якщо суб'єкт дії називає інструмент дії, матеріал:

The book was written by my favorite writer. – Ця книга була написана моїм улюбленим письменником.

The door was opened by John. – Двері були відкриті Джоном.

The lock was broke with a hammer. – Замок зламали молотком.

The tiger was shot with a gun. – Тигра застрелили рушницею.

Форми дієслова ***to be*** для Present Indefinite Passive

Forms of the verb <i>to be</i>	Examples of using (+)	Examples of using (?)	Examples of using (-)
I – am	<i>I am asked at every lesson.</i>	<i>Am I asked at every lesson?</i>	<i>I am <u>not</u> asked at every lesson.</i>
He/she/it – is	<i>He is often invited to parties. Wine is made from grapes. English is spoken here.</i>	<i>Is he often invited to parties? Why is wine made from grapes in this locality? Are English and Spanish spoken here?</i>	<i>He is <u>not</u> often invited to parties. Wine is <u>not</u> made from tomatoes. English is <u>not</u> spoken here.</i>

they/you/we- are	<i>They are given presents at every Christmas.</i> <i>They are informed about it.</i>	<i>Are they given presents at every Christmas?</i> <i>Are they informed about it?</i>	<i>They are <u>not</u> given presents at every Christmas.</i> <i>We are not informed about it.</i>
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Форми дієслова **to be** для Past Indefinite Passive

Forms of the verb to be	Examples of using (+)	Examples of using (?)	Examples of using (-)
I/he/she/it – was	<i>I was invited to the party yesterday.</i> <i>She was sent a bunch of flowers.</i>	<i>Was I invited to the party yesterday?</i> <i>Was she sent a bunch of flowers?</i>	<i>I was <u>not</u> invited to the party yesterday.</i> <i>She was <u>not</u> sent a bunch of flowers.</i>
they/you/we – were	<i>They were sent cards.</i> <i>The houses were built last year.</i>	<i>Were they sent cards?</i> <i>Were the houses built last year?</i>	<i>They were <u>not</u> sent cards.</i> <i>The houses were <u>not</u> built last year.</i>

Форми дієслова **to be** для Future Indefinite Passive

Forms of the verb to be	Examples of using (+)	Examples of using (?)	Examples of using (-)
I / we / he / she / it / they / you / we – will be	<i>He will be taken home after the party.</i> <i>She will be examined next Friday.</i> <i>They will be looked after.</i>	<i>Will he be taken home after the party?</i> <i>Will she be examined next Friday?</i> <i>Will they be looked after?</i>	<i>He will <u>not</u> be taken home after the party.</i> <i>She will <u>not</u> be examined next Friday.</i> <i>They will <u>not</u> be looked after.</i>

Пасивний стан вживається:

1) Якщо невідомо, хто виконував дію:

Jim's car **was stolen** last night. (We don't know who stole Jim's car)

2) Якщо неважливо, хто виконував дію або це зрозуміло з контексту:

Champagne **is made** in France. (It's not important who made the action).
The cows **are milked** once a day. (It's obvious that the farmer milks the cows)

3) Якщо сама дія є важливішою, ніж особа, що її виконує:

A scanner **is used** for inputting text and graphics.

Two teenagers **were seriously injured** in a car accident last night.

Для того, щоб змінити речення з активного стану в пасивний, потрібно:

- 1) Вжити об'єкт дії активного речення в якості підмета пасивного речення.
- 2) Вжити відповідну форму дієслова **to be**.
- 3) Дієслово-присудок активного речення вжити у формі дієприкметника минулого часу.
- 4) При необхідності вжити суб'єкт дії після прийменників **by** або **with**.
- 5) У заперечному реченні після дієслова **to be** вжити частку **not**.
- 6) У питальному реченні дієслово **to be** вжити перед підметом.

People **make wine** from grapes. – **Wine is made** from grapes. – Вино роблять з винограду.

Do they make bread in this factory? – **Is bread made** in this factory? – Чи роблять хліб на цьому заводі?

Sam took these photographs. – **These photographs were taken by Sam.** – Ці фотографії були зняті Семом.

Simon did not send the invitations. - **The invitations were not sent.** - Запрошення не були надіслані.

Did they find the book? – **Was the book found?** – Чи знайшли книжку?

The children will post the letter. – **The letter will be posted by children.** – Діти відправлять лист.

Will you show them a new car? – **Will a new car be shown?** – Чи покажуть нову машину?

She will not type the letters. – **The letters will not be typed.** – Ці листи не надрукоують.

Запам'ятайте, що після модальних дієслів та їх еквівалентів вживається *інфінітив* у формі пасивного стану: **be + Past Participle**:

The contract **can be signed** tomorrow. – Контракт можна підписати завтра.

The test **must be made** in a week. – Тест потрібно провести через тиждень.

A table **must be reserved** for Saturday. – Потрібно буде замовити столик на суботу.

Запам'ятайте утворення наступних питальних речень у пасивному стані:

Charles Dickens wrote `Oliver Twist'. – **Who was Oliver Twist` written by?**

Christopher Columbus discovered America. - **Who was America discovered by?**

The explosion was caused by fire. – **What was the explosion caused by?**

Grammar exercises

Exercise 1. Open the brackets and use the proper tense.

1. Linda and I (work) for a company, which (produce) automobiles. 2. We both (work) at an office which (be) just in front of the factory where cars (be made).

3. I (start) work at ten o'clock, and Linda (come) to the office at nine. 4. She (be) good at typing, she (write) letters and reports every day. 5. She (not know) French very well, so she often (go) to the sixth floor where I (work). 6. I sometimes (help) her translate letters, as I (know) French rather well. 7. Linda also (answer) telephone calls, sometimes she (show) visitors around the factory. 8. She (do) common paperwork, she (write) memos, (file) reports (answer) letters. 9. She often (arrange) meetings for her boss and other managers of the company. 10. You (understand) what her job (be)? Yes, she (be) a secretary. 11. But she (not like) her job and (want) to be a manager.

Exercise 2. Translate the sentences into English using the Present Indefinite Tense.

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

Exercise 3. Translate into English using the Past Indefinite Tense.

1. Ми почали впроваджувати цю програму минулого тижня. 2. Вони повернулися додому о 7 вечора. 3. Ми вирішили надіслати цього листа вчора. 4. Кому ви віддали ці журнали? 5. Вчора я зустрів Стіва в бібліотеці і ми були дуже раді цей зустрічі. 6. Коли ви його бачили в останній раз? — У минулій вівторок. 7. У минулому ми не вивчали французький. Ми вивчали англійську мову. 8. В який час ви почали працювати вчора? — Після обіду. У нас було мало роботи. 9. Погода була гарна і ми з друзями пішли в парк. 10. Де ви були годину тому? 11. Я зустрів її позавчора і вона розповіла мені про це.

Exercise 4. Put *in*, *when* or *if*.

Example: *If it rains in the morning, we won't go swimming.*

1. I'm going to England next week. ____ I'm there, I hope to visit a few museums. 2. Frank might return this evening. ____ he does, can you cook him some meal? 3. I think he'll pass his exam. I'll be very surprised ____ he doesn't pass it. 4. I hope to be on time. But ____ I don't make it, go without me. 5. I'm going shopping. ____ you want anything, I can get it for you. 6. I don't feel well tonight. I think I'll go straight to bed ____ I get home. 7. I'm leaving for Canada

tomorrow. I'll write to you ____ I get there. 8. I want you to come to the party but ____ you don't want to come, you needn't.

Exercise 5. Put the verb in brackets into the Present Indefinite and the Future Indefinite.

1. When the weather (get) warmer, I (start) practicing again. 2. "Come in," she said. "I (see) if he (be) at home." 3. Come and see me when you (come) up to town and we (talk) everything over. 4. If my friends (come) in, please ask them to wait in the picture gallery. 5. He (want) to know if you (be) free tomorrow morning at 10.00. 6. I (wonder) when they (write) to us. 7. I (be) down at your office at 12 tomorrow. 8. When things (get) a little more settled, we (come) to see you. 9. They can't tell me when they (be) free. 10. Go straight on till you (come) to a fountain at the corner of the street; then turn left and you (find) this shop on your right. 11. When you (come) to the main road remember to stop and look both ways before you (cross). 12. Ask them when they (move) to a new flat. 13. "I want to get to the bottom of the valley." - "You must be careful when you (go) down because the slope of the hill (be) very slippery." 14. "I (be) glad when I (get) to the top!"

Exercise 6. Open the brackets and use the infinitives in the proper tense.

1. When he (call) I (give) him a piece of my mind. 2. I (be) at home if you (need) anything. 3. They (be) in the gallery if you (decide) to speak to them. 4. If they (want) your advice, they (get) in touch with you. 5. If you (have) anything to report, put it in writing and send it to me. 6. I (write) you about it when I (have) time. 7. He (wait) until they (send) for him. 8. He (be) all right when this (be) over. 9. I'd like to ask you a few more questions before you (go). 10. I (not know) when they (come) to see us. 11. Ask him if he (stay) for dinner. 12. I (wonder) if we ever (see) each other again. 13. I (be) not sure if they (be) in time. 14. He can't tell us when the motor (start). 15. He doesn't say when he (come) back. 16. "Give this message to your teachers as soon as you (come) to school," said his mother. - "All right," said the boy running out. - "I (be) sure it (be) still in his pocket when he (get) home tonight," said his father. 17. If the patient (continue) to improve we (transfer) him to another ward. 18. "I (buy) some pot plants." - "When you (buy) them?" - "The florist (bring) them. Perhaps he (bring) them in the afternoon." 19. If you (look) at them, don't smile. 20. Before we (talk) about it, I'd like to show you something.

Exercise 7. Use subordinate clauses of time or condition instead of underlined parts of the following sentences. Make some changes if necessary. Pay attention to the use of tenses.

1. I will have time next week and I shall fix the car. 2. All will go well and I shall graduate in June. 3. He will finish this job and we will give him another. 4.

The traffic conditions will get much worse and the city will have to build elevated roads. 5. The light will turn red and all the cars will stop. 6. The weather will clear and we will finish our games. 7. I will be paid tomorrow and I will buy this dress. 8. We will get there before you and we will wait for you. 9. He will come home and his father will give him a good talking to. 10. He will take this medicine and will be all right.

Exercise 8. All the sentences are future. Put the verbs into the correct form: will/won't or the Present Simple.

Example: *As soon as I see (see) him, I'll tell (tell) him everything.*

1. If they ___ (get) here on time, we can make it.
2. There is a surprise waiting for him when he ___ (get) home.
3. Before you ___ (leave), sir, I ___ (give) you your present back.
4. If you ___ (feel) better this afternoon, we ___ (drive) to the coast.
5. Give him this message when you ___ (see) him.
6. If we ___ (come) in time, we ___ (find) them there.
7. If I ___ (be) lucky, I ___ (get in) without a ticket.
8. ___ (you/be) lonely without me, while I ___ (be) away?

Exercise 9. Open the brackets using the infinitives in the proper tense.

1. I (to be) very happy when I (to see) him yesterday.
2. She (to hope) now that the weather (to be) fine tomorrow.
3. The ship (to be) in the open sea when the storm (to break) out.
4. Last week he (to find) a kitten in the street. He (to see) that it (to be) absolutely helpless.
5. My uncle, who (to live) in the USA now, (to offer) me to pay for my studying.
6. This time next week I (to live) on a beach.
7. Sam never (to think) to go to medical school.
8. When Sally (to get) to the station last week, she (to realize) that she (to be) too late. The train already (to leave).
9. As a rule, she (to run) in the park every day.
10. Look! He (to try) to find his watch. He (to lose) it.
11. Mother just (to make) some sandwiches. You (to like) some?
12. Two days ago Sam (to write) her a letter and (to send) at once.
13. You ever (to be) to Cayman Isles?
14. Don't tease the dog! It (to bite) you.
15. Last night we (not to want) to disturb our parents as they (to have) a rest.
16. His grandparents just (to return) from the USA.
17. I (not to know) where my sister (to be) now. Maybe she (to sit) in the garden.

18. Don't you trunk that marriage (not to change) her? She still (to be) the same.
19. She (to give) him your message tomorrow, as soon as she (to see) him.
20. Look at this child! He (to notice) everything immediately.

Exercise 10. Open the brackets using the infinitives in the proper tense.

1. Yesterday at the moment we (to start) eating, the telephone (to ring).
2. She was worried that her child (not to like) her new husband.
3. Look! Her hands (to be) dirty. She (to work) in the gar» den.
4. If you (not to warn) him just now, he (to fall) in the water.
5. Yesterday I (not to want) to stay late so I (to make) an excuse and (to leave).
6. My friend always (to criticize) the way I (to dress).
7. When we (to see) them last?
8. She never (to want) to commit herself to six years of study.
9. If you (to come) at six tomorrow, you (to find) him at home.
10. If you (to know) her address, you (to send) her a letter today.
11. I know what kind of person she is. She always (to say) that she never (to tell) a soul but then she (to break) her promise.
12. This letter (to be) from John. We (to stay) with him last summer.
13. I (to meet) them when they (to run) round the park.
14. When they (to go) out, the rain (to stop), but a strong wind (to blow).
15. Look at him! He never (to be) so insulted!
16. It (to be) dark now. The sun (not to rise) yet.
17. There (to be) an accident near our house last night. You (to hear) it?
18. We (not to recognize) the hotel. We (to stay) in it the year before.
19. Last year when the play (to be) first performed on stage, it (to become) a hit.
20. When I (to come) to my friend, his parents (to tell) me that he (to go) ten minutes before.

Exercise 11. Open the brackets using the infinitives in the proper tense.

1. You already (to see) this film? — Yes, I (to see) it two days ago. I (to think) it (to be) rather interesting.
2. They already (to get) to the railway station and I (to I think) they (to wait) for their train now.
3. What he (to do) now? - He (to play) the new piano which his parent (to buy) him this morning.
4. She already (to walk) in the park for two hours.
5. Last night my telephone (to ring) four times. Each time I (to answer) the phone, the person at the other end (to ring) off.

6. The police just (to discover) a bomb in this office. They already (to evacuate) the building.
7. She (to see) very tired when she (to get) home yesterday. She (to have) a bad day.
8. After he (to work) for ten hours, he came home and (to fall) asleep.
9. You ever (to be) frightened by something? - Yes, I (to be) frightened by a strange noise in the bushes when I (to run) round the park last week.
10. The day before yesterday he told me that he (not to come) home by seven on Sunday.
11. In the programme we (to watch) last night, they (to kill) animals for their fur.
12. She (to begin) doing her lessons at five. It is seven o'clock but she still (to do) her lessons. When she (to finish) doing them at last?
13. I (not to be) sure now that they (to write) the test by four o'clock.
14. When we (to help) our mother about the house last Sunday, our father (to come) and (to invite) us to cafe.
15. Look! The emergency services (to remove) the sand which oil (to cover).
16. What you (to achieve) by the year 2010?
17. They (to have) a lovely time touring the USA last year.
18. You (not to read) my project yet?
19. Her mother (to be sure) yesterday that she (to revise) for her exam for the following day.
20. In three years' time, his parents (to be married) for twenty years.

Exercise 12. Open the brackets using the infinitives in the proper tense.

1. We (not to imagine) yesterday that the meeting (to take) so long.
2. I am afraid my friend (to be) still in hospital.
3. He (not to finish) medical training till, he is twenty-five.
4. Some days ago I (to go) through my wardrobe and (to pick) out all the clothes which (to be) small for me.
5. She picked the magazine from the floor where it (to fall).
6. You already (to see) this play? — We (to see) it last Friday. It (to be) a bit boring at first but it (to pick) up later on.
7. Now scientists (to predict) that by the year 2025 the population (to rise) to eight billion and by the year 2050 it (to reach) ten billion.
8. How you (to feel)? — I (to feel) so tired today. I (to work) in the laboratory since early morning.
9. Be quiet! My baby (to wake up) if you (to shout)! The baby (to sleep) now.
10. My friend wants to open a sport shop. He never (to run) a business before. Now he (to want) to ask for a bank loan.
11. She (to be) very happy when he (to thank) her and (to give) her flowers two days ago.

12. Last September I (to spend) my holiday with my friend. From the first day I (to realize) that I (to make) a mistake.
13. If you (not to pay) the bill immediately, the waiter (**to call**) the police.
14. The number of cars (to rise) by fifty-eight per cent since 1973.
15. I am sure Sally (to marry) Peter if he (to propose) to her.
16. You still (to think) they (to finish) the new motorway by the end of the year?
17. Why he (to open) a shop? — He always (to want) to open a sweet shop.
18. Last week her sister (to borrow) her sweater. While she (to wear) it she (to spill) some juice on it.
19. She (to be) tired yesterday as she (to drive) all that way.
20. He just (to be) in the bank to pay in a check.

Exercise 13. Open the brackets using the infinitives in the proper tense.

1. Where you (to be) just now? I (to wait) for you for ten minutes. Let's go to the cinema. We (to be) late.
2. When I (to enter) the house, I (to see) that the old man (to sit) near the fireplace and (to read) the book. He (to sit) there for a long time.
3. What you (to do) now? — I (to translate) an interesting story. — How long you (to translate) it? — I (to work) for seven hours. I (to hope) I (to finish) translating by nine o'clock.
4. The lecture (not yet to begin) and the students (to talk) in the corridor.
5. Last night Beth (to thank) Chris for the lovely flowers which he (to buy) for her.
6. Oh, I (to see) he (to stop) smoking. When he (to decide) not to smoke?
7. We (to be) in the forest a week ago. We (to hear) how a wild animal (to cry) out. It (to get) in a tramp.
8. I (to be) nervous at the dentist this morning as it was the first time I (see) him since august 1998.
9. When I was a child I (not to like) the girl next door. She always (to tease) me and (to fight) with me.
10. Don't worry! You (to see) your children playing in the yard if you (to look) out of the window.
11. When (to be) last time you (to see) Tom? — Five years ago.
12. I just (to finish) the book which you (to give) me for my birthday.
13. Last night he (to see) a light in the neighbor's house
14. My father (to look) tired the day before yesterday. He (to work) at his computer for many hours.
15. She (to be) at the birthday party now. It (to be) the most exciting holiday she ever (to have).
16. You ever (to eat) octopus? — Yes, I - What it (to be) like? - It (to taste) nice.

17. Last year my friends (to stay) in my house while I (to be) on holiday. They (to stay) there for three weeks.
18. When I (to come) home, my family (to drink) tea in the kitchen. I (to take) my coat off and (to ask) for a cup of tea.
19. We were glad to know that our relatives (to arrive) **by** the New Year.
20. An important letter (to arrive) when he already (to go) away for two weeks.

Exercise 14. Open the brackets using Present/Past/Future Simple Passive.

1. Many interesting games always (play) by our children.
2. This bone (give) to my dog tomorrow?
3. They (invite) to the cinema last Saturday.
4. His question (answer) yesterday.
5. Football (play) in winter?
6. Mushrooms (not / gather) in spring.
7. Many houses (burn) during the fire last year.
8. His new book (finish) next year.
9. Flowers (sell) in many shops and in the streets.
10. This house (build) in the 19th century.
11. Salad (eat) every day.
12. The letter (not / receive) last week.
13. Mike (send) to Kyiv next Monday?
14. I (not / ask) at the lesson yesterday.
15. I (give) a nice present last Friday.
16. Many houses (build) in our town every year.
17. This work (do) tomorrow?
18. This text (not / translate) at the last lesson.
19. These trees (plant) last autumn?
20. Mike (teach) Spanish by his brother.

Exercise 15. Open the brackets using Present/Past/Future Simple Passive.

1. The flowers ... by me every time (buy).
2. The cow ... three times a day (milk).
3. Crab salad ... by the chef ten minutes ago (serve).
4. The watch ... in Poland (make)?
5. The film ... on this novel (base).
6. The expedition ... next week (not / plan).
7. The child ... by the parents regularly (praise).
8. Dinner ... at five o'clock next evening (serve).
9. The door ... ten minutes ago (open).
10. The linen ... yesterday (iron)?
11. Cheese ... by the mice (eat).
12. The ingredients for the cake ... by me (mix).
13. The vase ... in the morning (not / break).
14. Five carps ... at six o'clock yesterday (stew).
15. These events ... in tomorrow newspapers (describe)?
16. The linen ... by the washing machine in an hour (twist).
17. The spices ... into the soup according to the recipe (put).
18. These paints ... in this oil painting (use).
19. This name ... at the previous meeting. (not / mention)
20. Her vase ... by me last week. (break).
21. The furniture ... every weekend (polish)?

Exercise 16. Change the sentences using Passive Voice.

- Examples:
- 1) Mother waters the flowers in the evening. – The flowers are watered in the evening.
 - 2) We often speak about her. – She is often spoken about.

3) You must do three of these exercises tomorrow. – Three of these exercises must be done tomorrow.

1. You promised me these books long ago.
2. Mr. Wilson will teach you English.
3. They looked for the newspaper everywhere.
4. Who listens to the lecturer with great attention?
5. Peter will speak to Mary tomorrow.
6. The workers can finish the building of the house very soon.
7. Can you do the work in three days?
8. You must do this work very carefully.
9. You must return the books the day after tomorrow.
10. They told me an interesting story yesterday.
11. They offered him a cup of coffee.
12. They teach the children French.
13. Our mother tells us stories every evening.
14. They water the flowers regularly.
15. The boys will paint the fence tomorrow.
16. Mary will show you a new book of pictures.
17. Mother gave Mike a camera for his birthday.
18. Who will do the translation in the evening?
19. The doctor will operate on him in a week.
20. The teacher will not send for the pupil's parents.
21. Peter asked for the telegram.
22. Nobody lived in that old house.
23. You can find the book you need in any library.
24. You can cross the river on a raft.
25. We must not send these letters at once.
26. You must take the box to the station.
27. Do they often send us a box of fruit?
28. Do they sell milk in this shop?
29. Who gave her three beautiful dishes as a birthday present?

Exercise 17. Open the brackets using Present/Past/Future Simple Active and Passive.

1. He (to turn) on the television to watch cartoons every morning.
2. He (to turn) on the television to watch cartoons yesterday morning.
3. The house (redecorate) by Dad last year?
3. He (to turn) on the television to watch cartoons tomorrow morning.
4. I always (to go) to the Altai Mountains to visit my relatives there.
5. I (to be) very busy last summer and I (not to go) there.
6. I (not to go) there next year because it (to cost) a lot of money and I can't afford it.
7. They (to enjoy) themselves at the symphony yesterday evening?
8. Who (to take) care of the child in the future?
9. Ann's hair (dye) by the hairdresser ten minutes ago.
10. We (not to have) very good weather, but we still (to have) a good time during our short stay in London.
11. She (to do) all the washing in their house.
12. He even (not to know) how to use the washing machine.
13. Two years ago they (to be) rich and money (to be) never a problem.
14. You (to think) you (to be) happy in your new neighborhood?
15. When the cabbage soup (to be) ready?
16. The customs officers at JFK airport in New York (to arrest) that young man when he (to arrive).

17. I (to like) to get on with my friends, so I often (to do) what they (to want).
18. When (to be) your birthday?
19. When you (to get) your watch?
20. Who (to create) Mickey Mouse?
21. The car (fix) by the mechanic a fortnight ago?
22. How often you (to go) to the dentist's?

Exercise 18. Put the highlighted verbs in the Passive Voice, making the necessary changes to the sentences.

1. She took a long time to write the composition, but at last she **wrote** it.
2. Don't put the cup there: somebody will **break** it.
3. Why weren't you at the birthday party? — They didn't **invite** me.
4. We met many difficulties, but all the same we **finished** the work in time.
5. We shall **leave** you behind if you are not quick.
6. I **spent** all my money on books last month.
7. I don't think we shall **do** all this work today: there is too much of it.
8. It's a very funny thing that when I start doing this, somebody always **stops** me.
9. Don't leave these sweets on the table: somebody will **eat** them.
10. She really **broke** her mother's heart when she left home.
11. The bees **attacked** the bear when it tried to take their honey.

Exercise 19. Make the following sentences in the Passive Voice.

1. They looked for the girl everywhere.
2. They did not listen to the boy.
3. She looks after the patients well.
4. They asked for our address.
5. My father looked through these papers this morning.
6. He will give my brother English lessons.
7. His friend told him everything.
9. The students greeted the famous lecturer warmly.
10. We must finish the work by tomorrow.
12. When I fell ill, my mother sent for the doctor.
13. They showed Helen the nearest way to the theatre.
14. He gave his patient some good advice.
15. The people looked at the little boy with interest.
17. They examined the paper attentively.

Exercise 20. Open the brackets using the verbs in Present Simple or Future Simple. (All the sentences refer to the future.)

1. If the weather (to be) nice, we probably (to go) to the beach.
2. If he still (to have) a cold and (not to feel) better, he (not to go) to a disco.
3. If you (to decide) to forget about your diet, you (to eat) wedding cake tomorrow.
4. If I (to drink) too much champagne at my friend's wedding, I (to get) a bad headache.
5. If they (to go) to California next year, they (to visit) his friend in San Francisco.
6. If she (not to work) properly, her boss (to fire) her and (to hire) my sister.
7. I (to see) you before you (to start)?
8. What he (to do) when he (to come) home?
9. Where they (to go) if the weather (to be) fine?
10. He (to ring) me up when he (to return) home.
11. If it (to rain), we (to stay) at home.
12. She (to walk) home

if it (not to be) too cold. 13. I am sure he (to come) to say goodbye to us before he (to leave) St. Petersburg. 14. Please turn off the light when you (to leave) the room. 15. If we (to be) tired, we (to stop) at a small village halfway to Moscow and (to have) a short rest and a meal there. 16. If you (to miss) the 10.30 train, there is another at 10.35. 17. She (to make) all the arrangements about it before she (to fly) there. 18. Before he (to start) for London, he (to spend) a week or two at a health resort not far from here.

Exercise 21. Put the verbs in brackets into the Present Simple Passive, the Past Simple Passive or the Future Simple Passive.

- 1) The stuff ... (**to instruct**) by the manager tomorrow morning. 2) Yoghurt... (**to make**) from milk. 3) This stadium ... (**to build**) missing boat ... (**to find**) yesterday. 6) The patient ... (**to operate**) on tomorrow. 7) Australia ... (**to discover**) by captain Cook. 8) Nowadays basketball ... (**to play**) all over the world. 9) The toothbrush ... (**to invent**) in the fifteenth century. 10) This bridge ... (**to reconstruct**) next summer.

Exercise 22. Make up sentences using the Present Simple Passive, the Past Simple Passive or the Future Simple Passive.

- 1) The Great Pyramids/to visit/by thousands of tourists/every year. 2) The first electronic computer/to develop/in 1943. 3) The injured woman/to examine/by a doctor/in a minute. 4) These letters/to type/an hour ago. 5) Tea/to make/from leaves of the tea plant. 6) Your photos/to publish/in the next issue/of our magazine. 7) The international conference/to hold/in Quebec/ last month. 8) The broken parts of your car/to repair/in two days. 9) The results of the test/to know/tomorrow morning. 10) This TV programme/to broadcast/all over the world/every day.

Exercise 23. Make up questions using the Present Simple Passive, the Past Simple Passive or the Future Simple Passive and answer them as in the example.

Example: *This actress/to interview/last Friday? (Yes)*
Was this actress interviewed last Friday? — Yes, she was.

- 1) Peter's car/to steal/last night? (No) 2) The chocolates/ always/to wrap/in foil? (Yes) 3) Your paintings/to display/at the next exhibition? (Yes) 4) The books of this writer/of ten/to demand/in the library? (No) 5) An e-mail letter/to send/to Sally/ yesterday? (No) 6) Our pizza/to deliver/in an hour? (Yes) 7) The animals in the zoo/always/to keep/in cages? (No) 8) Their house/to sell/a month ago? (Yes) 9) You/always/to give/such nice presents for your birthday? (Yes) 10) The fireplace/to build/ long ago? (No)

Exercise 24. Put the verbs in brackets into the correct form of the Present Simple Passive, the Past Simple Passive or the Future Simple Passive.

1) ... those invitations ... (*to send*) yesterday? — No, they They ... (*to send*) a bit later today. 2) ... the flowers in the botanical garden ... (*to water*) everyday? — Yes, they Today they ... (*to water*) just an hour ago. 3) ... Tom's advertisement ... (*to place*) in the local newspaper last week? — Yes, it It ... (*to publish*) again next week. 4) ... the office ... (*to clean*) every day? — No, it... . It... (*to clean*) three times a week. 5)... Pamela's new song ... (*to record*) next month? — Yes, it And the disc ... (*to release*) in two months. 6)... the photocopier often ... (*to use*) in your institute? — Yes, it 7) ... our flat ... (*to redecorate*) next week? — No, it Unfortunately, the wallpapers ... (*not to deliver*) yesterday and we can't continue our work now. 8)... the new software ... (*to set*) up yesterday? — No, it ... (*not to set*) up because of the problems with electricity in your office. It... (*to set*) up tomorrow morning. 9) A terrible crime ... (*to commit*) in our town two days ago. The results of the investigation ... (*to announce*) in the news programme in some minutes. 10) ... olive oil ... (*to produce*) in France? — No, it ... (*to make*) in Spain and Greece.

Exercise 25. Put the verbs in brackets into the correct form of the Present Simple Passive or the Past Simple Passive.

Coca-Cola

Coca-Cola ... (*first to make*) in Atlanta, USA, on 8 May 1886. Dr. John S. Pemberton, a local pharmacist, made the first syrup for Coca-Cola and carried a jug of it down the street to Jacob's Pharmacy where people tasted it and said it was «excellent». The syrup ... (*to sell*) for five cents a glass, but it was very strong-tasting because it ... (*not to mix*) with water. The drink ... (*to call*) «Coca-Cola» because of the coca leaves and kola fruits that ... (*to use*) to add flavor. Dr Pemberton's partner and bookkeeper, Frank Robinson, suggested the name «Coca-Cola» because he thought that using the letter «C» instead of the letter «K» in the word «Cola» would look better. Coca-Cola ... (*first to make*) the way it is now in Columbus, Georgia. It ... (*to sell*) as a medicine to help cure colds and give people more energy. Nowadays this drink ... (*to know*) all over the world. It ... (*to recognize*) as the world's best-selling soft drink. The company's headquarters ... (*to situate*) in Atlanta, Georgia.

Exercise 26. Make up questions and answer them using the text of ex. 25.

- 1) Coca-Cola/first/to make/in the USA? 2) Coca-Cola/to make/ by a bookkeeper? 3) The drink/to call/«Coca-Cola»/because of the names of

chemical ingredients? 4) The letter «C»/to change/ for the letter «K»/in the name of the drink? 5) Coca-Cola/to sell/only in few countries/nowadays? 6) The headquarters of the company/to situate/in Columbia?

Exercise 27. Put the verbs in brackets into the Passive Voice using the correct grammar tense.

1) When ... new computers ... (*to set up*)? — They ... (*to set up*) next Wednesday. 2) What colour ... Brian's bike ... (*to paint*) yesterday? — It ... (*to paint*) dark blue. 3) Who ... the tests ... (*usually to mark*) by? — They ... (*usually to mark*) by our professor. 4) Why ... the mail... (*to deliver*) so late yesterday? — Because the postman ... (*to delay*) by traffic. 5) What hotel ... (*to reconstruct*) next year? — According to our plan The Flamingo Hotel ... (*to reconstruct*) next year. 6) How much money ... (*to steal*) from the bank yesterday? — 1 million dollars ... (*to steal*) yesterday. 7) What places in your city ... (*usually to visit*) by tourists? — The Fine Arts Museum ... (*to visit*) most frequently. 8) What time ... the library ... (*to close*) last Friday? — It... (*to close*) at 6 o'clock in the evening, as usual. 9) How many TV sets ... (*to produce*) by this plant every month? — I think more than 1000 TV sets ... (*to produce*) by this plant monthly. 10) Where ... your dog ... (*to see*) last time? — It ... (*to see*) near our local school last Tuesday.

Exercise 28. Write questions and answer them using the information from the list.

Example: *When will the stolen necklace be returned to the owner? — It will be returned to the owner in a week.*

- | | |
|--|-------------------------|
| 1) When/the stolen necklace/to return/to the owner? | a) in a week |
| 2) When/the festival/to organize? | b) last year |
| 3) How often/this medicine/to take? | c) three times |
| 4) Where/the documents/to leave/yesterday? | d) a day |
| 5) What film/to show/at this cinema/tomorrow? | e) in the safe |
| 6) What kinds of books/usually/to demand/in your bookshop? | f) « The Lost Treasure» |
| 7) Who/to inform/about the meeting/yesterday? | g) detective stories |
| 8) What/to cook/for dinner/ | h) all managers |
| | i) fish soup |
| | j) five months ago |
| | k) two times a week |

tomorrow?

9) When/this flat/to buy?

10) How often/the swimming pool/
clean?

Exercise 29. Translate into English.

1) Мобільними телефонами користуються у всьому світі. 2) Де вирощують чай? - Чай вирощують в Індії. 3) Коли був заснований цей університет? - Він був заснований в дев'ятнадцятому віці. 4) Моє оголошення надрукоують завтра? - Так. У нашій газеті оголошення друкоють щодня. 5) Коли відремонтувати мій комп'ютер? - Його відремонтувати через два дні. 6) Де продають квіти? - Квіти продають у крамниці біля супермаркету. 7) Коли прибирали цю кімнату? - Її прибирали вчора увечері. 8) Які іноземні мови викладають у вашій школі? - У нашій школі викладають англійську, французьку і німецьку мови. 9) Де останній раз бачили цього чоловіка? - Його бачили біля метро три дні тому. 10) Коли привезуть нові меблі? - Нові меблі привезуть через два дні.

LESSON II

Text A

Exercise 1. Translate Text A with the help of the list of unknown words.

Seaweed Mariculture: Scope and Potential in India

Prepared by: Venkatesh R Thakur, Bhakti Peje

Introduction

The marine ecosystem is one of the richest ecosystems among all. Marine algae, commonly known as seaweeds are one of the major potential living as well renewable resources of the oceans. Seaweed resources available around the world include more than 1000 species, from which only a hundred species are being commercially used. Seaweeds are mainly utilized in phycocolloid industries, but many edible types of seaweed are rich in proteins, vitamins, minerals and trace metals. In the past few decades, the research in the marine areas has yielded vast knowledge on seaweed utilization. The major utilization of the seaweeds is in phycocolloid industries, for extraction of agar (*Gelidiella*, *Gracilaria*), alginate (kelps, *Sargassum*), and carrageenan (*Eucheuma*, *Chondrus*, *Hypnea*). Apart from this, other uses such as fertilizer, non-conventional source of energy, bioactive compounds, etc.

The increasing demand of the raw material required for phycocolloid production such as agar, alginate and carrageenan's leads to only one direction and that is large scale cultivation of these species. In many places, so far the natural harvest used to be the source. The cultivation of seaweeds involving several protocols such as seeding, site selection, laying out nets in the field etc.

Seaweeds are an untapped source of income from the seas, which has been ignored. In India, with the advent of *Kappaphycus* cultivation along the Tamilnadu coast, some awareness has been created. However, the local communities, though little importance is known traditionally, remain oblivious to this treasure in their vicinity.

- Creating the awareness among the locals regarding the importance of seaweeds towards economical and ecological importance.

- The harvesting of seaweeds will be additional income for poor artisan.

Global seaweed production and trade

Currently there are 42 countries in the world with reports of commercial seaweed activity. China holds first rank in seaweed production, with *Laminaria* sp. accounting for most of its production, followed by North Korea, South Korea, Japan, Philippines, Chile, Norway, Indonesia, USA and India. These top ten countries contribute about 95% of the world's commercial seaweed volume. About 90% seaweed production comes from culture based practices. The most cultivated seaweed is the kelp *Laminaria japonica*, which alone accounts for over 60% of the total cultured seaweed production while *Porphyra*, *Kappaphycus*, *Undaria*, *Eucheuma* and *Gracilaria* make up most of the rest to a total of 99%. The most valuable crop is the red alga Nori (*Porphyra* species, mainly *Porphyra yezzoensis*), used as food in Japan, China and Pacific.

According to FAO, between 1981 and 2000, world production of aquatic plants increased from 3.2 million tons to nearly 10.1 million tons (wet weight), upholding US \$6 billion world trade in 2000, compared to US \$ 250 million trade in 1990. The contribution of cultured seaweeds is 15% of total global aquaculture volume (45,715,559 tons) or nearly 5% of total volume of world fisheries production (141,798,778 tons) for 2000. The seaweeds that are most exploited for culture are the brown algae with 4,906,280 tons (71% of total production) followed by the red algae (1,927,917 tons) and a small amount of green algae (33,700 tons). East and South-East Asian countries contribute almost 99% cultured production, with half of the production (3 million tons) supplied by China. Most output is used domestically for food, but there is a growing international trade. The *Porphyra* cultivation in Japan is the biggest seaweed industry, with a turnover of more than US \$1.8 billion per annum.

Total EU imports of seaweed in 2001 amounted to 61,000 metric tons with the Philippines, Chile and Indonesia as the biggest suppliers. Significant quantities of *Eucheuma* are exported by the Philippines, Tanzania and Indonesia to USA, Denmark and Japan. The Seaweeds are macrophytic algae, a primitive type of plants lacking true roots, stems and leaves. Most seaweeds belong to one of three divisions - the Chlorophyta (green algae), the Phaeophyta (brown algae) and the Rhodophyta (red algae). There are about 900 species of green seaweed, 4000 red species and 1500 brown species found in nature. The greatest variety

of red seaweeds is found in subtropical and tropical waters, while brown seaweeds are more common in cooler, temperate waters.

Economic importance

Some 221 species of seaweed are utilized commercially. Of these, about 145 species are used for food and 110 species for phycocolloid production (eg. agar). Seaweed has been a staple food in Japan and China for a very long time. The green seaweeds Enteromorpha, Ulva, Caulerpa and Codium are utilized exclusively as a source of food. These are often eaten as fresh salads or cooked as vegetables along with rice. Porphyra (Nori), Laminaria (Kombu) and Undaria (Wakame) are used for making fish and meat dishes as well as soups and accompaniments. Agar-agar, agarose and carrageenan are commercially valuable substances extracted from red seaweeds and find extensive use in many industries.

The greatest use of agar is in association with food preparation and in the pharmaceutical industry as a laxative or as an outer cover of capsules. With the advent of modern molecular biology and genetic engineering, agar gums producing an 'agarose' factor are used extensively in electrophoresis in most laboratories around the world.

Philippines accounts for nearly 80% of the world's total *Eucheuma cottonii* production of 1,300,000 tons, roughly 35% of which is traded in dried form. It supply 14% of the world's total raw seaweed production and holds first rank as producers of semi-refined carrageenan, contributing close to 60% of the world market.

Seaweed resources of India

Seaweeds grow abundantly along the Tamil Nadu and Gujarat coasts and around Lakshadweep and Andaman and Nicobar Islands. There are also rich seaweed beds around Mumbai, Ratnagiri, Goa, Karwar, Varkala, Vizhinjam and Pulicat in Tamil Nadu and Chilka in Orissa. Out of approximately 700 species of marine algae found in both inter-tidal and deep water regions of the Indian coast, nearly 60 species are commercially important. Agar yielding red seaweeds such as *Gelidiella acerosa* and *Gracilaria* sp. Are collected throughout the year while algin yielding brown algae such as *Sargassum* and *Turbinaria* are collected seasonally from August to January on Southern coast.

A standing crop of 16,000 tons of Sargassum and Turbinaria has been reported from Indian waters. The surveys carried out by Central Salt and Marine and Chemical Research Institute (CSMCRI), Central Marine Fisheries Research Institute (CMFRI) and other research organizations have revealed vast seaweed resources along the coastal belts of South India. On the West Coast, especially in the state of Gujarat, abundant seaweed resources are present on the intertidal and subtidal regions. These resources have great potential for the development of seaweed-based industries in India.

Seaweed mariculture

Large-scale seaweed mariculture is carried out only in Asia, where there is a high demand for seaweed products and burgeoning populations to create market growth. Cultivation of seaweeds in Asia is a relatively low-technology business in that the whole, attached plants are placed in the sea and there is a high labor content in the operation. Except for the large kelp harvesters of Southern California and Baja California or in Philippines and Taiwan Province of China, most seaweed are grown or harvested from wild stocks using manual techniques. The demand from the phycocolloid industry of India is great but the present production from natural habitats is very low and insufficient to cater to the needs of the local industry.

This gap between the demand and supply can be bridged through mariculture practices for seaweeds by cultivating the useful species on a commercial scale. Continuous supply, improved yield and quality as well as conservation of natural seaweeds beds are some of the important advantages of seaweed mariculture. Laminaria Brown Japan Kombu China Hai Dai Japan Nori / Amanori / Hoshinori China Zicai Korea Kim Porphyra Red UK (Wales) Purple laver / Laver bread Undaria stipes Japan Wakame Undaria pinnatifida Brown China Quindai cai Scotland Dulse Ireland Dillisk Rhodymenia palmate Palmaria palmate Red Iceland Sol Chondrus crispus Red Europe Irish Moss / Carragheen Asparogopsis taxiformis Red Hawaii Limu kohu Misc. sp. - Hawaii Limu.

Problems and Prospects

1. The major problems in the seaweed industry include overexploitation leading to a scarcity of raw material, poor quality raw material, labor shortages during the paddy harvesting and transplanting season, lack of technology to improve processed product quality, and a lack of information on new and alternative sources of raw materials.

2. Despite the great number of sheltered bays and lagoons suitable for mariculture, no large-scale attempts to grow seaweed have been made in India so far.
3. Efforts are needed to increase production through improving harvesting techniques, removal of competing species, creation of artificial habitats and seeding of cleared areas. As the technology for reliable methods for the cultivation of different commercially important seed stocks and their improvement has either already been developed or presently being in research, it needs to be disseminated effectively to the target community.
4. Extensive surveys need to be conducted to identify suitable sites for large-scale seaweed culture. There is great potential for the agarophyte cultivation because of its low availability from the wild stock due to over-exploitation.
5. Many edible seaweed species are available on the Indian coast; attempts should be made to develop products suitable for the Indian palate and to popularize the same amongst the public.
6. With regard to pharmaceutical substances, heparin analogues (heparinoids) that are inhibitory to thrombin activities have been reported from Chlorophyta of Indian coasts; this and many other important types of seaweed are available on Indian coast that can be utilized for production of many important pharmaceutical products through extraction of bioactive compounds.
7. Attention should also be given towards developing hybrid species with superior growth and nutritional characteristics, as the same has been proved successful in countries like Japan.
8. Rather opting for high-volume, low-value seaweeds, culture of high value seaweeds should be aimed for, as part of integrated coastal and national development programmes.
9. Seaweed polyculture in association with mollusks and fishes seems to have good prospects to increase harvest and profits.
10. Pond and canal culture of seaweeds (e.g. *Gracilaria*) in shrimp farming areas can help to treat effluent water.

11. The problem of eutrophication of culture ponds due to overfeeding and excreta released by fish/shrimp can be tackled by culturing seaweeds in such ponds. Out of estimated around US \$3 billion global phycocolloid and biochemical business, India's share is meager.

12. We can surely grab a bigger part in this lucrative business with sincere efforts towards large-scale cultivation of commercially important species and processing.

13. To facilitate this, more technologically sophisticated extraction plants with easy access to markets and marketing.

Exercise 2. Translate and study the following words and expressions:

Marine algae, seaweeds, phycocolloid industries, agar, alginate, carrageenans, a critical point, visual inspection, a more quantitative description, biological functions, aquatic plants, cultured production, subtropical and tropical waters, migratory fish, temperate waters, burgeoning populations, commercially valuable substances, potamodromous species, catadromous species, reproduction, production of juveniles, growth, sexual maturation, breeding purposes, surface bypasses, anadromous species, downstream migration, trapping, video checks, complementary, drastic changes, the migratory behavior, the population size, an acceptable length of time.

Exercise 3. Answer the questions:

1. What is the main sense of text A?
2. What is one of the major potential living renewable resources of the oceans?
3. What is economic importance of seaweeds?
4. Why do people use seaweeds?
5. Where are seaweeds used?
6. Where is large-scale seaweed mariculture carried out?
7. What way can the gap between the demand and supply be bridged?
8. What can you say about agar?
9. What are the major problems in the seaweed industry?

Exercise 4. Make up as more sentences as you can using the words and expressions from exercise 2.

Exercise 5. Make up 15 different type questions for text A.

Exercise 6. Write a brief summary of text A.

Note that:

- A summary begins with an introductory sentence that states the article's title.
- A summary must contain the main thesis or standpoint of the text, restated in your own words.
- A summary is written in your own words.
- A summary is always shorter than the original text, often about 1/3 as long as the original.

Exercise 7. Read your summary of text A to your groupmate and ask him to retell it.

Exercise 8. Make up a plan of this text (text A). Retell the text according to it.

Text B

Exercise 1. Translate Text B with the help of the list of unknown words.



Tilapia tastes great and is one of the easiest fish to raise in a backyard fish farm.

Illustration: Joseph R. Tomelleri

HOME GROWN Life: The Farmer and the Fisherman

HOME GROWN Life blogger Dyan Redick considers how inextricably the lives of farmers and fishermen are...

Using inexpensive and readily available materials such as an aboveground swimming pool you can get fresh fish from your back yard. “By raising your own fish, you can achieve a higher level of self-sufficiency and provide a healthier diet for your family,” says Steven Van Gorder, author of *Small-Scale Aquaculture*. “Backyard fish farming is as practical as gardening for producing food for the family.”

Van Gorder’s book explains backyard aquaculture in detail, with plans and step-by-step instructions that can help you successfully raise fish even if your only source of water is a garden hose.

Puanani Burgess, executive director of the Waianae Coast Community Alternative Development Corp. in Waianae, Hawaii, says the methods “look so simple that everyone thinks, ‘Hey, I can do it.’” Fourteen years ago, Burgess’ group formed a micro-aquaculture cooperative, which hundreds of islanders have participated in over the years.

“It is really ideal for small, rural communities like ours,” Burgess says.

Historically, aquaculture has something of a bad reputation because it has been limited to large commercial facilities that require significant amounts of water and energy, and thus can be major sources of pollution. In contrast, Van Gorder’s systems blend 4,000-year-old cultural practices with refined modern techniques - using minimal energy and water - and put you in control of the purity and healthfulness of this food source. (*For healthy and sustainable choices when you do buy seafood, see [The Health Benefits of Eating Fish](#). - MOTHER EARTH NEWS*)

There are several similarities between gardening and fish farming: Both plants and fish need food and warmth; just as certain plants favor different seasons, there are cold-hardy fish and heat-loving fish; and both sorts of “gardens” require regular maintenance — you can’t just scatter a handful of seeds or sprinkle a few fingerlings in a pond, then expect to harvest anything edible in a few months.

Van Gorder advises beginning fish farmers to start small — no more than 100 fish the first few seasons. Once you master a few basics, “you will be able to raise several species of fish in tanks, indoors or out, throughout the year,” he says.

In the Waianae cooperative, for example, a few aboveground tanks can produce more than 300 pounds of golden tilapia every six months.

Types of Aquaculture Systems

Here are the four aquaculture systems Van Gorder describes:

Cage Culture. This aquaculture method “provides the simplest means of growing fish if you have access to a pond,” Van Gorder says. He estimates a cage system could be built for about \$100. “The only cost is for cage materials, fish and feed.”

Read more: <http://www.motherearthnews.com/homesteading-and-livestock/backyard-fish-farming-zmaz06amzwar.aspx#ixzz3FT8uRBU9>

In this system, a cage or pen made of plastic pipe and rigid netting is moored in any suitable body of water — a pond, lake, stream or millrace — and stocked with fingerlings that are fed until they reach a harvestable size.

“If you have a farm pond, building a floating cage will provide enough fish to feed your family year-round,” Van Gorder says. Channel catfish is the most common fish grown in cages; tilapia, trout, salmon and hybrid striped bass are other options.

Flow-through. This method diverts a continuous source of cold water, such as a stream, spring or river, into “raceways” that hold fish. Even a small volume of water can create a more productive system than a closed setup. “With just a few gallons of spring water, you can grow trout year-round,” Van Gorder says.

Like cage culture, flow-through systems are simple and relatively inexpensive, unless you don’t have access to a natural source of flowing water. It’s also important to note that flow-through systems are subject to regulations regarding the diversion and use of natural water sources. Be sure to talk with local fish and soil conservation authorities before making use of nearby streams.

Greenhouse Aquaponics. Within some form of greenhouse, this method uses a variety of plants — instead of filters to improve the water quality for fish. In addition to tilapia, trout, catfish or hybrid striped bass, you can grow different vegetables — including tomatoes, lettuce and cucumbers — as you would in conventional hydroponics. However, because fish are living in the water, the nutrient sources for greenhouse aquaponics must be totally organic; no herbicides, insecticides or fungicides can be used.

Greenhouse aquaponics is the most complicated aquaculture method, requiring a high level of management and components such as a water pump and aerator. Backyard fish farmers often combine aquaponics with a home recirculating setup (discussed later in this article). Altogether, such a system could cost up to \$1,000, but using recycled materials can bring that price down significantly.

Home Recirculating. This is the answer for would-be fish farmers whose only water source is a garden hose. The best way to create this miniature fish farm is to use an aboveground vinyl-lined swimming pool in a back yard, garage or basement. The cost of such pools varies based on size, ranging from \$300 to more than \$2,000. They are durable, with only the vinyl liner needing replacement every few years.

For the ideal home recirculating system, Van Gorder recommends a pool 12 feet in diameter and 3 feet high. This size will hold about 2,000 gallons of water when filled to within 8 inches of the top. Unfiltered, that amount of water can produce only 10 to 15 pounds of fish, even with added aeration. But by controlling temperature, removing ammonia and waste, and oxygenating the water, that same amount of water can produce more than 100 pounds of fish in one growing season. Species best-suited to this system include tilapia, catfish, bass.

Read more: <http://www.motherearthnews.com/homesteading-and-livestock/backyard-fish-farming-zmaz06amzwar.aspx#ixzz3FT94TTpb>

Because the fish spend all their lives in the same water, maintaining its quality is essential. Water must be clean, kept at the correct temperature and contain enough oxygen. Smaller pools have less margin for error and require even more management. Components of the home recirculating system include:

Solar dome. This is an inexpensive plastic cover that looks like a giant shower cap. Most of the fish recommended for backyard fish farming are warm-water species, which grow best at water temperatures above 80 degrees. In temperate climates, aboveground pools will reach about 70 degrees for only the warmest 12 weeks. But a solar dome will increase the average water temperature to about 80 degrees for at least 20 weeks.

Drum clarifier. This provides a simple way to collect and remove almost all of the organic material that accumulates in the water. Using siphons and a water or air pump, water flows between the pool and two 55-gallon drums that are filled with plastic mesh (orchard netting), which traps the solids.

Biofilter. This simple water wheel removes toxic ammonia from the water. It can be made with PVC pipe, corrugated fiberglass roofing and a few other materials available from your local home improvement store.

Aerator. An air pump or aerator adds oxygen to the water, which is necessary to raise healthy fish.

Emergency power. To keep aeration and pump devices running during blackouts, it's a good idea to connect the system to a generator; or connect a simple 12-volt agitator to a car battery. Water quality won't suffer if filtration and clarification are cut off for a few hours, but oxygen levels will rapidly fall if there are many fish in the pool.

Stocking Your Water Garden

Once you decide which system makes the most sense for your circumstances, the next big decision is which fish to raise.

"With an eye toward 'sustainable aquaculture,' whenever possible the small-scale fish farmer should utilize those species whose nutritional requirements are more easily met because they feed low on the food chain," Van Gorder says. Feed pellets for catfish, for example, rely on soybean meal. More than 1 pound of fish can be raised from 1 pound of dry pellets. Carnivorous fish — trout, salmon and striped bass — occupy a higher place on the food chain. It takes 3 to 5 pounds of wild-caught fish to make enough fish meal for pellets that will produce 1 pound of cultured, carnivorous fish.

Here are descriptions of your best options among warm-water species — tilapia, catfish, carp and bass and — cool-water species trout, salmon and perch.

Tilapia. Tastes great and is one of the easiest fish to raise. Tilapia tolerate a wide variety of water conditions, including low oxygen levels and high concentrations of ammonia, and are resistant to diseases and parasites. Tilapia grow quickly under proper conditions — water temperatures of 64 to 90 degrees, with 84 degrees being optimal. Water temperatures less than 50 degrees are fatal. Java, blue and nile tilapia are the best species for backyard fish

Read more: <http://www.motherearthnews.com/homesteading-and-livestock/backyard-fish-farming-zmaz06amzwar.aspx#ixzz3FT9D9pcI>

Catfish. Exceptional taste and hardy resistance to disease and parasites make catfish another good choice for beginning fish farmers. Catfish grow quickly — a large fingerling can reach 1 pound within five months. Channel catfish is your best bet; brown, black or yellow bullhead catfish are other options.

Carp. Traditionally unpopular for eating, carp from backyard aquaculture might surprise you. When cultured in clean water and prepared properly, it can taste excellent, Van Gorder says. Carp are hardy, resistant to disease and adjust to varying water conditions. Carp tolerate water temperatures from 70 to 90 degrees, but grow best between 80 and 85 degrees. Common, grass, bighead or silver carp can coexist in one aquaculture system.

Bass. The best species is hybrid striped bass, which has an excellent mild taste, even more so than wild bass. Bass is well-suited to cages and recirculating systems, but is more difficult to culture than tilapia, carp or catfish. Fingerlings require attentive care — they do not react well to poor nutrition, rough handling or bright lighting. Large and small individuals must be kept separately. Optimal water temperature is 80 degrees, but bass will tolerate 65 to 85 degrees.

Trout and Salmon. Two of the more flavorful fish, trout and salmon require much more precise conditions than warm-water species; control of water temperature is the primary factor. They require water temperatures between 55 and 60 degrees; rainbow trout can tolerate up to 70 degrees with careful management of oxygen levels. These fish can be stocked together and grow quickly, providing harvestable fish in one season. Best species are rainbow or brook trout and coho or Atlantic salmon.

Perch. The yellow perch is popular for its taste, especially in Canada and the northern United States. It grows best in water temperatures between 68 and 74 degrees. Yellow perch eat trout feed and can grow to a harvestable size — a third of a pound — in one season.

Exercise 2. Translate and study the following words and expressions:

self-sufficiency, inexpensive, inextricably, an aboveground swimming pool, small-scale aquaculture, step-by-step instructions, islanders, refined modern techniques, cold-hardy fish, heat-loving fish, to scatter, to sprinkle, to estimate, a cage or pen made of plastic pipe and rigid netting, millrace, fingerlings, to harvest anything edible, a harvestable size, channel catfish, tilapia, trout, salmon, perch, hybrid striped bass, flow-through systems, diversion, soil conservation authorities, conventional hydroponics, nutrient sources, greenhouse aquaponics, recycled materials, a garden hose, a back yard, durable, to hold, cage culture, a giant shower cap, a solar dome, a drum clarifier, to corrugate, nutritional requirements, a pellet, carnivorous fish.

Exercise 3. Answer the questions:

1. What is the main sense of text B?
2. What way can you get fresh fish from your back yard?
3. Why has aquaculture something of a bad reputation?
4. Are there any similarities between gardening and fish farming?
5. What are the similarities between gardening and fish farming?
6. What are the types of Aquaculture Systems?
7. Why is it essential to maintain the water quality?
8. What components of the home recirculating system do you know?

9. Which fish can a small-scale fish farmer raise?
10. Why is it possible for a small-scale fish farmer to raise them?

Exercise 4. Make up as more sentences as you can using the words and expressions from exercise 2.

Exercise 5. Make up 15 different type questions for text B.

Exercise 6. Write a brief summary of text B.

Note that:

- A summary begins with an introductory sentence that states the article's title.
- A summary must contain the main thesis or standpoint of the text, restated in your own words.
- A summary is written in your own words.
- A summary is always shorter than the original text, often about 1/3 as long as the original.

Exercise 7. Read your summary of text B to your groupmate and ask him to retell it.

Exercise 8. Make up a plan of this text (text B). Retell the text according to it.

GRAMMAR

Continuous Tenses to be + V_{ing}

The Present Continuous Tense

am, is, are + V_{ing}

Ствердження

Заперечення

Питання

*I am working now.
Я працюю зараз.*

*I'm not working now.
Я не працюю зараз.*

*Am I working now?
Я зараз працюю?*

Ствердження	Заперечення	Питання
<i>We are working now.</i> <i>Ми працюємо зараз.</i>	<i>We aren't working now.</i> <i>Ми не працюємо зараз.</i>	<i>Are we working now?</i> <i>Чи ми працюємо зараз?</i>
<i>She is working now.</i> <i>Вона працює зараз.</i>	<i>She isn't working now.</i> <i>Вона не працює зараз.</i>	<i>Is she working now?</i> <i>Чи вона зараз працює?</i>

Використання Present Continuous:

1. Дії, що відбуваються зараз: Present Continuous використовується для вираження певної дії, що відбувається прямо зараз, в момент говоріння. Також Present Continuous вказує на одночасні дії, що відбуваються саме в цей момент.

He's playing the piano now. – Він зараз грає на піаніно.

I'm washing my clothes at the moment. – Я перу свій одяг в цей момент.

They're repairing the car right now. – Вони ремонтують машину прямо зараз.

I'm working and Ann is cooking now. – Я працюю зараз, а Енн займається приготуванням їжі.

2. Дії around now: Present Continuous використовується для вираження тимчасової дії, що відбувається не в даний момент часу, а загалом в найближчий часовий проміжок – «around now» (приблизно в цей час).

She's preparing for her next week exam. – Вона готується до екзамену, що буде на наступному тижні. (Вона, можливо, не готується до нього прямо зараз, але готувалася та буде до нього готуватися скоро, найближчим часом)

My brother is looking for a job these days. – Мій брат зараз шукає роботу. (Не факт, що він зайністив пошуки прямо зараз, але загалом, він шукає роботу)

I'm waiting for the parcel coming soon. – Я чекаю на пакунок, що скоро прийде. (Я чекаю на нього загалом, не в цей конкретний момент)

3. Плани на найближче майбутнє: За допомогою Present Continuous виражаються дії, що були заплановані на найближче майбутнє, особливо якщо час та місце виконання дії заздалегідь відомі та сплановані.

They're moving to Kyiv next Monday. – Вони переїжджають до Києва наступного понеділка.

I'm going to the seaside this evening. – Я іду на море сьогодні ввечері.

Kate and I are playing our new concert tonight. – Сьогодні ввечері ми з Кейт граємо наш новий концерт.

4. Обставини, що змінюються: Present Continuous використовується для вираження ситуацій, що розвиваються або змінюються, тобто для вираження певних тенденцій.

More men are taking paternity leave nowadays. – В наш час все більше чоловіків беруть декретну відпустку.

This tree is growing so fast. – Це дерево росте так швидко.

The weather is changing so unexpectedly these days. – Останнім часом погода змінюється так неочікувано.

5. Негативне ставлення до дій: Ми можемо використовувати Present Continuous для вираження свого ставлення до дій, що відбуваються постійно, або характеру певної людини, коли вони визивають в нас гнів (anger), роздратування (irritation) або вони нам докучають (annoy). Часто в таких реченнях використовуються слова always (завжди), constantly (постійно, без упину), continually (безперервно).

You're always interrupting me when I'm trying to tell this story. – Ти постійно мене перебиваєш, коли я намагаюсь розповісти цю історію.

He's constantly losing our keys on the vacation. – На відпочинку він постійно губить наші ключі.

I'm always getting ill after this ice-cream. – Я постійно хворію після цього морозива.

Маркери часу: Present Continuous використовується з певними словами та виразами, що вказують на певний відомий момент або проміжок часу, в який відбувається дія.

now – зараз

right now – прямо зараз

still – все юде

currently – тепер, в цей час

at the moment – в цей момент

at present – в теперішній час

this morning – цього ранку, цим ранком

this evening – цього вечора

this afternoon – сьогодні після обіду

today – сьогодні (удень)

tonight – сьогодні (ввечері)

these days – на дніях

nowadays – в наші дні

The Past Continuous Tense

was, were + V_{ing}

Ствердження

Заперечення

Питання

Ствердження	Заперечення	Питання
I was working at six. Я працював о 6-й.	I wasn't working at six. Я не працював о 6-й.	Was I working at six? Чи я працював о 6-й?
You were working at six. Ви працювали о 6-й.	You weren't working at six. Ви не працювали о 6-й.	Were you working at six? Чи ви працювали о 6-й?

Використання Past Continuous:

1. Тривалі дії в певний проміжок часу в минулому: Past Continuous використовується для вираження дій, що відбувалися в конкретний, точно відомий момент або проміжок часу в минулому.

Yesterday at 10 p.m. I was climbing the tree. – Вчора о 10-й вечора я вилазила на дерево.

At 5 o'clock yesterday evening my sister was flying from Sydney. – Вчора о 5-й моя сестра летіла з Сіднея.

At the same time two years ago we were visiting my parents. – В цей же час два роки тому ми провідували моїх батьків.

She was still dancing at midnight. – О півночі вона все ще танцювала.

Last night at 1 a.m. I was preparing my speech. – Минулої ночі о першій годині я готовував свою промову.

Точний момент часу в Past Continuous може уточнюватися або перериватися іншою короткочасною дією, вираженою в Past Simple.

She was cleaning the house when the phone rang. – В той час, коли вона прибиралася в домі, задзвонив телефон.

John was cooking dinner when he suddenly cut his finger. – Коли Джон готував обід, він раптово порізав собі палець.

Helen was using the blender so she didn't hear you came in. – Хелен користувалася блендером, тому вона не чула, як ти увійшов.

2. Вираження несхвалення, роздратування: Past Continuous використовується для вираження несхвалення, нетерплячості або роздратованості певною дією в минулому. В такому значенні Past Continuous здебільшого використовується зі словами always (завжди, постійно), often (часто), constantly (постійно).

He was always interrupting me when I was talking. – Він завжди (постійно) мене переривав, коли я говорив.

She was constantly losing our keys on the vacation. – На відпочинку вона постійно губила наші ключі.

We were often waiting for that friend of his. He was so slow. – Ми часто чекали того його друга. Він був таким повільним.

As she was always inspecting my stuff I didn't like her. – Оскільки вона постійно перевіряла мої речі, я її не любив.

В такому значенні Past Continuous схожий на конструкцію used to, однак відрізняється від неї своїм негативним відтінком.

He used to worry about money too much. – Він занадто багато піклувався про гроши.

Clark used to complain constantly about anything. – Кларк постійно через все жалівся.

3. Заплановані дії, що не відбулися: Past Continuous використовується для вираження запланованих дій в минулому, що, однак, не відбулися. Часто в таких реченнях використовуються дієслова mean (збиратися, мати намір), intend (мати на меті, збиратися, задумати), hope (сподіватися), expect (очікувати), think (думати, гадати), plan (планувати).

I was hoping to meet her at the bookstore but she didn't come. – Я сподіався зустріти її в книжковому магазині, але вона не прийшла.

My mother was thinking of cooking a pie but we wanted some pizza. – Моя мати думала приготувати пиріг, але ми хотіли піцу.

Tom was planning to buy these tickets for the concert but forgot his wallet at home. – Том збирався купити ці квитки на концерт, але забув свій гаманець вдома.

Маркери часу.

Past Continuous використовується, якщо на питання «коли це відбувалося?» можна вказати точний, конкретний час або проміжок часу в минулому.

at that moment – в той момент

at the same time – в цей же час (у минулому)

while – в той час, як; поки

when – коли

as – так як

all morning / the whole morning – протягом всього ранку, весь ранок

all night (long) / the whole night – протягом всієї ночі, всю ніч

all evening / the whole evening – протягом всього вечора, весьвечір

all day (long) / the whole day – протягом всього дня, весь день

last Monday – минулого понеділка

last week – минулого тижня

last year – минулого року, в минулому році

The Future Continuous Tense

will be + V_{ing}

Future Continuous – майбутній тривалий час в англійській мові. Вказує на процес, що буде відбуватися в майбутньому в певний проміжок часу. На відміну від Future Simple, цей момент у часі має бути названим точно або бути зрозумілим з контексту. Нижче детально розглянуто правила утворення Future Continuous у стверджувальному, заперечному та

питальному реченнях, є таблиця з допоміжними словами та наведено випадки вживання майбутнього тривалого часу за різних обставин.

Вживання Future Continuous:

1. Перервана дія в майбутньому (Interrupted Action in the Future).

Future Continuous використовується у випадках, коли коротша дія перериває довготривалу дію. Це може бути дійсним перериванням дії або лише перериванням у часі. В таких випадках часто використовується слово-покажчик when.

I will be watching TV when she arrives tonight. – Я буду дивитися телевізор, коли вона прибуде вночі.

I will be waiting for you when your bus arrives. – Я буду чекати на тебе, коли твій автобус підіде.

He will be studying at the library tonight, so he will not see Jennifer when she arrives. – Він буде вчитися сьогодні вночі у бібліотеці, тому він не побачить Дженіфер, коли вона приде.

2. Дія в майбутньому відбувається в означений час (Specific Time as an Interruption in the Future)

В даному випадку Future Continuous використовується для позначення довготривалої дії, що відбуватиметься або не відбуватиметься в майбутньому. Часто в таких випадках використовуються слова-маркери часу.

Tonight at 6 PM, I am going to be eating dinner. – Сьогодні увечері о шостій годині я збираюся їсти вечерю. (замість will be використовується конструкція to be going to)

At midnight tonight, we will still be driving through the desert. – Сьогодні опівночі ми все ще будемо їхати через пустелю.

Tomorrow at 2 AM, they won't be playing in the club. – Завтра о другій годині дня вони не будуть грати у клубі.

3. Паралельні дії в майбутньому (Parallel Actions in the Future)

Future Continuous також використовується для опису дій, що будуть відбуватися в майбутньому паралельно.

I am going to be studying and he is going to be making dinner. – Я збираюся вчитися, а він збирається готувати вечерю.

Tonight, they will be eating dinner, discussing their plans, and having a good time. – Сьогодні вночі вони будуть їсти вечерю, обговорювати їхні плани та просто проводити час.

While Ellen is reading, Tim will be watching television. – В той час як Елен читатиме, Тім буде дивитися телевізор. (після while Future Continuous не вживається)

4. Передача атмосфери дій в майбутньому:

Future Continuous може також використовуватися для передачі атмосфери в майбутньому.

When I arrive at the party, everybody is going to be celebrating. Some will be dancing. Others are going to be talking. A few people will be eating pizza, and several people are going to be drinking beer. They always do the same thing. – Коли я прибуду на вечірку, всі будуть святкувати. Хтось буде танцювати. Інші будуть спілкуватися. Декілька людей буде куштувати піцу, а деякі будуть пити пиво. Вони завжди роблять одне і теж.

CONTINUOUS (PROGRESSIVE) PASSIVE TENSES

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

Present (Past) Continuous Passive утворюються за допомогою допоміжного дієслова to be ((am, is, are в Present); (was, were в Past)) та дієприкметника минулого часу основного дієслова (3-я форма дієслова).

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

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

Tense	Affirmative	Interrogative	Negative
Present Continuous	The office <u>is being cleaned</u> now.	Is the office <u>being cleaned</u> now?	The office <u>is not being cleaned</u> now.

Past Continuous	The office <u>was being</u> <u>cleaned</u> when the boss arrived.	Was the office <u>being cleaned</u> when the boss arrived?	The office <u>was not</u> <u>being cleaned</u> when the boss arrived.
Future Continuous	-	-	-

Як і в активному стані, дієслова, що не виражають дію як процес, як правило, не вживаються в формі Continuous.

До них відносяться дієслова, що виражают відчуття: *to see, to smell, to hear, to seem, to taste*; волевиявлення: *to refuse, to prefer, to object, to agree, to disagree, to deny, to impress, to promise*; бажання: *to wish, to want, to desire*; почуття: *to like, to hate, to love*; розумову діяльність: *to know, to understand, to believe, to doubt, to see (= "understand"), to imagine, to realise, to suppose, to remember, to think (= "have an opinion")*, *to forget, to recognise*; дієслова, що виражают відношення між предметами: *to be, to belong, to concern, to involve, to consist, to contain, to depend, to lack, to need, to include, to own, to possess, to weigh (= "have weight")*, та ін.

Grammar exercises

Exercise 1. Put the verbs in brackets into the Present Simple or the Present Continuous Tense.

- 1) John often ... (*to send*) e-mail letters to his friends abroad. 2) Paul ... (*to write*) an e-mail letter to his friend in Canada now. 3) Margaret ... (*to look*) for a better job at the moment. 4) We ... (*to attend*) language courses three times a week. 5) The secretary ... (*to be*) busy now. She ... (*to prepare*) the documents for the conference. 6) My elder brother ... (*always to make fun*) of me! 7) The professor ... (*not to examine*) patients now. He ... (*to give*) a lecture to the students at the moment. He usually ... (*to examine*) the patients in the morning. 8) The article ... (*to contain*) the results of important researches in medicine. 9) You never ... (*to tell*) me about your problems at school. I'm a bit surprised that you ... (*to ask*) me for a piece of advice now. 10) Most oils ... (*to boil*) at 200—300°C. 11) ... the musicians ... (*to have*) lunch now? — No, they They ... (*to rehearse*) in the assembly hall. They ... (*to perform*) some new songs at the concert tomorrow. 12) ... doctors ... (*to use*) antibiotic drugs to fight viruses? — No, antibiotic drugs ... (*not to work*) against viruses. Doctors usually ... (*to prescribe*) antibiotics against bacterial infections. 13) Max ... (*always to play*) pranks on his classmates! 14) ... you ... (*to wait*) for a ferry? — Yes, we The ferry ... (*to arrive*) at four o'clock. 15)... Peter and Tim ... (*to go*) fishing next

Thursday? — Yes, They often ... (*to go*) fishing together. And they always ... (*to invite*) me to join them.

Exercise 2. Put the verbs in brackets into the Present Simple or the Present Continuous Tense.

1) What ... you ... (*to do*) tonight, Ron? — Nick and I ... (*to go*) to the stadium to watch a football match. We sometimes ... (*to watch*) football matches together. — And what time ... the match ... (*to start*)? — Well, it... (*to start*) at half past six. 2)... you ... (*to look*) for somebody, Janet? — Oh, yes, I... (*to look*) for Daniel. We usually ... (*to have*) lunch together. — I... (*not often to see*) him in the office at this time. — You see, Tom, Daniel ... (*to work*) at a very important project these days, so he usually ... (*to work*) in the laboratory. But he ... (*not to work*) there at the moment. 3) ... Alan ... (*to wait*) for a bus? He ... (*usually not to take*) a bus to get to the university. — You're right, usually his elder brother Sam ... (*to give*) him a lift, but these days Sam ... (*to repair*) his car. Something ... (*to be*) wrong with its engine. 4) ... Sarah ... (*often to speak*) that way? — Unfortunately! And she ... (*always to complain*) of the lack of money! 5) Who ... our chief ... (*to talk*) to over there? — He ... (*to talk*) to the new manager of the finance department. He always ... (*to instruct*) new employees personally. 6) Who usually ... (*to help*) you to choose clothes, Jess? You always ... (*to look*) so smart! — Well, sometimes I ... (*to choose*) clothes myself and sometimes I ... (*to ask*) my cousin Laura for a piece of advice. To my mind, clothes ... (*to make*) the man. 7) Where ... David and Helen ... (*to hurry*) to? — They ... (*to go*) to the railway station right now to meet a delegation from Spain. They ... (*to hurry*) because the train ... (*to arrive*) at nine o'clock and there ... (*not to be*) much time left. 8) Mr and Mrs Harris ... (*to quarrel*) again! — Oh, they ... (*always to quarrel*) with each other! 9) Where ... her parents ... (*to work*)? — Her father ... (*to work*) in a bank and her mother ... (*to look*) for a job at the moment. 10) How often ... Matthew ... (*to train*) in the tennis court? — He usually ... (*to train*) three times a week. But this week he ... (*to prepare*) for an international competition so he ... (*to work*) very hard.

Exercise 3. Circle the correct sentence.

1. a) This car belongs to my father.
b) This car is belonging to my father.
2. a) The students listen to a lecture at the moment.
b) The students are listening to a lecture at the moment.
3. a) I know this woman. She is my neighbor.

- b) I'm knowing this woman. She is my neighbor.
4. a) Mother is baking a pie. She needs some apples for it.
 - b) Mather is baking a pie. She is needing some apples for it.
 5. a) What do you do now?
 - b) What are you doing now?
 6. a) Where does your cousin live?
 - b) Where is your cousin living?
 7. a) Dick spends most of his time in the gym.
 - b) Dick is spending most of his time in the gym.
 8. a) I'm thirsty. I want a glass of water.
 - b) I'm thirsty. I'm wanting a glass of water.
 9. a) Do you enjoy our party?
 - b) Are you enjoying our party?
 10. a) Now my sister prefers coffee to tea.
 - b) Now my sister is preferring coffee to tea.

Exercise 4. Complete the sentences with the verb in brackets in the Present Simple or the Present Continuous Tense as in the example.

Example: *Why ... you ... so much sugar into the cup? I ... sweet tea. (to hate, to put)*
Why are you putting so much sugar into the cup? I hate sweet tea.

1) Anna ... her English at the moment. To know a foreign language well she ... a lot of practice, (*to practise, to need*) 2) Fred ... so loudly because his granny ... well, (*not to hear, to speak*) 3) Jane ... to be late for her classes so she ... to school now. (*to hurry, not to want*) 4) Who ... Bred ... to? I ... this girl, (*not to know, to wave*) 5) I ... very attentively but I ... any familiar faces at this photo, (*to look, not to see*) 6) We ... some new dances for our school concert. I ... everybody will be impressed by our performance, (*to rehearse, to hope*) 7) I often ... to buy something at the supermarket, so my mother ... a shopping list for me now. (*to write, to forget*) 8) Who ... you ... apples for? — For my younger sister. She ... only red apples, (*to like, to choose*)

Exercise 5. Put the verbs in brackets into the Present Simple or the Present Continuous Tense.

- ... (*to be*) everything ready for the party, Jessica?
- Almost everything. Dolly and Alice ... (*to set*) the tables right now.
- I ... (*to believe*) they ... (*to remember*) to put the flowers on the tables.
- Of course, they
- And what... Mike ... (*to do*)?
- He ... (*to choose*) the music. He ... (*to want*) everybody to feel relaxed at the party.
- Good. ... Rosemary ... (*still to cook!*)!

- Yes, she... (*to cook*) something very delicious and ... (*to hope*) to surprise all the guests.
- Oh, her dishes ... (*to smell*) very tasty! By the way, ... you ... (*to know*) Molly's phone number? I... (*to need*) to remind her our address. I ... (*to be*) afraid she ... (*not to remember*) it.
- It... (*to be*) OK. I have just spoken to her. She ... (*to go*) to our place right now.
- Jessica, dear, tell Mike to muffle the music. It ... (*to seem*) to me it ... (*to play*) too loudly. ... you ... (*not to think*) so?
- Oh, I ... (*to agree*) with you. I ... (*not to hear*) what you ... (*to tell*) me.
- Listen! Somebody ... (*to ring*) the doorbell! The guests ... (*to come*)! Let's meet them!

Exercise 6. Find mistakes and correct them.

1) Everybody has a great time at the party today. 2) She is wanting to buy some clothes for her little son. 3) The tea is smelling nice. 4) The salesman weighs a cake now. 5) What is this word meaning? 6) I see my estate agent tonight. 7) Mrs Rogers is looking terrific in her evening dress. 8) What does Molly do now? 9) Mark is very generous these days. 10) What is Sam doing? — He is a manager. 11) Where is Henry living? — Not far from our school. 12) The train is leaving at 5 o'clock. 13) His parents are owning a large shop. 14) Your sister always interrupts me! 15) It gets warmer outdoors.

Exercise 7. Translate into English.

1) Ти пізнаєш цього хлопчика? - Ні, я його не знаю. 2) Що твоя сестра зараз робить? - Вона зустрічається зі своєю подругою. Вони разом вечеряють сьогодні. 3) О котрій годині завтра прибуває поїзд? - Він прибуває о десятій годині ранку. 4) Я думаю, ваш друг розповідає щось цікаве. Всі сміються. 5) Ви куштуєте піцу? - Так. Піца дуже смачна. 6) Ви виглядаєте дуже стурбованим. Про що ви думаєте? - Я обмірковую пропозицію моого начальника. 7) Що він зважує? - Він хоче дізнатися, скільки важить цей кавун. 8) Майк щось дуже дбайливий в останні дні! 9) Що ви думаете про нашу вечірку? - Нам вона дуже подобається! 10) Невже ти не бачиш, що я дуже зайнятий в останні дні?

Exercise 8. Circle the correct item.

1) The secretary usually *comes/is coming* to the office at 9 a.m. 2) Dave *works/is working* for an advertising company. 3) Jim and Nelly *fly/are flying* to Prague in two days. 4) Roger *always leaves/is always leaving* dirty plates on the table! 5) The seminar *starts/is starting* at ten o'clock. 6) The number of taxes *increases/is increasing* nowadays. 7) The article *contains/ is containing* a lot of useful information. 8) Isabel *works/is working* at a department store at present. 9) Trees *produce/are producing* oxygen. 10) Stuart *seems/is seeming* to be a reliable person. 11) This café *belongs/is belonging* to Tina's parents. 12) She *knows/is knowing* where the children are. 13) Mr Boyle *takes part/is taking part* at the congress these days. 14) Sarah *has/is having* an interview right now. 15) I *think/am thinking* this is a perfect job for you. 16) Miss Lane *has/is having* a small flat in the suburbs. 17) You *look/are looking* very pale. 18) Gordon *thinks/is thinking* of spending a week in Thailand. 19) Our chief *is/is being* very annoyed today. 20) These flowers *smell/are smelling* sweet.

Exercise 9. Translate into English.

1) Кому ви робите каву? - Я роблю каву собі. Я люблю пити каву вранці. 2) Він зараз приймає душ? - Так, він завжди приймає душ після роботи. 3) Що зараз робить ваша сестра? - Вона пакує валізу. Завтра вранці вона їде в Лондон. 4) Кому належить ця машина? - Вона належить моєму сусідові. Він завжди залишає її біля нашого офісу. 5) Вона виглядає дуже стурбованою. - Так, вона чекає дзвінка від свого лікаря. 6) Ти завжди перебиваєш мене! 7) Мені здається, що наш бізнес поліпшується. 8) Чому ти куштуєш соус? Він несмачний? - Ні, він смачний. 9) Я бачу, що ти кудись поспішаєш. - Так, у мене урок водіння через п'ятнадцять хвилин. 10) Скільки важить ця коробка? - Я не знаю. Я якраз зважую її. 11) Він дуже багато працює в ці дні. - Я так не думаю. Він завжди знаходить час для відпочинку. 12) Чому Боб не п'є сік? - Він ненавидить томатний сік. 13) Ви хочете мені щось сказати? - Так, мені дуже подобається ця вечірка. 14) Що ти маєш на увазі? Я не розумію тебе. 15) Анна щось дуже неуважна в останні дні.

Exercise 10. Open the brackets using the verbs in *Present Continuous* or *Past Continuous*.

1. I (to write) an English exercise now. 2. I (to write) an English exercise at this time yesterday. 3. My little sister (to sleep) now. 4 My little sister (to sleep) at this time yesterday. 5. My friends (not to do) their homework now. They (to

play) volleyball. 6. My friends (not to do) their homework at seven o'clock yesterday. They (to play) volleyball. 7. She (to read) the whole evening yesterday. 8. She (not to read) now. 9. Now she (to go) to school. 10. What you (to do) now? — I (to drink) tea. 11. You (to drink) tea at this time yesterday? — No, I (not to drink) tea at this time yesterday, I (to eat) a banana. 12. My sister is fond of reading. She (to read) the whole evening yesterday, and now she (to read) again. 13. Look! My cat (to play) with a ball. 14. When I went out into the garden, the sun (to shine) and birds (to sing) in the trees. 15. You (to eat) ice cream now? 16. You (to eat) ice cream when I rang you up yesterday? 17. What your father (to do) now? 18. What your father (to do) from eight till nine yesterday? 19. Why she (to cry) now? 20. Why she (to cry) when I saw her yesterday?

Exercise 11. Open the brackets using the verbs in *Past Simple* or *Past Continuous*.

1. I (to feed) my cat with fish yesterday. 2. What you (to do) at four o'clock yesterday? — I (to feed) my cat. 3. What your brother (to do) yesterday? — He (to play) computer games. 4. I (to begin) repairing my camera at six o'clock yesterday. 5. At five o'clock yesterday Helen (to cook) soup. 6. What you (to do) when your sister (to come) home yesterday? 7. You (to have) supper at nine o'clock yesterday? 8. He (not to go) to the shop yesterday. 9. Nick (to go) to bed at ten o'clock yesterday. 10. Rick (to sleep) at eleven o'clock yesterday. 11. When we (to play) in the yard yesterday, it suddenly (to start) raining heavily. 12. I (to see) Mike when he (to cross) the street. 13. He (to begin) repairing his bicycle in the morning yesterday. 14. He (to repair) his bicycle the whole day yesterday. 15. He (to finish) repairing his bicycle in the evening yesterday. 16. We (to play) badminton from nine till eleven yesterday. 17. Kate (not to go) for a walk yesterday. She (to write) a com position the whole day yesterday. 18. When your father (to come) home yesterday? — He (to come) home at seven o'clock. 19. When my father (to come) home yesterday, my mother (to make) supper. 20. We (not to go) on a tramp last summer.

Exercise 12. Make up sentences using the Past Continuous Tense.

- 1) We/to plant/the trees/all morning/yesterday. 2) Frank/ to work/in the garage/from 2 till 5 o'clock last Saturday. 3) Children/to train/in the gym/at 7 o'clock yesterday. 4) It/ to snow/heavily/all the day/last Monday. 5) At 11 o'clock yesterday morning/Mr Brooks and his son/to wash/the car. 6) Nelly/to talk/on the phone/at 3 o'clock yesterday. 7) Some girls/to play/tennis/at this time/yesterday. 8) You/to have/ lunch/from I till 2 o'clock last Wednesday. 9)

Some workers/to load/the boxes/into the the lorry/at that time. 10) Alice/to clean/ the flat/all the afternoon/yesterday.

Exercise 13. Put the verbs in brackets into the Past Continuous Tense.

1) Pam and Bob ...(*to ski*) all the day last Sunday. 2) Margaret... (*to shop*) with her cousin from morning till evening yesterday. 3) The secretary ... (*to prepare*) the report for her boss at 10 o'clock yesterday morning. 4) The police ... (*to chase*) the burglars for two hours yesterday. 5) Little Den ... (*to play*) chess with his grandpa at 6 o'clock last Friday. 6) Nick and Martin ... (*to work*) in the science laboratory from 3 to 7 o'clock in the evening last Thursday. 7) At 5 o'clock yesterday we ... (*to sit*) at an outdoor café. 8) Sandy and I... (*to study*) for our English test all the day last Tuesday. 9) The doctor ... (*to examine*) a patient when the ambulance arrived yesterday evening. 10) You ... (*to plant*) the flowers from 9 to 11 o'clock on Friday morning.

Exercise 14. Put the verbs in brackets into the Past Simple or the Past Continuous.

A As soon as Margaret (*get*) off the train, she (*pull*) her coat around her. Rain (*fall*) heavily and a cold wind (*blow*) across the platform. She (*look*) around, but no one (*wait*) to meet her. She (*turn*) to leave when she (*hear*) footsteps. A man (*walk*) towards her. He (*smile*) at her, then he (*say*): 'You're finally here.'

B George (*pick*) up his bag then, (*throw*) it over his shoulder. It (*get*) dark and he (*have*) a long way to go. He wished that he had let someone know that he was coming. It (*start*) to rain, and he was feeling cold and tired from the long journey. Suddenly, he (*hear*) a noise, then he (*see*) two bright lights on the road ahead. A car

(*head*) towards him. It slowed down and finally (*stop*) beside him. A man (*sit*) at the wheel. He (*open*) the door quickly and (*say*): "Get in, George."

C Andy (*step*) into the house and (*close*) the door behind him. Everything (*be*) quiet. His heart (*beat*) fast and his hands (*shake*) as he crept silently into the empty house, but he was trying not to panic. He soon (*find*) what he (*look*) for. He smiled with relief as he put on the clothes. The men who (*follow*) him would never recognize him now.

Exercise 15. Open the brackets using the verbs in *Present Simple, Past Simple, Present Continuous or Past Continuous*.

1. Where you (*to be*) yesterday? — I (*to be*) at home the whole day. — How

strange. I (to ring) you up at two o'clock, but nobody (to answer). — Oh, I (to be) in the garden. I (to read) your book and (not to hear) the telephone. 2. What you (to do) at five o'clock yesterday? — I (to work) in the library. — I (to be) there, too, but I (not to see) you. 3. Nina (to celebrate) her birthday yesterday. Her room looked beautiful, there (to be) many flowers in it. When I (to come) in, somebody (to play) the piano, two or three pairs (to dance). 4. Listen! Somebody (to play) the piano. 5. I (to like) music very much. 6. When I (to look) out of the window, it (to rain) heavily and people (to hurry) along the streets. 7. What you (to do) at seven o'clock yesterday? — I (to have) supper. 8. When I (to come) home yesterday, I (to see) that all my family (to sit) round the table. Father (to read) a letter from my uncle, who (to live) in Kiev. 9. Yesterday I (to work) at my English from five till seven. 10. It (to rain) the whole day yesterday. 11. Where your sister (to be) now? — She (to be) in her room. She (to do) her homework. 12. He (to brush) his teeth at the moment. He (to clean) them thoroughly morning and night. 13. Don't disturb her while she (to sleep). 14. You (to talk) nonsense. You never (to talk) sense. 15. My mother (to sit) in the sunlight now and I (to set) the table.

Exercise 16. Open the brackets using the verbs in *Present Simple, Past Simple, Future Simple; Present Continuous or Past Continuous*.

1. I (to apply) for a visit visa and (to want) to make two journeys to your country while the visa (to be) valid. 2. They (to listen) to the news on the radio when the telephone (to ring). 3. I (to look) for a nice pair of gloves. 4. My train (to leave) in half an hour. — OK, I (to drive) you to the station in my car. 5. I (to check) the battery? — Yes, please. 6. Nowadays cars (to get) more and more expensive. 7. He (to get) a higher salary. 8. A father and his son (to travel) home in a car. It (to snow) and a strong wind (to blow). As they (to go) over a bridge, they (to hear) a loud bang and the father (to lose) control of the car. They (to be) injured and their lives (to be) in great danger. A helicopter (to take) the father and the boy to hospital and they (to be) saved. Now, the happy father (to look) at his son and (to say) to him, "I never (to drive) my car when it (to snow). I (to promise) you. It (to be) very dangerous to drive when it (to be) so slippery."

Exercise 17. Open the brackets using the verbs in *Present Simple, Past Simple, Future Simple; Present Continuous, Past Continuous*.

1. Where your brother (to work)? — He (to work) at an institute. 2. Your grandmother (to sleep) when you (to come) home yesterday? 3. What your brother (to do) tomorrow? 4. I (not to go) to the shop yesterday. I (to go) to the shop tomorrow. 5. Where Kate (to go) when you (to meet) her yesterday? 6. Look at these children: they (to skate) very well. 7. You (to skate) last

Sunday? — Yes, we (to skate) the whole day last Sunday. We (to skate) again next Sunday. 8. My brother can skate very well. He (to skate) every Sunday. 9. What you (to do) now? — I (to wash) the dishes. 10. What you (to do) at three o'clock yesterday? — I (to have) dinner. 11. You (to have) dinner now? 12. Every day the boss (to enter) the office at nine o'clock. 13. Yesterday the boss (to enter) the office at half past nine. 14. When the boss (to come) tomorrow? 15. At six o'clock yesterday we (to listen) to a very interesting lecture. 16. When I (to enter) the office, the secretary (to type) some letters. 17. My friend (to ring) me up at eight o'clock yesterday. 18. Look! My friends (to play) football. 19. Kate (not to write) letters every day. 20. You (to see) your friend yesterday? 21. Your father (to go) on a business trip last month? 22. What Nick (to do) yesterday? 23. When Nick (to get) up every morning? 24. Where your mother (to go) tomorrow? 25. I (to invite) my friends to come to my place tomorrow. 26. A disco, which (to take) place at the club last weekend, (to keep) people awake half the night.

Exercise 18. Make up sentences using the Future Continuous Tense.

- 1) Sue/to do/homework/at 5 o'clock/tomorrow. 2) We/to sunbathe/from 9 to 12 o'clock/tomorrow morning. 3) Nick and Jack/to drive/to Berlin/at this time/next Monday. 4) You/to have/a conference/from 3 to 5 o'clock/tomorrow. 5) My cousin/ to practise/in the gym/at 7 o'clock/tomorrow evening. 6) Nelly and Diana/to rest/in Hawaii/at this time/next week. 7) We/to dance/at the party/all the evening/tomorrow. 8) Kate/to visit/ her grandparents/all day/next Saturday. 9) They/to prepare/ for the wedding party/all next week. 10) I/to travel/around Canada/for two weeks/next month.

Exercise 19. Put the verbs in brackets into the Future Continuous Tense.

- 1) At this time tomorrow we ... (*to watch*) a new play in the theatre. 2) I ... (*to have*) lunch with our business partners from 3 to 5 o'clock tomorrow. 3) Mike ... (*to interview*) a famous showman at 6 o'clock next Thursday. 4) We ... (*to discuss*) this project at our morning meeting next Wednesday. 5) My lawyer ... (*to wait*) for us in his office at 11 o'clock tomorrow morning. 6) The workers ... (*to repair*) the road in the city centre for two days next week. 7) The students ... (*to write*) a test from 9 a.m. till 1 p.m. next Tuesday. 8) My friends ... (*to play*) cricket from 5 till 7 o'clock next evening. 9) I ... (*to fly*) to Cairo at this time next Sunday. 10) Alice ... (*to walk*) in the park with her daughter at 7 o'clock tomorrow evening.

Exercise 20. Make the sentences negative and interrogative.

1) She will be doing aerobics at 7 o'clock tomorrow evening. 2) We will be cycling tomorrow morning. 3) Henry will be walking his dog at 2 o'clock tomorrow. 4) Molly will be making a cake for our party at 3 o'clock tomorrow. 5) The girls will be preparing the costumes for the performance since 3 o'clock tomorrow. 6) Brian will be writing an article at this time next Friday. 7) We will be exercising in the gym from 2 p.m. till 5 p.m. tomorrow. 8) Mr. Peters will be visiting our country from Monday till Friday. 9) It will be raining all day tomorrow. 10) You will be seeing your dentist at 5 o'clock next Thursday.

Exercise 21. Put the verbs in brackets into the correct form.

1) We ... (*to have*) a picnic at 4 o'clock tomorrow. 2) Nick ... (*not to work*) at the agency at 7 o'clock tomorrow evening. 3) Where ... you ... (*to drive*) to at 3 o'clock next Monday? — I... (*to drive*) to Bristol. 4) What ... Pam ... (*to do*) from 4 to 5 tomorrow evening? — She ... (*to visit*) her hairdresser. 5) ... the doctor ... (*to examine*) patients from 9 till 12 o'clock tomorrow? — Yes, he 6) What time ... Ted ... (*to jog*) in the park tomorrow? — He ... (*to jog*) at 6 o'clock in the morning. 7) I can't join you for the barbecue next Friday because I ... (*to prepare*) for the seminar. 8) ... you ... (*to sleep*) at 10 o'clock tomorrow evening? Can I phone you? — Certainly you can. I ... (*not to sleep*) at that time tomorrow. 9) Let's meet in front of the cinema tomorrow. 10) ... (*to wait*) for you at 6 o'clock. — OK. I'll come. 10) At what stadium ... our football team ... (*to play*) at 5 o'clock next Tuesday? — They ... (*to play*) at the central stadium.

Exercise 22. Translate into English.

1) Завтра о шостій годині я дивитимуся свій улюблений серіал по телевізору. 2) Ми не гратимемо у баскетбол на майданчику завтра о сьомій годині. 3) У середу з дев'ятої години вони будуть складати іспит з англійської мови. 4) Що ти робитимеш завтра о восьмій годині вечора? - Я зустрічатиму батьків в аеропорту. 5) Який семінар ваша сестра відвідуватиме наступного вівторка о другій годині? - Вона відвідуватиме семінар з маркетингу. 6) У цей час завтра ми летітимемо в Лос- Анджелес. 7) О котрій завтра у вас буде конференція? - У нас конференція проходитиме з десятої години ранку до третьої дня. 8) Том працюватиме увесь наступний тиждень? - Ні, з наступного четверга він відпочиватиме у горах. 9) Наступної п'ятниці о десятій годині ранку мої друзі братимуть участь у змаганнях з плавання. 10) Ми прикрашатимемо залу до новорічного свята завтра о дев'ятій ранку.

Exercise 23. Make up sentences using the Present Continuous Passive or the Past Continuous Passive.

1) A new sport club/to build/in our town/now. 2) This bridge/to build/for two years. 3) A new song/to record/at the studio/at the moment. 4) The press conference/to hold/from 2 to 3 p.m./ yesterday. 5) The letters/to type/at the moment? 6) This project/ to discuss/at the meeting/for an hour/yesterday? 7) What film/ to show/at 6 o'clock yesterday? 8) What/to cook/for supper/ now? 9) Who/to interview/at the moment? 10) What time/the competition/to hold/yesterday?

Exercise 24. Put the verbs in brackets into the Present Continuous Passive or the Past Continuous Passive.

1) — Why didn't you phone me after the presentation yesterday? — Sorry, the phone ... (*to repair*) at that time. 2) Your shirt is dirty! Why don't you wash it? — It's impossible right now. The washing machine ... (*to fix*). 3) This church is three hundred years old. How long ... this church ... (*to build*)? — It ... (*to build*) for thirty-five years. 4) Where is the injured man? — He ... (*to examine*) by the doctor at the moment. 5) ... the windows in my room ... (*to wash*) now? — Yes, they 6) She didn't know where she ... (*to take*). 7) Have they caught the thief yet? — No, the thief ... (*to chase*) at the moment. 8) Can you give me a lift? — Sorry, my car ... (*to service*) now. 9) A new assembly hall... (*to decorate*) for the party now. 10) A famous actor visited our town yesterday. He ... (*to interview*) by local journalists for more than an hour and the interview ... (*to film*).

Exercise 25. Translate into English.

1) В нашому офісі зараз встановлюють нові вікна. 2) Цю інформацію збирали упродовж двох місяців. 3) Цю проблему зараз обговорюють на конференції. 4) Що зараз передають по телевізору? - Зараз передають останні новини. 5) О котрій годині вчора показували цей фільм? - Його показували вчора о восьмій годині вечора. 6) Як довго будували цей театр? - Його будували упродовж трьох років. 7) Вас чекають біля входу у банк. 8) Цю дорогу зараз ремонтують? - Так. 9) Йому зараз роблять операцію? - Ні, йому робили операцію вчора упродовж п'яти годин. 10) Що зараз будується біля метро? - Там зараз будується новий супермаркет.

LESSON III

Text A

Exercise 1. Translate Text A with the help of the list of unknown words.

Eutrophication – the main problem of freshwater lakes in the world (I)

Most freshwater bodies worldwide are exposed to organic and inorganic loads due to human activity. External pollution results nutrient abundance and organic overload in freshwater lakes, which speeds up eutrophication, and the succession process. As a result, several thousand-year processes become few decade processes where the lake's life cycle comes to an early end by forming a swamp in a few decades. The acceleration of eutrophication is due to intensive agricultural activity, the infiltration of fertilizers rich in Nitrogen and Phosphorous compounds, over-stocking of fish species, over-use of fish food applied by anglers, and simply the expansion of human civilization (e.g. treated and untreated municipal or industrial wastewater load).

As a result, the world's lakes and slow-moving rivers are struggling with:

- Upset of ecological balance due to eutrophication
- Deterioration of water quality
- Proliferation of algae and aquatic plants, high level of organic sludge formation
- Temporary or permanent deficiency of dissolved Oxygen in the water, fish kills
- Odour complaints and fish kills caused by Hydrogen Sulphide, free Ammonia and Mercaptans
- Abundance of pathogenic bacteria

Eutrophication, and lake succession means the continuous increase of sediment level, and decrease of water column level, which is a natural process. However, eutrophication is highly accelerated by nutrient-enrichment in freshwater lakes. For preserving our freshwater bodies in an ecological condition that is favorable for the growth and proliferation of wildlife we need to intervene from time-to-time to reduce the adverse effects, by the improvement of water quality, and the reduction of the harm the aquatic life struggles with.

Freshwater bioremediation (biological remediation), the solution for eutrophication

The concept of bioremediation is not recent, the solution is given for decades. By definition, bioremediation is the elimination of contaminants in the environment using microorganisms or plants (in case of plants, the term ‘phytoremediation’ is often used).

In case of freshwater bioremediation, the definition of bioremediation is more complicated. Bioremediation of freshwater lakes means the improvement of the conditions in highly eutrophic waters (in a bad ecological state) by the introduction of all natural, useful microorganisms and enzymes isolated from soil or water. These microorganisms are capable of reversing the process of eutrophication leading the total aquatic ecosystem back to the ecological balance needed for a healthy aquatic life.

The essence of bioremediation is the bioremediation is the elimination of contaminants of water with bacterial species that take a significant part in the freshwater’s natural self-purification processes, by highly accelerating them without any harmful side effects. After entering the water these non-pathogenic, and non-GMO bacterial cultures can effectively break down the organic materials in the water column, reduce the concentration of inorganic nutrients by removing (N) and immobilizing (P) them, restore the DO balance of the freshwater body, and break down the organic content of the sediment layer in oxidative conditions, forming harmless carbon dioxide and water as end products of the organic removal. By successfully re-establishing the lake’s ability for self-purification to fight against eutrophication, algae/aquatic weed control, water quality improvement, the height of the sediment layer starts to decrease while the sediment is stabilized by the massive reduction of its organic content. Significantly reduced anaerobic activity in the sediment layer results the fall of anaerobic gas production as well (H_2S , NH_3). The yearly sediment production will also drop significantly, the Dissolved Oxygen balance in the water column will be restored, the risk of potential fish kills will be reduced to minimum. As a result of the treatment, the water body reaches an ecological state, as it would be without the adverse effects of human civilization.

Bioclean Pond Clarifier, Bioclean Aqua, and Pond Pure – Leading technologies for freshwater bioremediation to fight eutrophication.

Bioclean Pond Clarifier, Bioclean Aqua, and Pond Pure are our **three all-natural products consisting of microbes and enzymes** isolated from soil and natural water bodies. The application of the 3 biotechnological additives means that we reintroduce those microorganisms of the aquatic life which are responsible for the self-purification of the freshwater bodies in high numbers but

are currently extinct or outgrown by other species due to pollution, chemical treatments, and eutrophication.

Functions of Bioclean Lake/Pond Clarifier

Field of application: bioremediation of natural and artificial freshwater lakes, slow-moving rivers, aquaculture ponds, water quality improvement in intensive fish farming, aquariums.

- Prevents and controls algae growth (non-algaecide, but inhibits the growth of algae by removing N and P sources from the water needed for their metabolism)
- Prevents the overgrowth of aquatic plants and various aquatic weed species
- Improves self-purification processes
- Metabolises natural or artificial, solid and dissolved forms of organic matter in the water column, as a result the transparency of the water significantly improves.
- In the benthic area at the bottom of the lake, microorganisms break down the organic fraction of the sludge in oxidative environment, starting the breakdown from the top of the sediment layer.
- Eliminates Hydrogen Sulphide, free Ammonia and Mercaptan production of the sediment layer, as a result it prevents fish kills and odour complaints.
- Stabilises dissolved Oxygen balance in every layer of the water column.
- Restores the disturbed ecological balance, providing a better environment for fish and other higher aquatic life forms.

Functions of Bioclean Aqua.

Field of application: bioremediation of natural and artificial freshwater lakes, slow-moving rivers, aquaculture ponds, water quality improvement in intensive fish farming, aquariums

- Significantly reduces the concentration of ammonium
- Ensures adequate dissolved Oxygen concentration
- Reduces organic matter concentration in the water column (COD and BOD)
- Significantly reduces Hydrogen Sulphide formation
- Significantly reduces scum formation
- Eliminates the threat of multicellular algae proliferation
- Improves self-purification processes

- Significantly reduces pathogenic bacteria count (Coliform, Vibrio and Aeromonas etc.)
- Boosts immune system, reduces natural mortality of fish and other aquatic animals
- Enhances the metabolic system of fish and other higher aquatic life forms, improves the efficiency of nutrient utilization.

Functions of Pond Pure

Field of application: High rate algae control in smaller ponds, water quality improvement in intensive fish farming, aquariums.

- Performs high pace in nutrient (N, P) reduction
- Further improves water clarity
- Digests dissolved and particulate organic matter with improved pace
- Improves self-purification processes
- Delivers quick and visible results in highly hypertrophic ponds.

Exercise 2. Translate and study the following words and expressions:

organic and inorganic loads, external pollution, nutrient abundance, organic overload, succession, the lake's life cycle, anglers, treated and untreated municipal or industrial wastewater load, temporary or permanent deficiency, sediment level, a water column level, proliferation, to intervene, bioremediation, elimination, contaminants, bioremediation, the elimination of contaminants, to restore, height, content, application, biotechnological additives, a benthic area, a bottom, adverse effects, self-purification, significantly, to eliminate, to boost, to enhance, to deliver, visible.

Exercise 3. Answer the questions:

1. What is the main sense of text B?
2. What happens with most freshwater bodies due to human activity?
3. What is eutrophication?
4. What speeds up eutrophication?
5. What are the world's lakes and slow-moving rivers struggling with?
6. What does the term "bioremediation" mean?
7. What means for bioremediation do you know?
8. What are the functions of Bioclean Lake/Pond Clarifier?
9. What are the functions of Bioclean Aqua?
10. What are the functions of Pond Pure?

Exercise 4. Make up as more sentences as you can using the words and expressions from exercise 2.

Exercise 5. Make up 15 different type questions for text A.

Exercise 6. Write a brief summary of text A.

Note that:

- A summary begins with an introductory sentence that states the article's title.
- A summary must contain the main thesis or standpoint of the text, restated in your own words.
- A summary is written in your own words.
- A summary is always shorter than the original text, often about 1/3 as long as the original.

Exercise 6. Read your summary of text A to your groupmate and ask him to retell it.

Exercise 7. Make up a plan of this text (text A). Retell the text according to it.

Text B

Exercise 1. Translate Text B with the help of the list of unknown words.

Eutrophication – the main problem of freshwater lakes in the world (II)

Blue-green algae control, and boosting bioremediation process by long-distance circulation – SolarBee 100% solar powered water circulators.

The pace of the bioremediation process can be boosted by mixing the water in the lake. The continuous motion of the water body intensifies the microbiological treatment because the number of impacts between the microbes and the food source (pollution) increases.

However, mixing the water body in a freshwater lake requires careful approach, and professionalism: the benthic area, the sediment zone must not be affected by the mixing, this is key-essential. If the mixing hurts the sediment layer, the organic content of the sediment (particulated, and dissolved organic substances, dissolved nutrients) may enter the water column, which can have an adverse effect on the Dissolved Oxygen, and nutrient balance of the lake, causing fish

kills. It is also essential that the mixing must affect the entire water volume of the lake which is a decent volume, several thousands, even millions of m³. Conventional machines used for mixing create turbulence (aerators, pumps). Turbulent mixing is only effective in a very small area around the mixer (a few meter radius is their range).

SolarBee long-distance solar powered water circulators do not require grid power source for their operation. Their operating principle is to create near-laminar flow, so they are able keep the water in motion in a huge area. Our largest SolarBee machine (SB10000v20) has a 14 hectare (140 000 m²) effective area for mixing the entire water volume within this range.

Installation of SolarBee improves the pace of the bioremediation process, self-purification processes happen at multiple speed. As a result, the freshwater body will be able to treat more pollution than before the installation of the SolarBee. Moreover, the lake can maintain its self-purification ability for a way longer term than before by providing a healthier environment for the micro and macro aquatic lifeforms. Since SolarBee keeps the entire water volume in continuous motion within its range, the machines can be used for hypolimnetic aeration in deep lakes, and also for blue-green algae control in lakes infected by Cyanobacteria.

Blue-green algae (Cyanobacteria) blooming, which are the number 1 winners of accelerated eutrophication, cause bigger and bigger problems worldwide. Many species of Cyanobacteria are toxin-producers, so they are not just ecological but health risk as well. It is very hard to control Cyanobacteria in freshwater lakes due to their low nutrient requirements, and their ability to outpace other algae species. Unlike other algae, the blue-green algae are able to move vertically in the water column with one of their cell compartments called gas vesicle. During daylight they fill the vesicle with gas, and come to the top of the water column to photosynthesize, at night they release the gas from the vesicle, and sink down to lower areas where nutrient, and organic concentrations are higher in the water, and start heterotrophic metabolism. Since they have such an edge in the competition, they are able to outgrow other algal species, and become the major species in the water ecosystem. So far, the most successful weapon against blue-green algae is the continuous motion of the entire water body, which the SolarBee machines are designed for. Cyanobacteria do not tolerate moving water well, they lose their competitive edge, their life functions, as well as their metabolism become limited, and inhibited when the water is in continuous motion. After installing the sufficient number of SolarBee machines on the lake, blue-green algae control can be achieved in a few months, and can be maintained onwards.

SolarBee – How it works in freshwater lake.

SolarBee machines have an adjustable hose at the intake part which ends at the intake plate of the central cylinder. At the lower part of the cylinder, below the water surface, an impeller is rotating continuously with an RPM of 60/min generating an upward movement for the water. The water brought from the lower part of the water column enters the distribution dish, where it flows with a near-laminar flow radially at the top. The water layer leaving the dish travels a very decent distance since it has nearly laminar flow characteristic. The range of the machine is very high due to the nearly laminar flow operation, it is incomparable with conventional mixers operating with turbulent flow which dies in a few meters of distance. The flow generated by the rotating blade of the impeller is called direct flow. The direct flow means 2 water layers, one flowing towards the machine below the surface at the level where the intake hose's end is located at, while the other water layer flows at the top away from the machine. The movement of the 2 layers induces an upward flow between the 2 layers within the machine's range which is called induced flow. That is how the SolarBee keeps the total water volume in continuous motion. The machines are equipped with an onboard battery, where they store excess solar energy daytime. At night when there is no sunlight, the machine keeps running by consuming the energy stored in the battery, so SolarBee is designed to operate 24 hrs. a day. When weather conditions do not allow 24 hrs. operation, the machine stops to prevent the battery, and starts when sufficient solar power is given for operation.

Advantages of SolarBee long-distance circulation in freshwater bioremediation, blue-green algae control, fish benefits.

- It establishes the efficient long-distance circulation without hurting or mixing up the sediment layer.
- The direct flow ensures the top layer's continuous enrichment with Dissolved Oxygen, which aids aerobic respiration, and the breakdown of organic pollution. The effect has an impact on the benthic processes as well with optimized microbial action at the sediment layer, providing less sediment production, and decreasing the existing sediment width.
- Long-distance circulation boosts bioremediation processes, which run at multiple speed. Self-purification ability to fight against eutrophication, and the sustainability of the ecological balance of the lake are also aided by SolarBee.
- Continuous long-distance circulation provides blue-green algae control.
- Solarbee also can be successfully applied against aquatic weed blooming.

- Minimum 25-year life cycle for the machine.
- Running on 100% renewable (solar) energy (zero energy cost), no grid power or cord is needed in the water.
- Extremely low (mostly zero) maintenance and service cost.
- Improved water transparency (Secchi-depth).
- Healthier fish with improved habitat.
- Improved fish spawning, and better growth.
- Significantly decreasing risk of fish kills.
- The operation of a SolarBee machine is not dangerous for fish (see video), moreover, fish of the lake like to stay at the environment of the machine in high numbers (see video)
- Anaerobic processes in the sediment layer significantly drop. As a result, less Hydrogen Sulfide, Ammonia, Methane, and Mercaptan compounds are about to form, the health risk of the above for the aquatic life significantly drops.
- 24-hour operation provided by the onboard battery.
- Aesthetical outlook.

Exercise 2. Translate and study the following words and expressions:

pace, to require, a decent volume, installation, hypolimnetic aeration, grid power source, entire, circulation, conventional, maintain, a near-laminar flow, radially, intake, edge, the hose's end, outlook, an impeller, an upward flow, to prevent, advantages, long-distance, benefit, enrichment, against, aesthetica, breakdown, less, width, to fight, sustainability, aquatic weed blooming, spawn, habitat, compounds, onboard, microbial, mixing up, surface, requirement, competitive, key-essential, hurt, infected.

Exercise 3. Answer the questions:

1. What is the main sense of text B?
2. What can be boosted by mixing the water in the lake?
3. What intensifies the microbiological treatment?
4. Why does the continuous motion of the water body intensifie the microbiological treatment?
5. What is SolarBee?
6. Why is it very hard to control Cyanobacteria in freshwater lakes?
7. When does Cyanobacteria start heterotrophic metabolism?
8. What are the advantages of SolarBee?
9. When can the lake maintain its self-purification ability for a way longer term?
10. When can blue-green algae control be achieved in a few months?

Exercise 4. Make up as more sentences as you can using the words and expressions from exercise 2.

Exercise 5. Make up 15 different type questions for text B.

Exercise 6. Write a brief summary of text B.

Note that:

- A summary begins with an introductory sentence that states the article's title.
- A summary must contain the main thesis or standpoint of the text, restated in your own words.
- A summary is written in your own words.
- A summary is always shorter than the original text, often about 1/3 as long as the original.

Exercise 7. Read your summary of text B to your groupmate and ask him to retell it.

Exercise 8. Make up a plan of this text (text B). Retell the text according to it.

GRAMMAR

Perfect Tenses to have + V₃

The Present Perfect Tense

have(has) + V₃

Ствердження

I have worked.

Я (вже) попрацював.

Заперечення

I haven't worked.

Я не працював.

Питання

Have I worked?

Чи працював я?

She has worked.

Вона попрацювала.

She hasn't worked.

Вона не працювала.

Has she worked?

Чи вона працювала?

Використання Present Perfect:

1. Завершенні дії з наголосом на результат: Present Perfect використовується для передачі важливості результату минулої дії у теперішньому часі без точного зазначення часу виконання дії. Дія була виконана колись у минулому (часто нещодавно), і результат цієї дії можна побачити в теперішньому часі.

I've done this job well. – Я виконав цю роботу добре.

She has found this kitten outside. – Вона знайшла це кошеня на вулиці.

We haven't bought new chairs yet. Our kitchen is empty. – Ми ще не придбали нові стільці.

Наша кухня порожня.

4. Незакінчені дії: Present Perfect використовується для вираження дій, що почалися в не зовсім відомий момент в минулому (неважливо, коли), але ще можуть бути незавершеними, а результат таких дій можна побачити в теперішньому часі.

They have played in the orchestra since high school. – Вони грали в оркестрі зі старшої школи. (Вони все ще грають там)

I've had my cat Charlie for 15 years. – Мій кіт Чарлі живе в мене вже 15 років. (Він з'явився у мене 15 років тому і досі живе у мене)

He has written twenty pages of a new book this morning. – Він написав двадцять сторінок нової книги цього ранку. (Все ще ранок, він може написати більше сторінок)

Маркери часу.

Present Perfect може використовуватися тільки з виразами, що вказують на неточний час, або зі словами, що виражають ще не завершенні проміжки або періоди часу.

ever – коли-небудь

never – ніколи

already – вже

yet – ще, вже

not yet – ще не

often – часто

so far – поки, до сих пір

lately – останнім часом

just – тільки-но

recently – нещодавно, на дніх

once – одного разу

many times – багато разів

several times – декілька разів

before – раніше, до цього

today – сьогодні

this week – на цьому тижні, цього тижня

this month – в цьому місяці

this year – в цьому році, цього року

this afternoon – сьогодні вдень

for an hour – протягом години

for two weeks – протягом двох тижнів

for a long time – протягом довгого часу

since twelve o'clock – с дванадцятої години

since 12 April – з 12 квітня

since May – з травня

The Present Perfect is not used in:

Що Ви сказали? - **What did you say?**

Я чула Вашого питання. - **I did not hear your question.**

Я забув. - **I forgot.**

Тепер я зрозумів. - **Now I understand.**

Де Ви купили цю книгу? - **Where did you buy the book?**

The Past Perfect Tense

had + V₃

Ствердження

Заперечення

Питання

I had worked by 6.

Я (вже) попрацював до 6-ї.

I hadn't worked by 6.

Я не працював до 6-ї.

Had I worked by 6?

Чи працював я до 6-ї?

Використання Past Perfect:

1. Дії, що передують іншим діям в минулому: Past Perfect використовується для вираження дії, яка передує іншій дії у минулому або ж відбувалася до певного моменту в минулому.

She told you she had met your mother. – Вона сказала тобі, що зустріла твою маті. (Вона спочатку зустріла маті, а потім через деякий час розповіла про це)

They had finished their work by 6 p.m. – Вони закінчили роботу до 6-ї вечора.

Tom had drunk a cup of coffee before going to work. – Том випив чашку кафи перед тим, як піти на роботу.

2. Видимий результат у минулому: Past Perfect використовується для вираження дій, що завершилися в минулому й результат цих дій був також спостерігався у минулому.

She was upset. She had torn her favorite dress. – Вона була засмучена. Вона розірвала свою улюблену сукню.

And the silence became deeper. They had dug the grave. – Й тиша стала ще глибше. Вони викопали могилу.

All these people were happy, because Kennedy had won the elections. – Всі ці люди були щасливі, бо Кеннеді отримав перемогу на виборах.

3. Hardly... when та No sooner...than: Past Perfect використовується в конструкціях **hardly...when** та **no sooner...than**. Ці два вирази перекладаються як «ледь я», «тільки-но я», «тільки щойно я». В таких реченнях Past Perfect також описує минулу дію, що відбулася перед

іншою дією. Однак, особливістю є те, що в частині з **Past Perfect** використовується непрямий порядок слів (як в загальному питанні) або інверсія. В другій частині складного речення використовується час **Past Simple**.

Hardly had they met each other when it started to drizzle. – Тільки-но вони зустрілись, як пішов дрібний дощик.

Hardly had I sent my message when she came. – Щойно я відправив повідомлення, як вона прийшла.

No sooner had I drunk my glass of cold water than I felt toothache. – Ледь я допив стакан холодної води, як відчув зубний біль.

No sooner had I come into the flat than the telephone rang. – Тільки-но я зайшов до квартири, як задзвонив телефон.

Маркери часу.

В часі Past Perfect використовуються певні слова та фрази, що вказують, до якого моменту було завершено дію у минулому.

before – до того як

before the moment – до (певного) моменту

before the evening – до (певного) вечора

before the day – до (певного) дня

before the year – до (певного) року

never before – ніколи раніше

after - після, після того, як

no sooner... than – лише, щойно, тільки-но, не встиг

hardly... when – тільки-но, щойно, ледь, не встиг і

by two o'clock – до 2-ї години

by half past six – до половини 7-ї

by that time – до того часу

by that morning – до того ранку

by evening – до вечора, під кінець дня

by afternoon – пообідді

by the 2nd of July – до 2-го липня

by that day – до того дня

by that month – до (початку) того місяця

by that year – до того року

by that age – до того віку

The Future Perfect Tense

will have + V₃

Ствердження	Заперечення	Питання
I will have worked by 8. Я (вже) попрацюю до 8.	I won't have worked by 8. Я не попрацюю до 8.	Will I have worked by 8? Чи попрацюю я до 8?

Використання Future Perfect:

Завершенні дії в майбутньому: Future Perfect використовується для описання дії у майбутньому, яка почнеться та закінчиться до певного моменту або до іншої дії в майбутньому, або ж буде тривати в цей певний момент у майбутньому.

I shall have worked as a teacher for 20 years by next March. – До наступного березня я пропрацюю вчителем протягом 20 років.

I will have found a new job by next month. – Я знайду нову роботу до наступного місяця.

She will have cleaned the room by the time you come back. – Вона прибере кімнату до того часу, як ти повернешся.

They won't have bought this house until the end of the week. – Вони не придбають цей дім до кінця (цього) тижня.

Маркери часу

Маркери часу в **Future Perfect** вказуються на певний час у майбутньому, до якого почнеться, завершиться або в який буде тривати певна дія. Вони відповідають на питання «**до якого моменту, часу?**».

before – до, перед тим, як

till – до (тільки для заперечних речень)

until – до (тільки для заперечних речень)

by then – до того часу

by the time – к того часу, як; коли

by 3 p.m. – до 3-ї вечора

by 5 o'clock – до 5-ї години

by 7 a.m. – к 7-ї ранку

by tomorrow – до завтра

by next week – до наступного тижня

by next month – до наступного місяця

by next year – до наступного року

by next century – до наступного сторіччя

PERFECT PASSIVE TENSES

Часи групи Perfect пасивного стану, як і активного, виражають дію, що передує іншій дії або якомусь моменту в теперішньому, минулому або майбутньому часі. Крім цього, перфектні часи, особливо Present Perfect Passive, вживаються для підкреслення результату дії, що відбулася.

The windows **have** still not **been repaired**. – Вікна ще не відремонтовані.

I was thinking of all that **had been said**. – Я думав про все, що було сказано.

The goods **have** just **been examined** by the customs officers. – Товари щойно оглянуті (були оглянуті) митниками.

1. Present (Past, Future) Perfect Passive утворюються за допомогою допоміжного дієслова **to be** в Present (Past, Future) Perfect та дієприкметника минулого часу основного дієслова (3-ї форми дієслова).

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

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

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

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

Дисертація обговорюється уже дві години.

The dissertation **had been discussed** for two hours when he came.

Дисертація вже обговорювалась дві години, коли він прийшов.

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

After the goods **have been examined** we shall take them to the warehouse.

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

Grammar exercises

Exercise 1. Put in the Present Perfect Tense.

Example: I've done (I / do) all the housework. The flat is really clean now.

1. Our visitors (arrive). They're sitting in the garden.
2. There's still a problem with the television. Someone (repair) it, but then it broke down again.
3. (I / lose) my bank card. I can't find it anywhere.
4. The match (start). United are playing well.
5. My sister (run) away from home. But she came back two days later.
6. Daniel (earn) some money last week. But I'm afraid he's already spent it all.
7. (We / plant) an apple tree in the garden.
8. Prices (go) up. Everything is more expensive this year.
9. Someone (turn) on the hi-fi. What's that song called?
10. (I / phone) the office at eleven to speak to the manager, but he isn't there today.
11. (I / make) a cake. Would you like a piece?
12. The runner Amos Temila (break) the world record for the 1500 meters in Frankfurt. Then two days later in Helsinki, Lee Williams ran it in an even faster time.

Exercise 2. Complete the sentences with the verbs in brackets. Use the Past Simple or the Present Perfect Tense.

Example: They ... a new flat three months ago. They ... there yet.

(not to move, to buy) — They bought a new flat three months ago. They haven't moved there yet.

- 1) Isabel ... me to her birthday party. I ... her invitation yesterday, (*to receive, to invite*) 2) I ... Den since we ... school. (*not to meet, to leave*) 3) Sally ... her project two days ago. She ... about it already. (*to tell, to finish*) 4) We ... this exhibition already. We ... there two days ago. (*to visit, to be*) 5) Mike ... a pizza twenty minutes ago. But the waiter ... it yet. (*to order, not to bring*) 6) Rosie ... for Warsaw. I ... to her on the phone ten minutes ago. (*to speak, to leave*) 7) Julia ... to the concert last Saturday. She ... busy recently, (*to be, not to go*) 8) I just... a message from Nigel. He ... in Athens yesterday morning, (*to arrive, to receive*) 9) We ... the tests yesterday, but the teacher ... them yet. (*to write, not to*)

mark) 10) Paul ... in hospital for three days. He ... his leg badly last Tuesday, (to injure, to be)

Exercise 3. Put the verbs in brackets into the Past Simple or the Present Perfect Tense.

1) ... you ... (*already to try*) your new T-shirt on, Liz? — Yes, I... (*to try*) it on some minutes ago. I ... (*never to have*) such a nice T-shirt. 2) The police ... (*just to arrest*) Tony. — Really? What... he ... (*to do*)? — They say he ... (*to steal*) somebody's credit card three days ago. 3) Imagine how much we ... (*to do*) since Frank ... (*to offer*) us his help. 4) I don't think Alice ... (*to change*) a lot since we ... (*to graduate*) from university. 5) Sue ... (*to come*) up to the front door and ... (*to push*) the doorbell, but nobody ... (*to answer*). 6) Why ... Kate ... (*to take*) all the food away? — I'm not hungry. I... (*to have*) a snack just an hour ago. 7) Where ... you ... (*to be*) since morning, Bob? Henry ... (*to phone*) you several times today. — When ... he ... (*to phone*) me last time? — Half an hour ago. 8) Why ... Dolly ... (*to choose*) this hotel? — Her friend ... (*to stay*) in this hotel last year and she strongly ... (*to recommend*) Dolly to spend her holidays here. 9) ... you ... (*to travel*) by ferry before, Tim? — Yes, I But I ... (*to travel*) when I ... (*to be*) a little boy and I don't remember that voyage very well. 10) Why ... you ... (*not to unpack*) your suitcase yet, Ron? — I... (*to come*) only half an hour ago and ... (*to decide*) to take a shower first.

Exercise 4. Choose the correct form to complete the sentences.

From the History of Clocks

Time 1) ... one of the most important measurements of modern life. It is impossible to imagine our working day without a clock or a watch. The history of clocks is very long and there 2) ... many different types of clock over the centuries. The word «clock» 3) ... from the Latin «clocca». People 4) ... to use this word in the 14th century. The first clocks in the history of mankind 5) ... sundials or sun clocks. Sundials 6) ... about 5.500 years ago and about 3.400 years ago water clocks were invented. Since somebody 7) ... dividing day and night into hours and minutes, the inventors 8) ... numerous types of clocks like pendulum clocks, cuckoo clocks, mechanical clocks and watches and quartz crystal clocks and watches. Jost Burgi 9) ... the first clock with a minute hand in 1577. Perhaps the most significant step forward in the history of time measurement 10) ... the introduction of the mechanical clock with wheels. It 11) ... in the 12th century and people 12) ... to set the clocks on the towers of churches. Quartz crystal clocks 13) ... in 1920.

- | | |
|------------------|-------------------|
| 1) a) became: | b) has become. |
| 2) a) were; | b) have been. |
| 3) a) came; | b) has come. |
| 4) a) started; | b) have started. |
| 5) a) were; | b) have been. |
| 6) a) appeared; | b) have appeared. |
| 7) a) suggested; | b) has suggested. |
| 8) a) created; | b) have created. |
| 9) a) invented; | b) has invented. |
| 10) a) was; | b) has been. |
| 11) a) happened; | b) has happened. |
| 12) a) began; | b) have begun. |
| 13) a) appeared; | b) have appeared. |

Exercise 5. Translate into English.

1) Ви бували в цьому містечку раніше? - Так, ми були тут у минулому році. Тоді тут було багато туристів. 2) Ти вже дивився новини по телебаченню? - Ще ні. Щось сталося? - Минулої ночі спалахнула пожежа на залізничному вокзалі. Анна була там саме в цей час. 3) Як давно Ден тут? - Він прийшов близько години тому. 4) Чому ти дзвонив мені вчора? - Я не дзвонив тобі. Може, це був Марк? - Ні. Я тільки-но запитав його. 5) Чому ти повернувся? - Я залишив свій гаманець на столі. - Його там немає. - Дивно. Я поклав його на стіл кілька хвилин тому. 6) Поїзд уже прибув? - Так. - Коли він прибув? - П'ять хвилин тому. Ще не всі пасажири вийшли з вагона. 7) Який фільм ви дивилися вчора? - Ми дивилися фільм «Робін Гуд». - Я ще не бачив цей фільм. 8) Він раптом все зрозумів і вирішив вранці поговорити з Томом. 9) Хто навчив Майка кататися на лижах? - Він сам навчився кататися на лижах, коли їздив в гори минулої зими. 10) Ти вже бачив нашу нову машину? - Ще ні. Коли ви її купили? - Мій батько купив її минулого тижня.

Exercise 6. Find mistakes and correct them.

- 1) We weren't on holiday for a long time. 2) The last time I have seen Jessica was last Thursday. 3) Why has Sheila been so worried yesterday? 4) Sally has put on her coat, took the gloves and left the flat. 5) When has the presentation finished? 6) We didn't go to the skating rink for three months. 7) Did Peter walk the dog yet? 8) Did you ever eat Chinese food? 9) Why hasn't you finished your report? 10) Has the kettle yet boiled?

Exercise 7. Translate into English.

- 1) Я не катався на ковзанах з тих пір, як в дитинстві зламав ногу.
- 2) Ви вже переїхали в нову квартиру? - Ні. Минулого тижня ми пофарбували двері і поставили нові вікна. Але ми ще не вибрали меблі. 3) Вчора ми ходили в новий кінотеатр. - Вам сподобалось? - Так. А ви вже були там? - Так, ми були там минулой п'ятниці. 4) Куди Діана поклала мої диски? Ти не бачив їх, Майк? - Діана вчора взяла їх додому. Вона обіцяла повернути їх тобі сьогодні. - Але вона ще не прийшла. 5) Як давно ви знайомі? - Всього чотири місяці. Ми одружилися в квітні. 6) Том вдома? - Ні, він тільки-но пішов в спортзал. Він ще не тренувався на цьому тижні. 7) Скільки книг ти взяв в бібліотеці? - Три. - А скільки ти вже прочитав? - Всього одну. Я закінчив її читати дві години тому. 8) Ти чула новини, Олена? - Які новини? - Боб виграв в лотерею п'ять тисяч доларів. - Коли він виграв? - Три дні тому. 9) Нарешті ви приїхали! - Так, ми не були у вас з минулого Різдва. - Так, ми тоді чудово провели час. 10) Ви коли-небудь грали в гольф? - Ніколи. А ви? - Я пробував грати минулим літом, але у мене погано виходило.

Exercise 8. Add a sentence with the Past Perfect using the notes.

*Model: Claire looked very suntanned when I saw her last week
She'd just been on holiday (just / be on holiday)*

- 1 We rushed to the station, but we were too late. (the train / just / go)
- 2 I didn't have an umbrella, but that didn't matter. (the rain / stop)
- 3 When I got to the concert hall, they wouldn't let me in. (forget / my ticket)
- 4 Someone got the number of the car the raiders used. (steal / it / a week before)
- 5 I was really pleased to see Rachel again yesterday. (not see / her / for ages)
- 6 Luckily the flat didn't look too bad when my parents called in. (just / clean / it)
- 7 The boss invited me to lunch yesterday, but I had to refuse the invitation. (already / eat / my sandwiches)

Exercise 9. Put the verbs in the Present Perfect or Past Perfect.

*Model: It isn't raining now. It's stopped (stop) at last.
We had no car at that time. We 'd sold (sell) our old one.*

- 1 The park looked awful. People (leave) litter everywhere.
- 2 You can have that newspaper. I (finish) with it.

- 3 There's no more cheese. We (eat) it all, I'm afraid.
- 4 There was no sign of a taxi, although I (order) one half an hour before.
- 5 This bill isn't right. They (make) a mistake.
- 6 I spoke to Melanie at lunch-time. Someone (tell) her the news earlier.
- 7 I was really tired last night. I (have) a hard day.
- 8 Don't you want to see this program? It (start).
- 9 It'll soon get warm in here. I (turn) the heating on.
- 10 At last the committee were ready to announce their decision. They (make) up their minds.

Exercise 10. Make up sentences using the Past Perfect Tense.

1) The Presleys/to move/into a new flat/before last Easter. 2) Mike/to injure/his leg/so/he/couldn't skate/yesterday. 3) We/to write/the test/by 2 o'clock/yesterday. 4) Molly/to cook/breakfast/before/Harry/woke up. 5) By the time/we/reached/the seaport/our ferry/to leave. 6) Tom/apologized/because/he/to miss/the seminar. 7) Nora/looked/wonderful/after/she/to lose/a few kilos. 8) After/they/to put/a tent/they/made a fire. 9) Fred/to phone/me before/I/left/home. 10) Everybody/enjoyed/the visit/to the museum/although/we/already/to be/there.

Exercise 11. Put the verbs in brackets into the Past Perfect Tense.

1) Ella ... (*to type*) six letters by lunchtime. 2) After we ... (*to buy*) the tickets, we went to the platform. 3) When our delegation arrived at the university, the conference ... (*already to begin*). 4) There were no oranges left because Jane and Max ... (*to eat*) them all. 5) Mary ... (*to give*) me a warm blanket before I went to bed. 6) The lawyer ... (*toprepare*) all the documents by 4 o'clock yesterday. 7) The workers ... (*to finish*) the reconstruction of the bridge by the beginning of June. 8) I ... (*to see*) that man somewhere before I met him at the presentation. 9) By the time the police arrived, the burglars ... (*to escape*). 10) The rain started after we ... (*to catch*) a taxi.

Exercise 12. Translate into English.

1) Я відправив вам повідомлення вчора до восьмої години вечора. 2) На жаль, вчора до закінчення робочого дня наш менеджер не підготував усі необхідні документи. 3) Ми тільки помили машину, коли почався дощ. 4) Після того, як передача закінчилася, Тім вимкнув телевізор і пішов спати. 5) Діти пішли у парк на прогулку після того, як поснідали. 6) Перед тим,

як ми підписали контракт, він уважно прочитав усі документи. 7) Куда пішли туристи після того, як закінчилася екскурсія? 8) Де працював ваш брат перед тим, як він отримав роботу в цій фірмі? 9) Вчора вранці Аманда подзвонила і сказала, що вже повернулася з відрядження. 10) Що сказав вам лікар після того, як оглянув маленького Джека?

Exercise 13. Make up sentences using the Future Perfect Tense.

- 1) Jim/to write/the report/by next Thursday.
- 2) We/to clean/ the house/by the time of your arrival tomorrow.
- 3) I/to prepare/ all the documents/by the beginning of the meeting tomorrow.
- 4) The film/to finish/by 7 o'clock tomorrow.
- 5) They/to decorate/the square/by the beginning of the demonstration/ next week.
- 6) The President/to finish/the press conference/by 3 o'clock tomorrow.
- 7) Diana/to design/your wedding dress/by next Friday.
- 8) I/to move/to a new house/by Christmas.
- 9) You/ to start/your own business/by the time you are twenty-seven.
- 10) My father/to repair/his car/by Thursday.

Exercise 14. Put the verbs in brackets into the Future Perfect Tense.

- 1) Mike ... (*to prepare*) all the calculations by the end of his working day tomorrow.
- 2) I... (*to learn*) some phrases in Japanese by the time the participants of the Japanese delegation arrive.
- 3) The chef ... (*to cook*) all the dishes by the time the banquet begins.
- 4) The secretary ... (*to arrange*) all the papers by the time the boss comes to the office tomorrow.
- 5) The ferry ... (*to reach*) the port by 4 o'clock tomorrow.
- 6) They ... (*to deliver*) our pizza by the beginning of the party tomorrow.
- 7) Jack and Monica ... (*to send*) all the invitations by next Tuesday.
- 8) I ... (*to read*) your report by tomorrow morning.
- 9) The workers ... (*to unload*) the lorries by the end of their working day.
- 10) We ... (*to analyse*) the results of the experiment by next Friday.

Exercise 15. This is a list of things that the students must do for the conference next Friday. Make up questions as in the example and answer them, using the notes.

Cathy — type the invitations by Monday

Ella — send the invitations by 4 o'clock on Monday

Alan and Nelly — prepare the reports by Tuesday

Fred — to set up the video equipment by Thursday morning

James — to paint the posters by Wednesday

Chris — to prepare the photos by 11 o'clock on Tuesday

Clara — to design the leaflets by 6 o'clock on Tuesday

Gordon — to print the leaflets by Thursday morning

Ron and Sam — to put the posters on the walls of the hall by Thursday evening
Eddy and Sarah — to organize the exhibition by 5 o'clock on Thursday
Alice and Vicky — to decorate the hall by Thursday evening

Example: What/Cathy/to do/by Monday?

What will Cathy have done by Monday? — She will have typed the invitations.

- 1) What/Ella/to do/by 4 o'clock/on Monday? 2) By what time/ Alan and Nelly/to prepare the reports? 3) Who/to set up the video equipment/by Thursday morning? 4) What/James/to paint/by Wednesday? 5) What/Chris/to do/by 11 o'clock on Tuesday? 6) By what time/Clara/to design/the leaflets? 7) Who/to print the leaf lets/by Thursday morning? 8) Where/Ron and Sam/to put the posters/ by Thursday evening? 9) Who/to organize the exhibition/by 5 o'clock on Thursday? 10) By what time/Alice and Vicky/to decorate the hall?

Exercise 16. Open the brackets using the verbs in *Present Simple, Past Simple, Future Simple; Present Continuous, Past Continuous; Present Perfect, Past Perfect.*

1. My friend (to like) pies. He (to eat) pies every day. When I (to meet) him in the street yesterday, he (to eat) a pie. He (to tell) me that he (to buy) that pie at the corner of the street. Look at my friend now! He (to eat) a pie again. 2. I always (to come) to school at a quarter to nine. 3. Yesterday I (to come) to school at ten minutes to nine. 4. Tomorrow Nick (not to go) to the cinema because he (to go) to the cinema yesterday. He already (to be) to the cinema this week. He (to stay) at home and (to play) a computer game. 5. What your brother (to do) now? 6. My father (to work) in an office. It (to be) Sunday now. He (not to work), he (to read) at home. 7. I (not to see) you for a while! You (to be) busy at work? - I (to have) an awful week, you (to know). 8. What he (to do) at ten o'clock last night? - He (not to do) anything really. He just (to look) at some magazines. 9. We (to have) rather a difficult time at the moment. - I (to be) sorry to hear that. 10. Something awful (to happen). Her little daughter (to swallow) a coin. 11. She (to ask) me if I (to see) her backpack. 12. After the boys (to do) all the work, they (to go) to the pictures.

Exercise 17. Open the brackets using the verbs in *Present Simple, Past Simple, Future Simple; Present Continuous, Past Continuous; Present Perfect, Past Perfect.*

1. We (to bring) a lot of berries from the wood. Now we shall make jam. 2. Look! Jane (to swim) across the river. 3. What you (to do) at six o'clock yesterday? 4. You ever (to see) the Pyramids? 5. I (to go) to the Caucasus two years ago. 6. We (to go) to school every day. 7. Nick (to do) his homework by seven o'clock yesterday. 8. You (to help) your father tomorrow? 9. When Nick

(to come) home yesterday, his mother (to return) and (to cook) dinner in the kitchen. 10. When I (to go) to school yesterday, I suddenly (to remember) that I (to forget) to take my English exercise book. 11. Yesterday grandfather (to tell) us how he (to work) at the factory during the war.

12. When Mr. and Mrs. Smith (to arrive) home, they (to discover) that someone (to break) into their house. Their video recorder and television (to disappear). They (not to know) what they (to do) to deserve this bad luck.

13. The man (to get) off the bus without paying while the conductor (to collect) fares upstairs.

Exercise 18. Open the brackets using the verbs in *Present Simple, Past Simple, Future Simple; Present Continuous, Past Continuous; Present Perfect, Past Perfect.*

1. Don't go to Nick's place now, he (to work). He (to finish) his homework at seven o'clock. If you (to come) after seven, he (to be) very glad. 2. Pete (to go) to the cinema? — Yes, I (to think) so. He usually (to play) in the yard at this time, and now he (not to be) there. 3. He (to read) a book at five o'clock yesterday. 4. You (to go) for a walk with me? — I (to be) sorry, I can't. I (to do) my homework. I (not yet to write) the English exercise. If you (to wait) for me, I (to go) with you in half an hour. I (to want) to go for a walk very much, because I (not to go) for a walk yesterday. 5. Yesterday the children (to do) all their homework before mother (to come) home, and when she (to come), they (to play) with the cat. 6. I (to lose) my key when I (to play) in the yard yesterday. 7. Ring me up as soon as you (to come) home. 8. Where you usually (to take) books for reading?

Exercise 19. Open the brackets using the verbs in one of the following tenses: *Present Simple, Past Simple, Future Simple; Present Continuous, Past Continuous; Present Perfect, Past Perfect.*

1. Mike (to eat) ice cream every day. Look, he (to eat) ice cream now. When I (to see) him in the morning, he (to eat) ice cream, too. He (to say) he (to eat) one ice cream already by that time. I think he (to fall) ill if he (to eat) so much ice cream. 2. They (to walk) along the street and (to talk). Suddenly Nick (to stop) and (to say), "Oh, what shall we do? I (to lose) the key to the door." "If you (not to find) it," said Pete, "we (to have) to wait for mother in the street." 3. When I (to come) to the station yesterday, I (to learn) that my train already (to leave). 4. What he (to do) when you (to see) him yesterday? 5. I (to give) you this book as soon as I (to finish) reading it. 6. When the ship (to cross) the ocean, a great storm (to break) out. 7. I never (to hear) of her. 8. To whom you just (to write)?

Exercise 20. Open the brackets using the verbs in one of the following tenses: *Present Simple, Past Simple, Future Simple; Present Continuous, Past Continuous; Present Perfect, Past Perfect.*

1. Let's go for a walk. The rain (to stop) and the sun (to shine). 2. If you (to help) me, I (to do) this work well. 3. I always (to get) up at eight o'clock, but tomorrow I (to get) up a little later. 4. What you (to read) now? — I (to read) Tom's book. I (to be) in a hurry. Tom soon (to come), and I (to want) to finish reading the-book before he (to come). 5. As soon as you (to see) your friend, tell him that I (to want) to see him. 6. When I (to come) home yesterday, my brother (to sleep). 7. When you (to come) to see us? — I (to come) tomorrow if I (not to be) busy. 8. I (not to like) apples. 9. He (to come) home at five o'clock yesterday. 10. I (to ring) you up as soon as I (to come) home tomorrow. 11. I (to show) you my work if you (to like). 12. He (to come) home by six o'clock yesterday. 13. Pete certainly (to help) you with your English if you (to ask) him. 14. This little boy never (to see) a crocodile. 15. Send me a telegram as soon as you (to arrive). 16. He (to know) the results before we (to meet).

Exercise 21. Open the brackets using the verbs in one of the following tenses: *Present Simple, Past Simple, Future Simple; Present Continuous, Past Continuous; Present Perfect, Past Perfect.*

1. Yesterday I (to put) five apples into the vase. Where they (to be) now? — I (to eat) them. You (to bring) some more tomorrow? — Yes, if you (not to make) noise when granny (to sleep). 2. You ever (to be) to the Hermitage? 3. What Nick (to do) when you (to ring) him up yesterday? — He (to play) the piano. He (to tell) me that he already (to write) his composition. 4. Why she (to sleep) now? It (to be) too early. She never (to sleep) at this time. 5. You (to go) to the library tomorrow? — No, I already (to be) to the library this week. I (to be) there on Monday. As a rule, I (to go) to the library every Wednesday. But yesterday I (not to go) there, because I (not to read) the book. I (to read) it now. I (to go) to the library on Saturday if I (to finish) the book by that time. 6. As soon as I (to receive) a letter, I shall go to Moscow. 7. By six o'clock we already (to make) arrangements to take the early train.

Exercise 22. Open the brackets using the verbs in one of the following tenses: *Present Simple, Past Simple, Future Simple; Present Continuous, Past Continuous; Present Perfect, Past Perfect.*

1. Autumn (to come). It (to be) November now. It (to get) colder, the days (to get) shorter. It often (to rain). Soon it (to be) very cold. 2. When I (to do) my homework yesterday, I quickly (to run) to the yard, because my friends (to wait) for me there. 3. We (to have) a good time last summer. 4. What you (to learn) for today? — I (to be) sorry, I (not to prepare) my lesson. I (to be) ill yesterday

and (not to know) what to do. I (to prepare) my lesson tomorrow. — If you (not to prepare) your lesson tomorrow, you (to get) a bad mark. 5. What you (to do) at five o'clock yesterday? 6. Mike always (to do) his homework in the evening, but today he (to begin) doing it as soon as he comes from school, because his father (to promise) to take him to the theatre. 7. When Mary (to come) home, her brother (to read) the book which she (to bring) him two days before.

Exercise 23. Open the brackets using the verbs in one of the following tenses: *Present Simple, Past Simple, Future Simple; Present Continuous, Past Continuous; Present Perfect, Past Perfect.*

1. Hello! Where you (to go)? — Nowhere in particular. I just (to take) a walk.
2. Our students (to do) all kinds of exercises and now they (to be) sure that they (to know) this rule well. They (to hope) they. (to make) no mistakes in the paper.
3. The expedition (to cover) hundreds of kilometers, but they still (to be) far from their destination.
4. You (to go) to Great Britain next year?
5. Yesterday Nick (to say) that he (to read) much during his summer vacation.
6. At the age of twenty my father (to combine) work and study.
7. A great number of students (to study) in the reading room when I (to enter) it last night.
8. The storm (to rage) the whole night, and the sailors (to try) to do their best to save the ship.
9. Mike's friends could hardly recognize him as he (to change) greatly after his expedition to the Antarctic.
10. When I (to enter) the hall, the students (to listen) to a very interesting lecture in history.

Exercise 24. Open the brackets using the verbs in one of the following tenses: *Present Simple, Past Simple, Future Simple; Present Continuous, Past Continuous; Present Perfect, Past Perfect.*

It was eight o'clock in the morning and time for me to go to work. I (to look) out of the window. It (to rain) hard. "You (to get) wet through if you (to go) out now," said my mother. "No, I ...," I answered, "I (to take) an umbrella." We (to have) five umbrellas in the house, but when I (to want) to take one, I (to find) that there (to be) not one that I could use: they all (to be) torn or broken. So I (to take) them all and (to carry) them to the umbrella maker, saying that I would call for the umbrellas on my way home in the evening. When I (to go) to have lunch in the afternoon, it still (to rain) very hard. I (to go) to the nearest cafe, and (to sit) down at a table. A few minutes later a young woman (to come) in and (to sit) down at the same table with me. When I (to finish) my lunch and (to be) ready to leave, I absent-mindedly (to take) her umbrella and (to start) for the exit. She (to stop) me saying that I (to take) her umbrella. I (to return) the umbrella with many apologies. In the evening I (to go) to the umbrella maker, (to take) my five umbrellas and (to get) on the tram to go home. It so happened that the woman I (to meet) at the cafe (to ride) in the same tram. When she (to

see) me with my five umbrellas, she (to say), "You (to have) a successful day today, (to have not) you?"

Exercise 25. Open the brackets using the verbs in one of the future tenses: *Future Simple; Future Continuous; Future Perfect.*

1. I (to do) my homework tomorrow.
2. I (to do) my homework at six o'clock tomorrow.
3. I (to do) my homework by six o'clock tomorrow.
4. Tomorrow I (to begin) doing my homework as soon as I come from school.
- I (to do) my homework from three till six.
- My father (to come) home at seven o'clock tomorrow.
- I (to do) all my homework by the time he comes, and we (to go) for a walk together.
5. When I come home tomorrow, my family (to have) supper.
6. When you come to my place tomorrow, I (to read) your book.
- I (to do) my homework by the time you come.
7. Don't come to my place tomorrow.
- I (to write) a composition the whole evening.
8. I (not to go) to the cinema tomorrow.
- I (to watch) TV the whole evening.
9. What you (to do) tomorrow?
10. What you (to do) at eight o'clock tomorrow?
11. You (to play) volleyball tomorrow?
12. You (to do) this work by next Sunday?
13. When you (to go) to see your friend next time?
14. How many pages you (to read) by five o'clock tomorrow?

Exercise 26. Make up sentences using the Present Perfect Passive, the Past Perfect Passive or the Future Perfect Passive.

- 1) The carpets/just/to vacuum.
- 2) All the issues of this magazine/to sell/by 6 o'clock/yesterday evening.
- 3) The fence/ to paint/by 4 o'clock tomorrow.
- 4) The suspect/to arrest/yet?
- 4) The report/to write/by tomorrow morning?
- 6) The equipment/ to deliver/by the end of the working day yesterday?
- 7) What books/to return/to the library/by 4 o'clock yesterday?
- 8) By what time/the new software/to set up/tomorrow?
- 9) Which document/just/to sign/by your boss?
- 10) What rooms/already/ to prepare/for the participants of the festival?

Exercise 27. Put the verbs in brackets into the Present Perfect Passive, the Past Perfect Passive or the Future Perfect Passive.

- 1) The missing jewelry... (*Just to find*). 2) By what time yesterday ... the grass on the football pitch ... (*to cut*)? — It ... (*to cut*) by 10 o'clock yesterday morning.
- 3) Is dinner ready? — Yes, the turkey ... (*just to cook*).
- 4) By what time ... these advertisements ... (*to publish*)? — They ... (*to publish*) by the beginning of next week.
- 5) Who ... this bill ... (*just to pay*) by? — It ... (*to pay*) by a middle-aged gentleman.
- 6) The rubbish ... (*already to collect*) when we left the office last Friday.
- 7) ... the invitations to the party ... (*to send*) by the end of

the working day yesterday? — Yes, they ... (*to sent*) by 5 o'clock yesterday. 8) The new novel of this writer ... (*not to publish*) by next Wednesday. It ... (*to be publish*) by the beginning of next month. 9) The office ... (*to clean*) before our chief arrived. 10) This note ... (*to leave*) on your desk before you returned from the negotiations last Monday.

Exercise 28. Translate into English.

1) В нашому місті тільки що побудували нову лікарню. 2) Ваш мобільний телефон відремонтують завтра до шостої години вечора. 3) Коли гости прийшли до нас учора, стіл вже був накритий. 4) До наступної п'ятниці цей проект буде завершено. 5) Дах вашого будинку не пофарбували до того, як почався дощ. 6) Що було зроблено до кінця робочого дня вчора? 7) Гроши будуть отримані до наступного понеділка? - Так. 8) Посуд вже помилили? - Ще ні. 9) Цей лист вам було відправлено до нашої зустрічі вчора. 10) Вас вже повідомили про зміни в розкладі? - Ні, мене ще не повідомили про це.

Exercise 29. Choose the correct form to complete the sentences.

Dictionaries

A dictionary is a book which 1) ... the meanings of words. The words 2) ... in alphabetical order so that they 3) ... quickly. The word «dictionary» 4) ... from the Latin «diction» («word»). There are several types of dictionaries which explain words and how they 5) ..., dictionaries which 6) ... words from one language to another, technical dictionaries which explain the meanings of technical words or words connected to a particular subject.

Dictionaries 7) ... since ancient times. The earliest mention of a dictionary in history is from Babylon in 6 BC. The first written dictionary in China 8) ... in 100 AD and Japanese history mentions their first dictionary in 7 AD.

The first English alphabetical dictionary 9) ... «A Table Alphabetical». It 10) ... by a teacher Robert Cawdrey and 11) ... in London in 1604. In 1857, the Philological Society of London 12) ... to undertake a comprehensive study of English and publish the first complete dictionary of the English language, which came to be known as the Oxford English Dictionary (OED). It 13) ... in 12 separate volumes between 1888 and 1989. Nowadays dictionaries 14) ... an essential tool for anyone who likes to read and study. Using dictionary you. 15) ... your speech richer and your written skills more fluent.

- 1) a) explains; b) is explained;
c) was explained.

- 2) a) arranged; b) are arranged;
c) will have been arranged.
- 3) a) can find; b) can be finding;
c) can be found.
- 4) a) comes; b) is coming;
c) has been coming.
- 5) a) use; b) are used;
c) were being used.
- 6) a) translate; b) are translated;
c) have been translated.
- 7) a) used; b) were used;
c) have been used.
- 8) a) appeared; b) was appearing;
c) has appeared.
- 9) a) calls; b) was called;
c) has been called.
- 10) a) has written; b) has been written;
c) was written.
- 11) a) published; b) was published;
c) was being published.
- 12) a) decided; b) was decided;
c) has been decided.
- 13) a) released; b) was released;
c) will be released.
- 14) a) become; b) were becoming;
c) have become.
- 15) a) will make; b) is made;
c) will be made.

Exercise 30. Circle the correct item.

- 1) The teacher *pointed/was pointed* out my mistakes. 2) All the preparations *have already done/have already been done*. 3) You *will meet/will be met* by the guide at the bus stop. 4) The porter *has already brought/has already been brought* your luggage. 5) Your car *must service/must be serviced* at once. 6) You *can pay/can be paid* this bill a bit later. 7) The murderer *sentenced/was sentenced* to life imprisonment. 8) This plant *produces/is produced* household

appliances. 9) These tickets *have just delivered/have just been delivered*. 10) The computer *is using/is being used* now.

Exercise 31. Change the sentences using the Passive Voice.

1) They asked the policeman for help. 2) Peter gave me these photographs two days ago. 3) We have already sent for the doctor. 4) Sue will look after the children tomorrow. 5) A lot of children use the Internet nowadays. 6) Will you post these letters? 7) Will they have fixed the printer by the end of the week? 8) Jessica hasn't cooked dinner yet. 9) They are picking the vegetables right now. 10) Were they filming our performance last Friday? 11) You should switch off your computer for the night. 12) You haven't cleaned this room for weeks. 13) You must take this mixture three times a day. 14) Are the girls decorating the room for the party? 15) Mary doesn't take her children to the cinema every week.

Exercise 32. Find mistakes and correct them.

1) Three men are seen running out of the jewellery shop yesterday evening. 2) His car was washed by the time he arrived. 3) This fantastic puppet was made with my daughter. 4) The words you don't know can found in the dictionary. 5) Julia and Henry will invited to our wedding party. 6) The apples were being gathering at the time you phoned yesterday. 7) Have the ironing been done yet? 8) Is being coffee made now? 9) The cake was cut by a knife. 10) The fire have just been put out by a fire brigade.

Exercise 33. Make the sentences negative and interrogative.

1) Sick people are treated by doctors. 2) The room is being painted now. 3) This gallery was built twenty-seven years ago. 4) The seminar was being held at 3 o'clock yesterday. 5) The news will be broadcast in an hour. 6) His latest book can be found in all bookshops. 7) He has just been introduced to our boss. 8) The posters had been hung by 4 o'clock yesterday. 9) The tests will have been checked by tomorrow morning. 10) The dishes must be washed.

Exercise 34. Put the verbs in brackets into the Passive Voice using the correct grammar tense.

1) Children ... (*always to give*) presents at Christmas. 2) Because of a terrible storm last night, a lot of houses ... (*to flood*). 3) A new library ... (*to open*) in our

town next week. 4) A picture of a famous artist ... (*to steal*) from a local museum. 5) By the end of the working day yesterday all the necessary documents ... (*to type*). 6) Jam ... (*not to make*) from candied fruit. 7) The meeting ... (*just to cancel*) by the chief manager. 8) The results of the exam ... (*to announce*) by next Thursday. 9) Your microwave ... (*not to repair*) yet. It ... (*to repair*) by the day after tomorrow. 10) When ... this charitable organization ... (*to establish*)? — It ... (*to establish*) fifteen years ago. 11) By what time ... the tickets ... (*to deliver*) tomorrow? — They ... (*to deliver*) by 3 o'clock. 12) ... the play ... (*to perform*) yet? — Yes, it ... (*to perform*) some years ago. 13) ... the robbers ... (*to arrest*) yesterday? — No, they ... (*to chase*) for three hours, but they managed to escape. 14) Mark ... (*not to tell*) about the time of the meeting yesterday.

Exercise 35. Change the sentences into the Passive Voice.

- 1) Someone is planting flowers in the garden.
- 2) She sent him an e-mail letter last Tuesday.
- 3) The children were laughing at the clown.
- 4) They will finish the building of a new airport soon.
- 5) Relatives can visit this patient.
- 6) Somebody was washing your car when it started to rain.
- 7) Where did you see that boy before?
- 8) Who is making photocopies now?
- 9) You must not tell lies to your parents.
- 10) By what time will you have grilled the chicken?

Exercise 36. Find mistakes and correct them.

- 1) This hat knitted by my mother last year.
- 2) The work hasn't being done yet.
- 3) My watch were mended a week ago.
- 4) The cutlery is being polishing right now.
- 5) My camera haven't been returned yet.
- 6) The parcel was tied up by a string.
- 7) You will have been met at the airport tomorrow.
- 8) A new metro station is being build in our city at the moment.
- 9) Were been the curtains hung at the time you came in?
- 10) Children must be not shown that horror film.

Exercise 37. Translate into English.

- 1) Скільки раз на день годують риб? - Їх годують один раз на день.
- 2) Коли побудували вашу школу? - Її побудували п'ятнадцять років назад.
- 3) Піцу вже принесли? - Ні, її зараз готують.
- 4) Коли відремонтувати цю дорогу? - Її відремонтуватимуть до кінця місяця.
- 5) Мені вчора не сказали про ваш візит.
- 6) Де Джек? Його чекають.
- 7) Вас коли-небудь вчили, як поводитися?
- 8) Дітей відправили спати перед тим, як почався фільм.
- 9) Де Лінда? - Її зараз показують її нову кімнату.
- 10) Щось треба зробити для цих людей.

LESSON IV

Text A

Exercise 1. Translate Text A with the help of the list of unknown words.

Marine litter

Marine litter is a global problem. Increasing amounts of plastic and other non-organic materials in the oceans is threatening wildlife, and it might cause concern for the future of the sea as a safe food-source.

Plastic is a central material in most gear used in commercial and recreational fishers, as well as by the aquaculture industry.

Plastic has a long decomposition time, which means that articles lost at sea will remain in the environment for a long time. The plastic will gradually reduce to smaller fragments, eventually becoming micro plastic particles (< 1-5 mm).

Marine living animals can wrongly take plastic for food and ingest it, or get entangled and stuck in plastic articles. Littering can physically affect or damage the sea floor and coastal areas. In addition, humans might get exposed to micro plastic or toxins through seafood if plastic is incorporated in the marine food chain.

A lot of plastic washes ashore to beaches and coastal areas, and beach cleaning is an important and effective way of reducing litter in these areas. However, the largest proportions of marine litter, possibly as much as 90 %, is not washed ashore but sinks to the sea floor. This litter is challenging to locate and remove.

Reducing, stopping and removing marine litter is essential to ensure clean and healthy oceans in the future. The Directorate of Fisheries is committed to work towards minimizing marine litter from the fisheries and aquaculture industries.

Marine litter from commercial fisheries

Equipment associated with or used in fishing activity make up a large portion of the litter found along the Norwegian coast. Mostly, we find whole or parts of fishing gear that has been lost at sea.

Loss of fishing gear is unwanted for a number of reasons and the cause of losses vary, with some types of gears at higher risk of getting lost.

"Passive" fishing gears

The risk of losing “passive” fishing gears like gill nets, traps, pots and long lines, is higher than for “active” fishing gear like trawl and purse seine. This is caused by the difference in fishing methods. Passive fishing gear is “abandoned” at sea as a part of the fishing method. When, for example, a gill net is lost at sea it often gets referred to as a ghost gear, and can contribute to ghost fishing for a long time. The Directorate of Fisheries run a yearly retrieval survey for cleaning up lost fishing gear.

Active fishing gear is attached to the fishing vessel at all times. Therefore, these gears are seldom lost in their entirety, but components from these fishing gears, for example cut-off of ropes and nets after reparations and operations on deck, contribute to marine littering. It is normal to find parts of ropes on the seashore.

Pieces of fishing gear can also pose a threat to wildlife and the environment.

Marine litter from recreational fisheries

Recreational fisheries are a popular activity among the Norwegian population. According to Statistics Norway approximately 1/3 of all Norwegians report to go for at least one fishing trip each year. Regulations give limitations for both types and quantities of gears allowed to use in recreational fisheries. Still, we assume that recreational fisheries are a considerable source for marine litter, with loss of gill nets, traps and pots as the main challenge.

Limited knowledge of correct use of fishing gear is assumed the main cause of loss. It is therefore recommended to acquire sufficient knowledge about the gear, depth and bottom conditions before fishing. It is also important that the ropes are in good condition, and all knots on gear and ropes are secure.

Integrated coastal zone planning

The Norwegian coast is unique. Not counting Svalbard, the coast is 21 000 km long, which is half the length of the equator. The prospect for expanding fisheries and marine aquaculture is huge.

Within the baseline lies 90 000 km² of sea. This corresponds to approximately 1/3 of the total land area. Bordering to this coastal area, are 280 municipalities. In Norway we have 431 municipalities in total. Eighty percent of the population resides around the coast and up to 10 km inland. Given this fact, there is no

surprise in mentioning that we are a coastal nation. The nation heavily influenced by coastal culture, and engaged in marine economic development.

There are three principle areas of interest in the coastal zone: 1) protection and conservation, 2) recreation and 3) usage. Conflicts arise between utilization and conservation, more specifically, between industry, recreation and natural area-conservation.

The most important legal tool for integrated coastal zone planning is the planning and building act of 2008. Ground rules are laid down for the planning process. The intentional purpose of the act is to bring about uniform planning for central-, county- and municipal activities. This meaning area utilization and exploitation of natural resources assessed in conjunction with the municipals planning and financial conditions.

As a general rule, it is the elected municipal and county councils whom are responsible for planning and the formal adoption of the plans. However, it is vital to the planning process that all involved parties cooperate with the municipal zone planning, not to mention the Directorate of Fisheries' outer sector, which comprises 27 regional and local offices along the coast.

Fisheries Monitoring Centre (FMC Norway)

The FMC (Fisheries Monitoring Centre) is the Norwegian Directorate of Fisheries' 24/7 office for monitoring Norwegian and foreign fishing vessels' activities.

The centre is responsible for processing various reporting schemes imposed on the Norwegian fishing fleet while at sea and foreign vessels operating in Norwegian waters.

One key task is the follow-up of Norwegian and foreign vessels in terms of tracking reports and various electronic catch and activity reports required when active at sea.

Major benefits

By combining the various data that are the subject of electronic reporting, we will be able to localise fishing activity with great precision. This offers major benefits, not just in the monitoring of the activities at sea, but also monitoring of the development in the fisheries by foreign vessels operating in Norwegian waters and by various Norwegian fleet groups.

Staff in the FMC does also provide services and responds on requests from employees at the Directorate's regional offices and from external users such as the coastguard and other public and private sector actors.

IUU fishing

The centre is a hub in the effort to combat illegal, unreported and unregulated fishing (IUU fishing) through close contact with national and international monitoring authorities.

The FMC is operating the Directorate's hotline number (03415) for reporting illegal fishing activity.

Alongside its fisheries monitoring and surveillance operations, the centre also acts as a response centre for reporting harmful algal and jellyfish blooms, stranded marine mammals and escapees from fish farms.

Exercise 2. Translate and study the following words and expressions:

Litter, a restricted part, threatening, ingest, get entangled and stuck, temporary obstacles, fishing gear, recreational fishers, a higher discharge rate, water depths, a long decomposition time, sufficient, gill nets, traps, pots and long lines, hydraulic conditions, knowledge, dissolved oxygen, temporary, entirety, to constitute, the reduction of biodiversity, downstream migration, weirs, fresh and partly in marine waters, passable, spillways, to acquire, individuals, overfishing, tributary downstream, the equator, stranded marine mammals, in conjunction with, to localize, precision, jellyfish blooms.

Exercise 3. Answer the questions:

1. What is the main sense of text A?
2. Why is marine litter a global problem?
3. Why is plastic and other non-organic materials in the oceans threatening wildlife?
4. What makes up a large portion of the litter found along the Norwegian coast?
5. Why can pieces of fishing gear pose a threat to wildlife and the environment?
6. What can you say about recreational fisheries in Norway?
7. Why is the Norwegian coast considered as unique?
8. What are functions of the FMC (Fisheries Monitoring Centre)?

Exercise 4. Make up as more sentences as you can using the words and expressions from exercise 2.

Exercise 5. Make up 15 different type questions for text A.

Exercise 6. Write a brief summary of text A.

Note that:

- A summary begins with an introductory sentence that states the article's title.
- A summary must contain the main thesis or standpoint of the text, restated in your own words.
- A summary is written in your own words.
- A summary is always shorter than the original text, often about 1/3 as long as the original.

Exercise 7. Read your summary of text A to your groupmate and ask him to retell it.

Exercise 8. Make up a plan of this text (text A). Retell the text according to it.

Text B

Exercise 1. Translate Text B with the help of the list of unknown words.

Marine protected areas

This presentation shed some light over the present use of marine protected areas, MPAs, and other area based conservations measures, OECMs) as tools in Norwegian management of fisheries and aquaculture.

Marine protected areas have in recent years become a hot topic. In this context it is an often not well understood fact that protection of marine areas has been an important tool for fisheries management, developed over a long period of time and utilized with success for a variety of purposes.

This presentation shed some light over the present use of area based tools, meaning OECMs and MPAs in Norwegian management of fisheries and aquaculture.

(In 2010, the Parties to the Convention on Biological Diversity (CBD) adopted the Aichi Biodiversity Target 11, calling for conserving 10% of the ocean

through marine protected areas (MPAs) and “*other effective area-based conservation measures*” (OECMs), explicitly recognizing that other types of spatial conservation measures beyond areas designated as MPAs may also achieve biodiversity gains. Eight years later, CBD Parties adopted a definition and criteria for OECMs, and by early 2022, only a few OECMs had been reported. The OECM definition clearly requires that the measures be area-based and likely to contribute to conservation. However, conservation need not be their primary objective. Guidance on the extent and limits of what these “area measures” might include is needed. Clarity would assist countries in delivering on the CBD’s Post-2020 Global Biodiversity Framework, with decadal goals incorporating an area-based conservation target, in which OECMs will play a crucial role. To achieve greater recognition of OECMs, countries require sector-specific guidance to guide recognition, listing, and ongoing implementation of OECMs. Here, we evaluate how well area-based fisheries management measures meet the OECM criteria as well as sustainable use principles, broader ecosystem management objectives, and more general biodiversity conservation goals. We systematically review case studies across a broad range of spatial management approaches to provide evidence of correspondence with the OECM criteria, arguing that many with primary objectives related to fisheries sustainability provide co-benefits for biodiversity, and hence biodiversity conservation and sustainable development. This review highlights how fisheries measures can help achieve a number of Sustainable Development Goals alongside the global targets for biodiversity of CBD.)

Marine fisheries

The Norwegian fisheries management regime is aiming at maximizing the long term sustainable yield of the living marine resources and at the same time protecting biodiversity and the functioning of ecosystems.

To achieve this goal a comprehensive set of management measures has been developed over the last several decades, including a complex variety of OECMS, some of which may be regarded as MPAs by the Norwegian environmental authorities when reporting to international databases, such as in OSPAR. The reporting body in Norway applies the IUCN MPA criteria when reporting. OECMs are defined by decision 14/8 of the Convention on Biological Diversity, CBD.

The management regime and its accompanying measures are dynamic and developing. Some of the area based measures may originally have been introduced for other reasons than protecting biodiversity, i.e. protection of small scale static gear fisheries from the competition of large scale trawlers. Still, such

an area has in fact enjoyed, maybe for decades, a higher protection than its surroundings.

Area based management measures have so far been introduced to Norwegian fisheries management for the following reasons:

- competition between gears and fleets
- protection of spawning grounds
- protection of juvenile fish – permanent and real time closures
- rebuilding of depleted stocks (i.e. coastal cod, redfish, sandeel)
- management measure for stationary stocks (i.e. lobster and seaweed)
- protection of vulnerable bottom habitats (e.g. coral reefs)

The areas are in each case designed according to the specific regulatory needs, at the same time seeking to minimize the regulatory burden to fishers. Generally speaking, the following parameters would be addressed:

- physical extension of area; coordinates, depth contours
- should restrictions be permanent (long term) or temporal (short term)
- should restrictions apply all year or to specific periods of the year
- should restrictions be gear, fleet or fishery specific.

General

The legal basis for fisheries management to protect marine areas is:

The marine resources act

Pursuant to this Act the Ministry of Fisheries and Coastal Affairs has laid down detailed provisions in the regulations relating to sea-water fisheries.

The regulation is frequently updated, and attached to it are maps showing a substantial number of, but by far not all, marine areas protected by Norwegian fisheries legislation.

The regulation with annexed maps (in Norwegian)

Included are for example 18 coral reef MPAs.

Coastal cod

Since 2004 extensive management measures have gradually been introduced to rebuild the stock of Norwegian coastal cod. Coastal cod and arctic cod mix on the fishing grounds in fjords and coastal waters.

A core element of the management plan is to push the fleet fishing for cod out from the coast; the larger the vessel the further out it has to move. Detailed provisions excluding specific fleet groups and gears from areas inside fjords (fjord lines), the baseline, 4 or 6 nm respectively, are laid down in the annual Regulation of the cod, haddock and saithe fisheries north of 62° N.

[The Regulation with annexed maps \(In Norwegian\)](#)

Lobster

As part of the management measures for lobster, four pilot lobster MPAs were established in 2006. The provisions laid down in the Regulation related to MPAs for lobster prohibit fishing in the MPAs except with hook and handline. The number of areas increases every year and 3 more will be included in 2021.

[The Regulation with annexed maps \(In Norwegian\)](#)

Seaweed

The harvesting of seaweed is conducted according to detailed five year harvest plans for each of the relevant counties along the coast. No-take zones for the protection of seabird habitats are included in the plan.

Of the harvestable area one fifth is harvested every year, giving seaweed four years to grow before being harvested again.

[The Regulation with annexed maps \(In Norwegian\)](#)

The Barents Sea Monitoring Program – real time closures

Three very important elements of the Norwegian fisheries management regime are the discard ban, the obligation for fishers to leave fishing areas when the intermixture of juveniles exceed certain limits, and the Barents Sea monitoring program for real time closures of such areas.

More than 60 closures, amendments and reopening are undertaken annually in a successful effort to protect juvenile fish.

[The map illustrates that large areas may be closed to fisheries at any one time \(in Norwegian\)](#)

OECM sat the regional level

Areas covered may vary from smaller areas in the fjords, up to rather huge areas off shore. There are more than 150 smaller areas along the Norwegian coast where local area based management measures have been introduced.

Those measures include protection of spawning grounds, restriction by gear, prohibition against fishing for specific species, and so forth.

Furthermore, part of the year, control and surveillance systems are established in some areas, and during that time, more specific regulations and area based management measures may also apply.

Aquaculture

The Norwegian Parliament, Stortinget, established in 2003 and 2007 a network of 52 National salmon rivers (NSR) and 29 National salmon fjords (NSF).

The purpose of NSF and NSR is to give the most important salmon stocks in Norway special protection against possible negative impacts from certain activities in the rivers, and from salmon farming in the surrounding fjords and coastal areas.

In many of the 29 NSF farming of anadromous fish is prohibited, and existing farms in these fjords had to relocate and move out.

In the remainder of the NSF no new farm sites can be localized and farming at existing sites is subject to restrictions.

With a regulation, which entered into force on 1 September 2011, Norway takes the lead among fishing states as 800 000 km² of deep ocean is closed for regular bottom fishing. As a comparison the Norwegian mainland covers an area of approximately 324 000 km². An additional 440 000 km² was protected in 2019 as the coverage of this OECM was extended northwards in the areas around Svalbard.

Exercise 2. Translate and study the following words and expressions:

convention, biological, diversity, to adopt, explicitly recognizing, beyond, delivering, criteria, sustainable use principles, approaches, broad, objectives, conservation goals, review, case, range, spatial, to provide, evidence, arguing, primary, co-benefits, hence, highlights, legal, pursuant, affairs, provisions, relating to, regulation, frequently updated, to attach, legislation, coral reef, extensive, to rebuild, a stock, coastal cod, arctic cod, fjords, core, to push, further, to move, excluding, gears, inside, the baseline, respectively, annual say

the fisheries, obligation, intermixture, juveniles, exceed, closures, surveillance systems.

Exercise 3. Answer the questions:

1. What is the main sense of text B?
2. What is the Norwegian fisheries management regime aiming at?
3. Why have the area based management measures been introduced to Norwegian fisheries management?
4. What mixes on the fishing grounds in fjords and coastal waters?
5. What important elements of the Norwegian fisheries management regime do you know?
6. Where have the local area based management measures been introduced? What are they?
7. What is CBD?
8. What are MPAs?
9. What are OECMs?

Exercise 4. Make up as more sentences as you can using the words and expressions from exercise 2.

Exercise 5. Make up 15 different type questions for text B.

Exercise 6. Write a brief summary of text B.

Note that:

- A summary begins with an introductory sentence that states the article's title.
- A summary must contain the main thesis or standpoint of the text, restated in your own words.
- A summary is written in your own words.
- A summary is always shorter than the original text, often about 1/3 as long as the original.

Exercise 7. Read your summary of text B to your groupmate and ask him to retell it.

Exercise 8. Make up a plan of this text (text B). Retell the text according to it.

GRAMMAR

The Present Perfect Continuous Tense have(has) been + V_{ing}

Ствердження	Заперечення	Питання
I have been working for an hour. Я працюю протягом години.	I haven't been working for an hour. Я (ще) не працюю протягом години.	Have I been working for an hour? Я вже працюю годину?
She has been working for an hour. Вона працює протягом години.	She hasn't been working for an hour. Вона не працює протягом години.	Has she been working for an hour? Вона працює протягом години?

Використання Present Perfect Continuous

Дії, що почалися в минулому та тривають в цей момент часу: Present Perfect Continuous використовується для вираження дій, що почалася в певний момент у минулому та тривала до теперішнього моменту або ж досі триває у теперішньому часі. Якщо дія завершилася, то її результати можна побачити у теперішньому часі. Ця конструкція ставить наголос саме на тривалість дії і відповідає на питання «як довго відбувається дія?».

I've been standing here for two hours. – Я простояла тут протягом двох годин. (і я все ще стою тут) / Я тут вже стою протягом двох годин.

She's been running for an hour, she feels tired. – Вона бігла протягом години, вона почуває себе втомленою. (тривала дія завершила, її результат відчутний в теперішньому часі)

We've been writing this report all morning, I'm very hungry now. – Ми писали цей звіт весь ранок, тепер я дуже зголодніла.

Present Perfect Continuous використовується з прийменником часу since (з, починаючи з), де для відліку часу після since може вживатися конкретна дата або ж інша подія, дія у минулому, виражена в часі Past Simple.

We have been living here since 1980. – Ми живемо тут з 1980-го року.

I've been working here since I finished the university. – Я працюю тут з того часу, як закінчив університет.

Злість, незадоволення, роздратування

Present Perfect Continuous також використовується для вираження злості, незадоволення чимось або роздратування через певну тривалу дію.

His sister has been giving away a lot of our insider information, so she needs a good lawyer. – Його сестра видавала багато нашої конфіденційної інформації, так що їй потрібен гарний адвокат.

Someone has been rummaging in my flat. I can't find my gold watch. – Хтось рився в моїй квартирі. Я не можу знайти мій золотий годинник.

He has been joking like an idiot all day. I hate his sense of humor. – Він весь день жартував як ідіот. Ненавиджу його почуття гумору.

Маркери часу: Present Perfect Continuous використовується з певними словами та фразами, що вказують на тривалість дії або ж на момент часу, в який почалась певна тривала дія.

since 10 o'clock – з десятої години

since yesterday – починаючи з вчора

since last month – з минулого місяця

since 1991 – з 1991 року

since... (action in past simple) – з..., з того часу, як... (дія, виражена в past simple)

all day (long) – весь день

all morning / the whole morning – весь ранок

all evening / the whole evening – весь вечір

all night long – всю ніч

for half an hour – з півгодини, протягом півгодини

for 2 hours – протягом двох годин

for 3 days – протягом трьох днів

lately – останнім часом

recently – нещодавно

The Past Perfect Continuous Tense

had been + V_{ing}

Ствердження

Заперечення

Питання

I had been working for an hour when he came.

Я пропрацював з годину до того, як він прийшов.

I hadn't been working for an hour when he came.

Я не пропрацював з (цілу) годину, коли він прийшов.

Had I been working for an hour when he came?

Я вже пропрацював з (цілу) годину, коли він прийшов?

Використання Past Perfect Continuous

Тривалі дії, що завершилися до певного моменту в минулому

Past Perfect Continuous використовується для того, щоб підкреслити саме тривалість певної дії, що почалася, тривала та завершилась до певного моменту або ж іншої дії у минулому. Результат такої тривалої дії також був відчутний в минулому.

She had been running for two hours before she saw a village. – Вона бігла протягом двох годин, поки не побачила якесь село.

John had been speaking all morning, so he lost his voice. – Джон розмовляв весь ранок, так що втратив голос. (Тривала дія відбувалась в минулому. Її результат також з'явився в минулому: Джон втратив голос)

They had been sitting here since last evening before they bought the tickets. – Вони сиділи тут з попереднього вечора, поки не купили квитки.

Маркери часу: З часом Past Perfect Continuous використовуються певні слова та вирази, що вказують на те, що дія почалася, тривала певний проміжок часу та завершилася у минулому або до іншої дії у минулому часі. *before – до*

till – до (здебільшого в заперечних реченнях)
until – до (здебільшого в заперечних реченнях)
for an hour – протягом години
for 5 hours – протягом п'яти годин
for a day – протягом дня
for a week – протягом тижня
for a month – протягом місяця
all morning / the whole morning – весь ранок
all day (long) / the whole day – весь день
all week / the whole week – весь тиждень
all month / the whole month – весь місяць
all year (round) – весь рік
since 5 o'clock – з 5-ї години
since last week – з минулого тижня
since last month – з минулого місяця
since 1991 – з 1991 року
since last century – з минулого століття

The Future Perfect Continuous Tense

will have been + V_{ing}

Ствердження

Заперечення

Питання

I will have
been working for an hour

I will not have
been working for an

Will I have been working for
an hour when he comes?

Ствердження	Заперечення	Питання
when he comes. Я (вже) пропрацюю годину до того часу, коли він прийде.	hour when he comes. Я не пропрацюю годину до того часу, коли він прийде.	Чи пропрацюю я годину до того часу, коли він прийде?

Використання Future Perfect Continuous

Довготривалі дії, що будуть тривати до певного моменту в майбутньому: Future Perfect Continuous використовується для підкреслення того, як довго (або до якого моменту) буде тривати певна дія. При цьому в реченні вказується або мається на увазі точний момент часу у майбутньому або ж проміжок часу, в який ця дія буде відбуватися.

I'll have been working on this project for 2 months by the end of this week. – Я буду працювати над цим проектом протягом двох місяців на кінець цього тижня.

By the end of this summer she will have been studying Chinese for 4 years. – На кінець цього літа вона буде вивчати китайську мову протягом 4 років.

By the time they arrive to London they will have been flying for 6 hours. – До того часу, як вони приїдуть в Лондон, вони будуть летіти протягом 6 годин.

Kate and Jack will have already been dancing for 3 hours by the time the party ends. – Кейт та Джек вже протанцюють 3 години до того часу, як вечірка скінчиться.

Маркери часу: З часом Future Perfect Continuous використовуються певні маркери та показники часу, що вказують як довго або до якого моменту в майбутньому буде тривати певна дія. Такі маркери відповідають на питання «до якого моменту?», «на який момент часу?». В реченні може бути використано декілька таких маркерів часу.

till – до того, як; допоки (тільки в заперечних реченнях)

until – до того, як; допоки; поки (тільки в заперечних реченнях)

for 2 hours – протягом двох годин

for 3 weeks – протягом трьох тижнів

for 1 year – протягом одного року

by the end of the hour – до кінця години

by the end of the morning – на кінець ранку

by the end of the day – на кінець дня

by the end of the month – до кінця місяця, на кінець місяця

by the end of the year – на кінець року, до кінця року

Grammar exercises

Exercise 1. Put the verbs in brackets into the Present Continuous, the Present Perfect or the Present Perfect Continuous Tense.

1) Ann and Jane can't play with you, Ted. They ... (*to clean*) the house at the moment. Ann ... (*to dust*) the furniture for half an hour now, and Jane ... (*just to finish*) vacuuming the carpets. 2) The boss is in his study. He ... (*to read*) a report of the manager. He ... (*to read*) it since morning and ... (*not to finish*) yet. 3)... you ... (*to see*) Pam today, Jack? — Yes, she ... (*to have*) lunch with her friend in the cafeteria now. They ... (*to sit*) there for twenty minutes now. 4) How long ... Elizabeth ... (*to attend*) design courses? — She ... (*to attend*) them since last month. She ... (*already to learn*) a lot. 5) Where ... Simon (*to be*)? — He ... (*to make*) photocopies of some articles in the library now. — For what? — Simon ... (*to take*) part in a conference next week. He ... (*to prepare*) a speech for it for a week already. 6)... you ... (*to be*) to the new restaurant yet, Cindy? — Well, we ... (*to go*) there tonight. Mike ... (*already to book*) a table. 7) Who ... (*to be*) in the bathroom? — It ... (*to be*) Alice. She ... (*to dry*) her hair. — She ... (*to dry*) her hair for twenty minutes now and I ... (*not to wash*) my hair yet. 8) How long ... you ... (*to live*) in this house? — We ... (*to live*) here for eleven years now. We ... (*just to finish*) *repairing* it. 9)... Pam ... (*to find*) her gloves yet? — No, she She ... (*to look*) for them for fifty minutes now. 10) What ... Greg and Den ... (*to do*) now? — They ... (*to fix*) a washing machine. They ... (*to work*) since 9 o'clock.

Exercise 2. Put the verbs in brackets into the Present Simple, the Present Continuous, the Present Perfect or the Present Perfect Continuous Tense.

1) ... you ... (*to go*) to the concert next Sunday, Julia? — Yes. Actually I ... (*already to buy*) a ticket. I never ... (*to miss*) an opportunity to visit concerts of famous singers and music bands. 2) ... Alan ... (*to check*) his e-mail yet? — Yes, he He always ... (*to read*) his mail in the morning. 3) ... you ... (*to wait*) for a bus? How long ... you ... (*to wait*) for it? — I ... (*to wait*) for half an hour already. — How strange. It usually ... (*to arrive*) on time. 4) ... Jessica still ... (*to be*) in the fitting room? She ... (*to try*) clothes on for hours! — Well, she seldom ... (*to go*) shopping for clothes, but if she does, she ... (*to spend*) hours choosing dresses and blouses. Look! She ... (*finally to choose*) what to buy. 5) ... you still ... (*to work*) on the computer, Mark? You ... (*to work*) since 8 o'clock. — I... (*to look*) for some information for my Biology project for three hours already but I can't find anything interesting. It always ... (*to take*) a lot of time to find necessary information on the Net. 6) ... Mr. Peters still ... (*to work*) at school? —

Yes, he ... (*to teach*) Math's for twenty years. He ... (*to be*) a very good teacher, you know. 7) What ... Tina ... (*usually to do*) in the evenings? I never ... (*to see*) her walking with her friends. — She ... (*to prepare*) for her final tests these days. She ... (*to want*) to enter university and she really ... (*to study*) hard since the beginning of the school year. 8) Where ... you ... (*to hurry*) now, Sue? — I ... (*to have*) a seminar at the university today. It ... (*to start*) in half an hour. 9) Why ... Gordon ... (*to read*) the newspapers since morning? — He ... (*to want*) to find a part-time job for summer. You know, he ... (*already to decide*) to buy a new computer and he ... (*to need*) money for it. 10) ... you already ... (*to plan*) your trip to France? — Yes, we We ... (*to fly*) to Paris tomorrow morning. Richard ... (*already to buy*) tickets and Helen ... (*to pack*) suitcases since 10 o'clock.

Exercise 3. Put the verbs in brackets into the correct form of the Present Perfect Continuous Tense.

1) It ... (*to snow*) for three days now. 2) We ... (*to row*) towards the island for two hours. 3) ... Paula ... (*to watch*) the DVD since 4 o'clock? — No, she ... (*to watch*) it for an hour now. 4) The children ... (*to prepare*) for the New Year party since the beginning of December. 5) What ... you ... (*to discuss*) with Mark since 3 o'clock? — We ... (*to discuss*) the list of the guests for our wedding party. 6) Why do you look so tired? — I ... (*to clean*) the swimming pool since 9 o'clock in the morning. 7) Who ... (*to cry*) since 6 o'clock in the morning? — I think it's Fiona's baby. 8) How long ... Brian ... (*to study*) management? — He ... (*to study*) it for four years now. 9) ... Sue ... (*to sleep*) long? — No, she She ... (*to sleep*) just for two hours. 10) How long ... your brother ... (*to wear*) glasses? — He ... (*to wear*) glasses since he was 5 years old.

Exercise 4. Put the verbs in brackets into the Present Simple, the Present Continuous, the Present Perfect or the Present Perfect Continuous Tense.

1) ... you ... (*already to read*) a letter from Aunt Emily? — Yes, I She ... (*to want*) to visit us. She ... (*to come*) next Wednesday. 2) Why ... you ... (*to look*) at that woman so attentively? ... you ... (*to know*) her? — It ... (*to seem*) to me I ... (*already to meet*) her somewhere. 3) ... Jane (*to be*) in the office? — Yes, she ... (*to type*) some documents since 9 o'clock. 4) The police inspector ... (*to investigate*) this robbery for a week now. He ... (*already to talk*) to all the witnesses but he ... (*not to find*) the robbers yet. 5) I ... (*not to know*) how long Henry ... (*to work*) on that project, but he ... (*not to finish*) it yet. 6) The

secretary usually ... (*to come*) to the office at 9 o'clock, but it ... (*to be*) half past nine now and she ... (*not to arrive*) yet. 7) ... (*to be*) Den in his room now? What... he ... (*to do*) there since morning? — He ... (*to prepare*) for the research expedition. He ... (*already to book*) a ticket for the plane and now he ... (*to pack*) his things. 8)... (*to be*) you OK, Nigel? You ... (*to look*) very pale. — I ... (*to be*) just tired. I ... (*to work*) on my report all night long. 9) Who ... (*to train*) in the gym for half a day now? — Ben and Alex. They ... (*to prepare*) for the international championship for eight months now. They ... (*to train*) every day. 10) How long ... Nelly ... (*to paint*) this picture? — She ... (*to paint*) it for a month now. She ... (*to want*) to exhibit it in our gallery next month.

Exercise 5. Find mistakes and correct them.

- 1) Elephants aren't eating meet.
- 2) It has been raining since hours.
- 3) My uncle have been the manager of this firm for seven years.
- 4) Have been you waiting for a long time?
- 5) I have been knowing Mary since 2002.
- 6) The ferry is arriving at 7 o'clock in the morning.
- 7) They leave for Egypt next Friday.
- 8) How long has Nick driven?
- 9) Sally has been not reading since 2 o'clock.
- 10) Who have told you about it?

Exercise 6. Translate into English.

- 1) Ми з братом граємо в шахи вже півтори години.
- 2) Ми не дивимося телевізор уже два дні.
- 3) Де хлопчики? Я не бачив їх з ранку. - Вони з ранку ловлять рибу на озера. Вони ходять на риболовлю щосуботи.
- 4) Ваша сестра вчиться в університеті?
- 5) Як давно Джулія працює стоматологом?
- 6) Том фарбує вікна в нашому офісі з ранку. Він уже пофарбував шість вікон.
- 7) Зараз він фарбує вікна на другому поверсі.
- 8) Що Лінда робить на кухні?
- 9) Вона готовує молочний коктейль.
- 10) Ви любите молочний коктейль?
- 11) Але ви ще не куштували коктейлі, які готовує Лінда!
- 12) Вона готовує найсмачніші в світі коктейлі.
- 13) Навіщо ти розповів Тому про наш подарунок?
- 14) - Я нічого не сказав йому.
- 15) - Правда?
- 16) Чому він цілий ранок розпитує мене?
- 17) - Я не знаю.
- 18) Чому Бен сміється?
- 19) - Він дивиться нову комедію по телевізору.
- 20) Він дивиться її вже годину.
- 21) Скільки іспитів ви здали на цьому тижні?
- 22) - Ми здали два іспити.
- 23) - Який іспит ваші друзі здають зараз?
- 24) - Вони здають іспит з історії.

Exercise 7. Find mistakes and correct them.

1) Greg and Bob had looked for their dog for two hours before they found it sleeping under the bench in the park. 2) We had been boating on the lake at 10 o'clock yesterday morning. 3) She finished cooking dinner by the time her children returned from school. 4) When Henry opened the door of the living room, his little brother watched cartoons on TV. 5) Sally took a piece of paper and had written her phone number on it. 6) We were driving for six hours before we saw a small hotel beside the road. 7) After my friends left, I washed the dishes and switched on the TV set. 8) What had you been doing at the moment the fire broke out? 9) How much was your camera costing a year ago? 10) What were Nelly doing while you were doing the ironing?

Exercise 8. Open the brackets and use the infinitives in one of the following tenses: Present Simple, Present Continuous, Present Perfect, Present Perfect Continuous.

1. This man (to be) a writer. He (to write) books. He (to write) books since he was a young man. He already (to write) eight books. 2. What you (to do) here since morning? 3. Lena is a very good girl. She always (to help) her mother about the house. Today she (to help) her mother since morning. They already (to wash) the floor and (to dust) the furniture. Now they (to cook) dinner together. 4. He (to run) now. He (to run) for ten minutes without any rest. 5. What they (to do) now? — They (to work) in the reading room. They (to work) there for three hours already. 6. Where he (to be) now? — He (to be) in the garden. He (to play) volleyball with his friends. They (to play) since breakfast time. 7. I (to live) in St. Petersburg. I (to live) in St. Petersburg since 1990. 8. This is the factory where my father (to work). He (to work) here for fifteen years. 9. You (to find) your notebook? — No! I still (to look) for it. I already (to look) for it for two hours, but (not yet to find) it. 10. You (to play) with a ball for three hours already. Go home and do your homework. 11. Wake up! You (to sleep) for ten hours already. 12. I (to wait) for a letter from my cousin for a month already, but (not yet to receive) it. 13. She already (to do) her homework for two hours; but she (not yet to do) half of it. 14. I (to wait) for you since two o'clock. 15. What you (to do)? — I (to read). I (to read) for two hours already. I already (to read) sixty pages. 16. It is difficult for me to speak about this opera as I (not to hear) it. 17. I just (to receive) a letter from my granny, but I (not yet to receive) any letters from my parents. 18. The weather (to be) fine today. The sun (to shine) ever since we got up. 19. Every day I (to wind) up my watch at 10 o'clock in the evening. 20. Come along, Henry, what you (to do) now? I (to wait) for you a long time. 21. Where your gloves (to be)? — I (to put) them into my pocket. 22. I (to stay) with some American friends in Chicago. I (to stay)

with them for two weeks now. I (to have) a great time here. I (to take) the opportunity to improve my English. I already (to see) the towering skyscrapers of Chicago which are reflected in the rippling water of Lake Michigan. I just (to take) a picture of Chicago's Sears Tower which (to rise) 1,707 feet and (to provide) a panoramic view from the sky deck. 23. I (to go) to give that cat some food. I (to be) sure it (to starve). — But Jane already (to feed) the cat. You needn't do it.

Exercise 9. Complete the sentences using the Past Perfect Continuous Tense as in the example.

Example: ... before we came from the supermarket. Liz/ to clean/the flat/for two hours. — Liz had been cleaning the flat for two hours before we came from the supermarket.

- 1) ... before Tom came to the court. (Helen/to play/tennis/for an hour and a half).
- 2) ... before he retired. (Mr Black/to work/as a lawyer/for twenty-five years).
- 3) ...when the bus arrived. (We/ to wait/for forty minutes).
- 4) Sheila looked tired because ... (She/ to sew/a dress/for her little daughter/all day).
- 5) Before Jack got to level four (He/to play/the same game/for three hours).
- 6) Mike's neighbor's were angry because (He/to listen/to loud music/for four hours/yesterday evening).
- 7) Everybody was very hungry because (They/to work/all day/without/a break for lunch).
- 8) ... when suddenly the car broke down. (We/ to drive/for five hours).
- 9) ... before the plane landed in the airport late in the evening yesterday. (They/to fly/for six hours).
- 10) ... since Easter. (Alex and Den/to prepare/for the exams).

Exercise 10. Put the verbs in brackets into the Past Perfect Continuous Tense.

- 1) My sister ... (*to practise*) for two months before that concert.
- 2) The boys ... (*to fish*) for three hours before Tom caught the first fish.
- 3) We ... (*to discuss*) that problem for more than an hour before we found the right solution.
- 4) Henry ... (*to wait*) for half an hour before he saw his girlfriend getting off the tram.
- 5) Driving to the hospital was difficult as it ... (*to snow*) all night.
- 6) Polly ... (*to study*) economics since she entered university.
- 7) Ron's collection of coins was valuable as he ... (*to collect*) them since he was a schoolboy.
- 8) When Sam returned home we ... (*to watch*) that TV programme for a quarter of an hour already.
- 9) Bill's coat and mittens were wet because he ... (*to play*) snowballs with his friends in the yard.
- 10) David was irritated because the police inspector ... (*to ask*) him questions for more than an hour.

Exercise 11. Put the verbs in brackets into the correct form.

- 1) It ... (**to snow**) for five hours before the weather changed.
1) Betty and Jane ... (**to argue**) for half an hour when their parents returned home. 3) Why did Ed miss his training yesterday? — He couldn't come because he ... (**to prepare**) his project all day yesterday. 4)... Isabel ... (**to work**) as a secretary for four years before she moved to another town? — No, she She ... (**to work**) as a secretary just for two years. 5) ... Pete ... (**to play**) computer games all the evening last Friday? — No, he He ... (**to write**) an essay for two hours and then he went for a walk. 6) Jean ... (**not to wait**) for our boss all the morning yesterday. She ... (**to speak**) to some clients for about an hour and then she went to the bank. 7) Kevin was exhausted because he ... (**to unload**) the lorry for three hours. 8) I was really happy that Ron won that competition because he ... (**to prepare**) for it for half a year. 9) ... you ... (**to save**) money for a new computer for a long time? — Yes, I I ... (**not to spend**) a penny for six months before I got a sufficient sum. 10) Cathy and Sue ... (**to tidy**) our cottage house for two days after that birthday party.

Exercise 12. Circle the correct item.

- 1) Tina *sunbathed/ was sunbathing* while her children *swam/were swimming* in the sea. 2) Mr White *phoned/had phoned* us after the conference *was beginning/had begun*. 3) They *were sailing/ had been sailing* for two weeks before they reached the continent. 4) My brother *bought/had bought* this computer a year ago. 5) We *had/were having* breakfast when our neighbour *knocked/ had knocked* at the door. 6) Tom's eyes were red because he *had worked/had been working* at the computer all day. 7) Dolly *took/was taking* a letter, *opened/was opening* it and *started/ had started* reading. 8) After we *cleaned/had cleaned* the house we *decided/had decided* to go to the cinema. 9) The boys *were playing/had been playing* tennis at 3 o'clock yesterday. 10) Mrs Davis was upset because she *was losing/had lost* her purse.

Exercise 13. Put the verbs in the brackets into the Future Perfect or the Future Perfect Continuous.

1. By 3 o'clock, she **will have been studying** (study) for six hours.
2. By the end of next month, Sam (finish) the project.
3. He (not/start) painting the kitchen before Tuesday.
4. By the time she arrives in Paris, she (travel) for four hours.
5. I hope I (buy) my own house by the time I'm thirty-five.
6. By Saturday, Lisa (diet) for two weeks.
7. Hopefully, they (learn) everything by the time they sit the exam.

8. By 4 o'clock, I (sit) in the hairdresser's for three hours.
9. By Christmas, I (work) for this company for eighteen months.
10. By next weekend, Brian (move) house.
11. Hopefully, the builders (finish) building the house by next month.
12. By Tuesday, Alan (sail) for twelve days.
13. By tomorrow morning, she (sleep) for twelve hours.

Exercise 14. Put the verbs in brackets into the Past Simple or the Past Perfect Continuous Tense.

1) Mike ... (*to cycle*) for two hours before he ... (*to stop*) for a rest. 2) We ... (*to walk*) about for half a day before we ... (*to find*) your house. 3) They ... (*to wait*) for an hour already when the taxi ... (*to arrive*). 4) Victor ... (*to feel*) tired because he ... (*to dig*) out the bushes in the garden all day. 5) Before Alice ... (*to prepare*) all the dishes, she ... (*to cook*) for four hours. 6) It... (*to snow*) for two days before the weather ... (*to change*). 7) Simon ... (*to surf*) the Internet for six hours before he ... (*to find*) the necessary information. 8) The scientists of our institute ... (*to conduct*) the research for many years before they ... (*to discover*) a new source of energy. 9) Jack ... (*to wonder*) how long he ... (*to wait*) for Sandra. 10) Betty ... (*to stare*) at me for a few minutes before she ... (*to understand*) the meaning of my words.

Exercise 15. Put the verbs in brackets into the Past Simple, the Past Continuous, the Past Perfect or the Past Perfect Continuous Tense.

It ... (*to happen*) last July. A month before my friends and I ... (*to decide*) to go to the seaside for a holiday. We ... (*to plan*) that trip for three weeks before we ... (*to choose*) the place to go to. On the day of our departure we ... (*to go*) to the railway station when Den ... (*to realize*) that he ... (*to leave*) the tickets for the train at home. He ... (*to take*) his mobile phone and ... (*to ring*) his father. At that time his father ... (*to take*) a bath but fortunately his mother ... (*to hear*) the phone. She ... (*to find*) the tickets, ... (*to catch*) a taxi and ... (*to go*) to the railway station. We ... (*to wait*) just for fifteen minutes when we ... (*to see*) Den's mother hurrying to our carriage. She ... (*to give*) Den the tickets and we ... (*to show*) them to the conductor. Just a minute before the train ... (*to depart*), we ... (*to take*) our places in the compartment.

Exercise 16. Match the sentences to the explanations of the usage of Past Tenses.

- 1) It was midnight and they were still dancing.
- a) Дія тривала довго у минулому й мала видимий результат.

- 2) My parents had been living in the town for twenty-five years before they decided to move to the village.
- 3) She opened the cupboard, took a glass and put it on the table.
- 4) The seminar had finished by 4 o'clock yesterday.
- 5) Tom was dusting the furniture while his sister was watering the flowers.
- 6) Sally was worried because she had been waiting for the ambulance for twenty minutes.
- 7) James got your message 10 minutes ago.
- 8) When the teacher came in, the pupils were running about.
- 9) He didn't believe my story.
- 10) He continued his journey after he had filled up his car.
- b) Дві або більше дій відбулися одна за одною послідовно та без великих інтервалів у часі.
- c) Дія завершилася до початку іншої дії в минулому.
- d) Дія тривала у певний момент у минулому.
- e) Одна дія тривала у минулому, а інша її перервала.
- f) Дія завершилася до певного моменту у минулому.
- g) Підметом у реченні є дієслово, котре не вживається у минулому тривалому часі, тому він вживається у минулому неозначеному часі.
- h) Дія тривала якийсь час до певного моменту або початку іншої дії у минулому.
- i) Дія відбулася (й завершилася) у певний момент у минулому.
- j) Дві або більше дій тривали одночасно у минулому.

Exercise 17. Put the verbs in brackets into the Past Simple, the Past Continuous, the Past Perfect or the Past Perfect Continuous Tense.

- 1) The boys ... (*to play*) volleyball on the beach yesterday. 2) They ... (*to play*) volleyball from 9 to 11 yesterday morning. 3) By 5 o'clock yesterday their team ...(*to play*) two games of volleyball. 4) Den ... (*to play*) volleyball for ten minutes yesterday when he suddenly ... (*to twist*) his ankle. 5) At that time Ron ... (*to listen*) to music in his room and ... (*not to hear*) the doorbell. 6) The secretary ... (*to talk*) on the phone for twenty minutes when the door ...(*to open*) and her boss ... (*to come*) into the room. 7) Peter ... (*to drive*) towards the airport last Sunday when he suddenly ... (*to remember*) that he ... (*to leave*) his passport at home. 8) We ... (*to go*) to a cafe after we ... (*to meet*) Sally. 9) When David ... (*to return*) home yesterday his wife ... (*to cook*) the chicken which she ... (*to buy*) in the supermarket the day before. 10) It ... (*to be*) midnight and Linda ... (*to sleep*) but John ... (*to lie*) sleepless because he ... (*to think*) about the words his chief ... (*to tell*) him at the end of the working day.

Exercise 18. Translate into English.

1) Ми вчора купили новий холодильник. 2) Вчора діти гуляли у парку з п'ятої до восьмої години вечора. 3) Ми вчора гуляли у парку більше години, коли побачили Тома. Він з кимось розмовляв біля кінотеатру. 4) Перед тим як ми відправили запрошення, Боб ще раз перевірив адресу. 5) Джулія не знала, кого її бос чекав вже більше години. Вона поливала квіти, коли високий чоловік зайшов у офіс і дав їй свою візитівку. 6) Він ждав офіціанта вже п'ять хвилин, коли побачив свого старого друга, котрий сидів за стільцем біля вікна. 7) Жінка була дуже втомленою, тому що вона просиділа біля хворої дитини всю ніч. 8) Майк подзвонив о десятій вечора. Ми знали, що він уже по вернувся з відрядження, але в той вечір не чекали на його дзвінок. 9) Після того як конференція завершилася, я підійшов до професора і попросив його прочитати мою статтю. 10) Поки Емма робила фотокопії документів, я перевіряв електронну пошту та побачив листа, якого Тед відправив мені день тому.

Exercise 19. Make up sentences using the Past Perfect Continuous Tense.

1) Ron/to repair/his car/for six hours/yesterday. 2) I/to look for/my umbrella/for forty minutes/yesterday. 3) We/to watch/ TV/for half an hour/before/the light/went out. 4) Nick/to train/ in the gym/for an hour/before/his coach/came. _/ 5) Dolly and her niece/to do/shopping/all day/last Friday. 6) Jack/ to surf/the Net/for four hours/yesterday. 7) Henry/was/ satisfied/with his work/because/he/to paint/that picture/for three weeks. 8) They/to stand/in the rain/for twenty minutes/ before/the bus/came. 9) Alan/was/angry/because/he/to argue/ with his boss/ for about an hour. 10) We/to play/that game of chess/for three hours/before/I/managed/to win/it.

Exercise 20. Write questions to the underlined words.

1) They had been preparing for their wedding for three months. 2) Helen had been painting the floor in the kitchen for two hours yesterday. 3) You had been playing computer games for three hours yesterday. 4) Mark had been fixing his bike for two hours yesterday. 5) We had been gathering the apples in the garden all day.

Exercise 21. Put the verbs in brackets into the Past Simple or the Past Perfect Continuous Tense.

1) Sarah ... (*to write*) poems since she ... (*to be*) a schoolgirl. 2) Ben ... (*to stay*) in New York for two days before he ... (*to manage*) to buy a ticket for Melbourne. 3) A little boy ... (*to play*) with his new toy car for some hours

before it... (*to break*). 4) They ... (*to discuss*) the news for half an hour before their chief ... (*to come*) to the office. 5) Isabel ... (*to try*) on clothes for more than an hour before she ... (*to choose*) a dress for the party. 6) Henry and Jane ... (*to travel*) around the USA for some weeks before I ... (*to meet*) them in San Francisco. 7) How long ... you ... (*to sleep*) before the doctor ... (*to come*)? 8) Where ... Dave ... (*to go*) when his chief ... (*to see*) him? 9) Amanda ... (*to look*) at the photo for some minutes before she ... (*to put*) it back into the album. 10) They ... (*to be*) wet because they ... (*to walk*) in the rain for some hours.

Exercise 22. Put the verbs in brackets into the Past Simple, the Past Continuous, the Past Perfect or the Past Perfect Continuous Tense.

1) Rachel ... (*to meet*) Den in front of the library five minutes ago. He ... (*to speak*) to Alex about some project. 2) Sam and Monica ... (*to skate*) together for four years before they ... (*to enter*) the competition. 6) When Victor ... (*to get*) off the bus, he ... (*to decide*) to phone his mother but suddenly ... (*to realize*) that he ... (*to forget*) his mobile phone in the hotel room. 4) The driver ... (*to speed*) down the road when suddenly an old woman ... (*to step*) in front of the car. 5) Two men ... (*to walk*) through the forest for five hours before they ... (*to see*) the house of the forest guard. The two men ... (*to be*) hungry because they ... (*not to eat*) anything since last evening. 6) Maggie ... (*to look*) for her gloves when the door ... (*to open*) and her mother ... (*to come*) in. 7) Phil... (*to wait*) for twenty-five minutes before Pamela ... (*to send*) a telegram and ... (*to return*) to the car. 8) By the time Steve ... (*to reach*) the airport, Andrew and Nora ... (*already to receive*) their luggage and ... (*to have*) coffee in a cafeteria outside. 9) Linda ... (*to phone*) her dentist yesterday because one of her teeth ... (*to ache*) for weeks. 10) When Tony ... (*to arrive*) at Tina's place yesterday, she ... (*to read*) a detective story which she ... (*to buy*) some days before.

Exercise 23. Find mistakes and correct them.

1) They had arrived at the airport on time yesterday. 2) Colin was finishing his work before he went to bed. 3) Jessica had cut her finger when she was slicing the bread. 4) Sally was taking a bath for ten minutes before the water was cut off. 5) The secretary had been making copies when the photocopier broke down. 6) She washed the dishes and had poured herself a cup of tea. 7) Nick went to the swimming pool after he was watching the news. 8) While we were gathering vegetables in the garden, our mother had made an apple pie for dessert. 9) Gordon felt sleepy because he worked all night. 10) Wendy was studying management for three years before she got her diploma.

Exercise 24. Translate into English.

1) Він повернувся з конференції півгодини назад. 2) Доки я розмовляв по телефону, моя сестра уважно слухала новини по радіо. 3) Коли Нік прийшов додому, він згадав, що не відправив повідомлення менеджеру фірми. 4) Ми ремонтували машину в гаражі, коли почули якийсь шум на вулиці. 5) Ми розмовляли близько десяти хвилин, коли раптом задзвонив мій мобільний телефон. 6) Літня жінка запросила нас у вітальню і почастувала пирогом з капустою, який вона випекла вранці. 7) Діти грали в саду дві години перед тим, як почався дощ. 8) Бен почав працювати в нашій фірмі після того, як він закінчив університет. 9) Одяг хлопчиків був брудним, тому що вони грали у футбол цілий день. 10) Рятувальники працювали всю ніч, перш ніж прилетіли вертольоти з лікарями.

Exercise 25. Circle the correct item.

1) By 6 o'clock Jimmy *will be playing/will have been playing* computer games for four hours. 2) At 3 o'clock tomorrow we *will be watching/will have watched* a film. 3) *Will you be shopping/Will you have been shopping* a bit later today? Can you buy me a bottle of milk? 4) By the beginning of February I *will have attended/will have been attending* computer courses for four months. 5) Don't call Henry. I *will have seen/will be seeing* him in the office later, so I'll tell him about the seminar. 6) At this time next week they *will be cruising/will have been cruising* round South America. 7) The postman *will be delivering/will have delivered* all the newspapers by 4 o'clock. 8) By the end of next month Mrs Wilson *will have taught/will have been teaching* for thirty years. 9) *Will you be using/Will you have been using* the printer for long? I need to print the article. 10) By 5 o'clock tomorrow Fred *will be receiving/will have received* your telegram.

Exercise 26. Put the verbs in brackets into the Future Continuous, the Future Perfect or the Future Perfect Continuous Tense.

1) Peter ... (*to fix*) the TV set by next Tuesday. 2) At this time next Friday we ... (*to lie*) on the beach in Malta. 3) By next Monday Linda ... (*to work*) as a secretary for three years. 4) ... you ... (*to use*) your computer tonight? Can I play my favourite computer game? 5) By the end of the year Roger and Monica ... (*to live*) in our district for five years. 6) The boss ... (*to read*) all the documents by the end of his working day. 7) Don't phone me tonight. I ... (*to write*) an article for a scientific journal. 8) By the end of the day we ... (*to reach*) that settlement. 9) What ... you ... (*to do*) at 4 o'clock tomorrow? — I... (*to help*) my parents in the garden. 10) By the 13th of January he ... (*to work*) on his novel for ten months.

Exercise 27. Find mistakes and correct them.

1) By the beginning of the news programme we will be returning home. 2) I'll tell Pamela about the party. I'll have been seeing her at the university anyway. 3) At this time tomorrow Jack will have taken his driving test. 4) By the end of July she will have run this café for ten years. 5) Will have Ron fixed this bike by 12 o'clock tomorrow? 6) Will you been going out a bit later? Can you buy a magazine for _me? 7) By next Friday Susan will be passing all her exams. 8) By 8 o'clock the boys will have played football for three hours. 9) Will Sam been preparing for his English test at 11 o'clock tomorrow morning? 10) By the beginning of next week Bob will be working in our office for ten days.

Exercise 28. Translate into English.

1) Завтра у цей час ми будемо обідати з друзями моїх батьків у ресторані. 2) Автобус прибуде завтра на місце до дев'ятої години вечора. 3) До початку наступного місяця виповниться рік, як мій брат працює у цьому банку. 4) Джек пофарбує твій велосипед до кінця робочого дня. 5) Ви будете працювати за комп'ютером цього вечора? Можна мені відправити електронного листа своєму другові? 6) У цей час наступного тижня ми будем подорожуватимемо Європою. 7) Ви чекатимете на мене завтра о восьмій? — Так. 8) Таксі приїде завтра до п'ятої години? — Так.

Exercise 29. Put the verbs in brackets into the Future Continuous, the Future Perfect or the Future Perfect Continuous Tense.

1) They ... (*to publish*) our advertisement by next Monday. 2) At this time tomorrow we ... (*to drive*) to the mountains. 3) Jack ... (*to become*) a chief manager by the beginning of October. 4) By next month Ron ... (*to play*) football in our football club for 3 years. 5) I didn't remind Den about the picnic! — Don't worry. I ... (*to meet*) him at the university tomorrow morning. 6) What ... your sister ... (*to do*) at 10 o'clock tomorrow morning? — She ... (*to help*) mother with the house chores. 7) By 2 p.m. the boys ... (*to fish*) for five hours. 8)... you ... (*to use*) your car tonight? Can I borrow it? 9) Don't phone me before 11 o'clock tomorrow. I ... (*to sleep*).

Exercise 30. Find mistakes and correct them.

1) At 9 o'clock tomorrow evening Henry will have met his friend at the airport. 2) By 5 o'clock tomorrow they will have been decorating the café for the party. 3) What article will have you written for our magazine by next Tuesday? 4) By

the end of next week Bob will be working in our studio for six years. 5) What lecture will you have been having at 12 o'clock tomorrow? 6) Will you have driven to your office this afternoon? Can you give me a lift, please? 7) By next Monday you will have been finishing this work. 8) By the end of this year Mike will have been working as a detective for ten years. 9) Molly didn't tell Nick about the time of the meeting! — It's not a problem. I will have seen Nick later today. 10) Don't disturb me from 3 to 6 tomorrow. I will have been preparing for my exam.

Exercise 31. Translate into English.

1) Завтра до сьомої вечора Джек привезе вам фотографії. 2) У цей час наступного понеділка ми будемо летіти над океаном у Бразилію. 3) До кінця наступного місяця виповниться тридцять років, як вона працює медсестрою. 4) Наступного четверга з другої до шостої Джені буде проводити переговори з італійцями. 5) Завтра о сьомій годині ви будете тренуватися у спортзалі? — Ні, завтра о сьомій я дивитимуся футбольний матч на стадіоні. 6) Хто надрукує текст цього документа до початку семінару? — Мій секретар. 7) До третьої буде вже п'ять годин, як вони катаються на лижах. 8) О котрій завтра Стів буде фарбувати дах будинку? — Він буде фарбувати дах завтра о десятій годині ранку. 9) До п'ятої буде вже дві з половиною години, як Ганна грає в теніс. 10) Ви підете на ланч пізніше? Принесіть мені морозиво, будь ласка.

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Навчальне електронне видання

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НАВЧАЛЬНИЙ ПОСІБНИК
з англійської мови
для магістрів I року I семестру
денної форми навчання
(спеціальність – 207 Водні біоресурси та аквакультура)

Навчальний посібник

(українською та англійською мовами)

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