

## Lesson 4

### Steps for Scientific Investigation

There are several phases to a good scientific investigation. These may vary a bit in the literature, but they generally include five steps.

Step one - Observe something of interest.

People who engage in a scientific investigation usually do so because they don't know or are unsure of some aspects of the observation or because they want to confirm a hunch about the observation.

Step two - Formulate a question that can be answered in a measurable way.

It's important to ask the question so that it can be answered in a measurable way. Beginning the question with 'what,' 'how' or 'why' is a good start. The question should also be focused. Many researchers make the mistake of trying to 'boil the ocean' with a question that is too general. For example, 'Why do people get sick?' would not lend itself to a good scientific investigation in anyone's lifetime, even though it's a pertinent question.

Step three - Formulate a hypothesis that answers the question based on experience or research.

You may be wondering, 'Why come up with a hypothesis about something we're trying to discover?' It's much easier to analyze data and compare it to an existing theory than to try to develop a theory from scratch. There are already good models for much of what we observe, so we can usually find the seeds of an answer to our question through research. Many times, scientific investigation is used just to make incremental improvements to a theory, process or product. In short, the hypothesis brings to bear all that is already known about the question; it gives us context for what we're studying.

Step four - Set up an experiment from which data can be gathered to test the hypothesis.

Experiments are fraught with uncontrollable variables, bias, measurement error and other unintended consequences, so it's important to understand all these things and take them into account as much as possible.

#### 1. Find the English equivalents in the text:

Займатися науковим дослідженням, бути невпевненим, підтвердити здогадку, бути зосередженим, доречне запитання, розробити теорію з нуля, поступове поліпшення (удосконалення), бути небезпечним, неконтрольовані змінні, зміщення (зсув, нахил), помилку вимірювання, непередбачені наслідки, прийняти до уваги.

#### 2. Translate the following words and word-combinations:

To observe something, to formulate a question, to make a mistake, to be based on experience, to analyze data, to compare data, to analyze data, uncontrollable variables, bias, measurement error, unintended consequences, to take into account.

### 3. Answer the following questions:

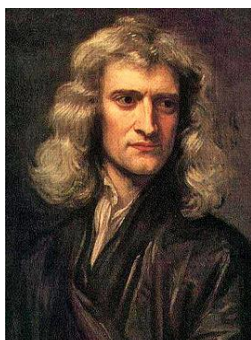
1. How many phases are there to a good scientific investigation?
2. Why do people who engage in a scientific investigation usually observe?
3. What mistake do many researchers make?
4. What are experiments fraught with?

### 4. Find the definitions:

Scientific investigation	a proposed explanation for some observed phenomenon, based on experience or research
Scientific method	an ordered investigation that attempts to prove or disprove a <u>hypothesis</u>
Hypothesis	receiving knowledge of the outside world through our senses, or recording information using scientific tools and instruments
Scientific experiment	a systematic process that involves using measurable observations to formulate, test or modify a hypothesis
Observation	a quest to find the answer to a question using the scientific method

### 5. Make an annotation of the article.

#### Isaac Newton



*From Isaac Newton Biography  
By Biography.com Editors*

English physicist and mathematician Sir Isaac Newton, most famous for his law of gravitation, was instrumental in the scientific revolution of the 17th century.

Born on January 4, 1643, in Woolsthorpe, England, Isaac Newton was an established physicist and mathematician, and is credited as one of the great minds of the 17th century Scientific Revolution. With discoveries in optics, motion and mathematics, Newton developed the principles of modern physics. In 1687, he published his most acclaimed work, *Philosophiae Naturalis Principia Mathematica* (*Mathematical Principles of Natural Philosophy*), which has been called the single most influential book on physics. Newton died in London on March 31, 1727.

When Newton arrived at Cambridge, the Scientific Revolution of the 17th century was already in full force. The heliocentric view of the universe—theorized by astronomers Nicolaus Copernicus and Johannes Kepler, and later refined by Galileo—was well known in most European academic circles. Philosopher René Descartes had begun to formulate a new concept of nature as an intricate, impersonal and inert machine. Yet, like most universities in Europe, Cambridge was steeped in Aristotelian philosophy and a view of nature resting on a geocentric view of the universe, dealing with nature in qualitative rather than quantitative terms.

In 1687, after 18 months of intense and effectively nonstop work, Newton published *Philosophiae Naturalis Principia Mathematica* (*Mathematical*

*Principles of Natural Philosophy*). Said to be the single most influential book on physics and possibly all of science, it is most often known as *Principia* and contains information on nearly all of the essential concepts of physics, except energy.

Although his discoveries were among many made during the Scientific Revolution, Isaac Newton's universal principles of gravity found no parallels in science at the time. Of course, Newton was proven wrong on some of his key assumptions. In the 20th century, Albert Einstein would overturn Newton's concept of the universe, stating that space, distance and motion were not absolute but relative, and that the universe was more fantastic than Newton had ever conceived.

### **Research meeting**

**6. Sarah, Deepak and Ali are holding their monthly research meeting. Sarah is the team leader, Deepak is a senior research assistant and Ali is a junior research assistant. Listen to the beginning of the meeting and answer the questions.**

1. What has Deepak been doing differently in his recent study?

2. What does Ali ask him about at the end of the conversation?

*Sarah ... so the gecko's ability to stick is basically, it's all to do with the forces between the setae and the surface.*

*Ali: Sorry, Sarah. Could I just ask what kind of forces?*

*Sarah: Well, for a while, people thought it could be capillary, but now it seems it's mainly Van der Waals forces, with just a little bit of capillary force.*

*Ali: Oh, OK.*

*Sarah: As the gecko moves, the setae are angled so that the spatulae sit flat against the surface. It seems the setae are pushed against the surface and then slid back slightly to get maximum sticking force.*

*Ali: Erm, sorry. Can I just check I understood? So what you're saying is that the ability of the gecko to stick is not just because of these spatulae, but because of the whole locomotor system.*

*Sarah: That's exactly right.*

*Deepak: So you're clear on the adhesion mechanism now, Ali?*

*Ali: Yes, I think so. Sorry, Deepak.*

*Deepak: That's OK. Right, so as I was saying, what I've been looking at is the effect of the geometric asymmetry of setae on their mechanical response.*

*Ali: Sorry, could you quickly explain that? I'm not quite sure what you mean.*

*Deepak: Sure. Erm ... so, at first, most of our studies of setal deformations used a single cylindrical pillar to simulate a seta. But then, of course we know from images that they're actually curved.*

*Ali: And don't stick straight out.*

*Deepak: Of course. We did look at forces with the pillar at an angle too, not just sticking out perpendicular to the surface. But what I mean is it was always straight, not curved.*

*Ali: OK, sorry, you were saying.*

**Deepak:** Anyway, because we know now that they are curved, we've been comparing a curved model with the straight pillars. So, what we've found is—

**Ali:** Erm, could I jump in and ask a question? Why are you focusing on forces in one setae ... one seta on its own?

**7. In your opinion, is Ali's question at the end of this extract relevant or irrelevant to the discussion? Why?**

**8. Listen to the next part of the meeting. Is Ali satisfied with Deepak's answer to the question? How do you know?**

**Deepak:** So as Sarah was just saying before Ali interjected, the bottom of the gecko's foot is covered in ridges, which themselves are covered in many, many setae. The setae have flattened ends, spatulae, which when aligned correctly with the surface, allow the gecko to stick, via the Van der Waals forces we were talking about,

**Ali:** No, I've got that, but what I mean is, why just focus on one set-seta? It seems to me that you need more than that...

**Deepak:** Of course. Well, measuring the forces of one seta, whether the adhesive or shear forces ... those are the forces ...

**Ali:** No, I know what they are ...

**Deepak:** OK, well, our analysis of the forces allows us to show the differences between asymmetric, curved pillars and straight, to show why the curved ones are more suitable for gecko adhesion. Obviously we can then scale that up to the whole animal.

**9. Now listen to the final part of the meeting.**

1. Is your answer to the questions in Exercise 7 still the same, or have you changed your mind?
2. Does Deepak think Ali's question was relevant? Why?

**10. During the meeting, Ali interrupts both Sarah and Deepak several times. Do you think it is appropriate for a junior scientist to interrupt and/or be critical of a senior colleague's ideas? Why / why not?**

**11. When you want to interrupt someone, it is important to sound polite. Three ways you can do this are to use:**

- *could* or *can* to make the interruption into a question.
- *sorry* to show the listener might not like what you're going to do.
- *just* to show that you are not going to talk for too long.

**12. Look at all parts of meeting. Which phrases does Ali use to interrupt?**

**13. Listen to five extracts from the conversation between Sarah, Deepak and Ali. Write one word or phrase in each space.**

1 \_\_\_\_\_, for a while, people thought it could be capillary, but now it seems it's mainly ...

2 \_\_\_\_\_ you're clear on the adhesion mechanism now, Ali?

3 That's OK \_\_\_\_\_, so as I was saying, what I've been looking at [fade out) is the effect of the geometric ...

4 \_\_\_\_\_, because we now know that they are curved, we've ...

5 \_\_\_\_\_, could I jump in and ...

1. *Well, for a while, people thought it could be capillary, but now it seems it's mainly ...*

2. *So you're clear on the adhesion mechanism now, Ali?*

3. *That's OK. Right, so as I was saying, what I've been looking at is the effect of the geometric ...*

4. *Anyway, because we now know that they are curved, we've ...*

5. *Erm, could I jump in and ...*

### Discussion point

#### Time

(from *Headway Students' Book Upperintermediate* by John and Liz Soars. Oxford English)

#### How's your timing?

**14. Answer the questions to see how efficiently you use your time (choose a, b, c or d):**

1. *How would you describe the pace of your life in general?*

- a. Natural, I just let things happen.
- b. Quite fast, but I do stop to smell the flowers.
- c. Sometimes frantic, sometimes relaxed.

d. Demanding, sometimes non-stop, but I like it that way.

2. *How do you deal with what you have to do every day?*

- a. I do first what attracts me most.
- b. I do the most important things and put off the rest.
- c. There always seems to be too much or too little. I do what's really urgent.
- d. I deal with things in order of importance.

3. *Which of the following is nearest to your philosophy of life?*

- a. Go where life takes you.
- b. Life is not a dress rehearsal.
- c. To everything there is a season.
- d. Do it now.

4. *What do you feel about punctuality?*

- a. I don't waste energy worrying about being on time.
- b. Being on time is polite and efficient, and I try to be that way.



- c. I'd love to arrive on time in theory, but I don't often manage it.
- d. I'm always on time, and I get furious with people who are late.

5. *How many things have you begun and not finished in the last few years?*

- a. Lots of things. I have sudden enthusiasm and then drop them.
- b. One or two minor things, but not too many.
- c. Quite a few. I always seem to get distracted.
- d. There are no uncompleted projects in my life – I have always finished things.

6. *How do you like to spend your leisure time?*

- a. I don't know what to do with my time off – it just slips away.
- b. I relax and recharge my batteries, and maybe follow a sport or interest.
- c. I do one or two little jobs, but nothing very energetic. This is my most enjoyable occupation.
- d. I don't have any leisure time. All my time is put to good use.

## 15. Interpretation



### *Mostly a. answers*

You're a daydreamer. Did you actually manage to finish the quiz? You have little control over your life. Chaos is your natural habitat. Perhaps you tell yourself that this is creative, but the truth is you hate discipline and you are frightened of it. Your abilities remain untested and your dreams unfulfilled.

### *Mostly b. answers*

You represent balance. Your ability to manage time is impressive, but you respect yourself enough to know when to relax, and you are clever enough to know that the best decisions are never made in the atmosphere of pressure. Deadlines don't worry you, and your work seldom puts unbearable demands on you. You look ahead and make sure crisis do not happen.

### *Mostly c. answers*

You're like Cinderella waiting for a fairy godmother who's going to make time for all your dreams and so make everything all right for you. "I'll get round to it", you tell yourself. What you don't tell yourself is that you alone can provide the time you need to start those dreams happening. You are an expert at putting things off for the best reasons. Your excuses are endless. Forget them. The right time is now.

### *Mostly d. answers*

You are an achiever. Superman / superwoman is your middle name. You certainly know how to get a job done, and you are proud of your management of time. You are compulsive about using every second of the day to good effect, and you get irritable with people who take life at a slower pace. Relax a little. Stress is a killer, remember?

## Grammar

### 16. Translate the following sentences paying attention to the Objective Participial Construction.

1. When we came back we found them still arguing. 2. He wanted his papers published as soon as possible. 3. He was pleased to hear his words quoted several times in the President's speech. 4. You could hear the loudness of the teacher's voice changing according to what he was talking about. 5. We watched the planes landing and taking off. 6. They heard the engine roaring and the plane started.

### 17. Translate the following sentences using the examples of the Objective Participial Construction after the verbs *to have* and *to get*:

*They had new equipment installed in the library. – Їм встановили в бібліотеці нове обладнання. The administration had/(got) this scheme cancelled. – Адміністрація добилася скасування цієї програми або скасувала цю програму.*

1. They had all his speeches recorded. 2. A publisher in London had Dr. Brown's book translated into English. 3. We must have all the equipment packed by tomorrow. 4. When he had all his taxes paid, the amount left in the bank was hardly worth mentioning. 5. They got their children educated in the best British Universities. 6. She had her manuscript typed without a single typing error.

### 18. Translate the following sentences into Ukrainian paying attention to the Absolute Participial Construction:

*Model: His speech finished, the audience applauded. – Коли його промова була завершена, аудиторія зааплодувала. The speaker having finished, the audience applauded. – Коли оратор завершив промову, аудиторія зааплодувала. His speech being very interesting, the audience listened attentively. – Оскільки його промова була дуже цікавою, аудиторія слухала уважно. He continued speaking, his colleagues listening attentively. – Він продовжував говорити, а його колеги уважно його слухали.*

1. Her proposal having been accepted, she took her seat. 2. Nobody having anything more to say, the meeting was closed. 3. The crisis having passed, they could think about the future. 4. Her courage failing, the girl rushed back. 5. It being a scientific matter, we had to call in specialists. 6. The standard of living having improved after the First World War, the working class families could afford spending more money on foodstuffs.

### 19. Translate the following sentences into English paying attention to the Absolute Participial Construction:

1. Він не повернувся до цього дослідження знову, але його завдання було виконано. 2. Оскільки на його погляди не вплинула наука, він здійснив ряд серйозних помилок у своїх судженнях. 3. Оскільки припинення динаміки індустріального розвитку досить не реальне, нам слід повернути технологію на побудову здорового оточення. 4. І дослідники, і вчені проводять дослідження, але різниця між ними така, що перші займаються точними та

природничими науками, в той час як останні працюють у сфері гуманітарних наук.

## ГРАМАТИЧНИЙ ДОВІДНИК

### §1. Однина і множина іменників

Обчислювальні іменники можуть мати форму однини і множини.

1. Як правило, множина іменників в англійській мові утворюється за допомогою додавання закінчення **-s**:

a book – some books	книга – декілька книг
photo – photos	фотографія – фотографії
ball – balls	м'яч – м'ячі
one kilo – ten kilos	один кілограм – десять кілограм
shop – shops	магазин – магазини

2. Після **-s, -ss, -sh, -ch, -x** – додається **-es**:

bus – buses	автобус – автобуси
glass – glasses	стакан – стакани
dish – dishes	страва – страви
watch – watches	годинник – годинники
dress – dresses	сукня – сукні
bench – benches	лавка – лавки
box – boxes	коробка – коробки

3. Якщо іменник закінчується на приголосну + **y**, тоді **y** змінюється на **i** + **es**:

faculty – faculties	факультет – факультети
city – cities	місто – міста
lorry – lorries	вантажівка – вантажівки
family – families	сім'я – сім'ї

Після голосної – **y** не змінюється:

day – days	день – дні
boy – boys	хлопець – хлопці
journey – journeys	подорож – подорожі

4. Якщо іменник закінчується на **-f** та **-fe**, в множині маємо **-ves**:

leaf – leaves	листок – листки
shelf – shelves	поличка – полички
thief – thieves	зłodий – зłodії

1. До декількох іменників, які закінчуються на **-o** у множині додається **-es**:

potato – potatoes	картоплина – картоплини
tomato – tomatoes	помідор – помідори
hero – heroes	герой – герої

До більшості іменників, які закінчуються на **-o**, у множині додається **-s**:

photo – photos	фотографія – фотографії
zoo – zoos	зоопарк – зоопарки

2. Деякі іменники утворюють форму множини не за правилами:

man – men	чоловік – чоловіки
woman – women	жінка – жінки



child – children	дитина – діти
foot – feet	нога – ноги (стопа – стопи)
tooth – teeth	зуб – зуби
mouse – mice	миша – миші
sheep – sheep	вівця – вівці
fish – fish	риба – риби
person – people	людина – люди

e.g. I have three **days** to prepare for the competitions.

He has some **information** for the **coaches** of the **teams**.

**Money is** always useful.

Can you buy two bottles of **milk**?

Track-and-field athletics includes many different **events**.

## §2. Ступені порівняння прикметників

1. В англійській мові *односкладові* прикметники утворюють вищий та найвищий ступінь порівняння за допомогою суфіксів **-er, -est**:

cheap – cheaper – the cheapest дешевий – дешевший - найдешевший

small – smaller – the smallest (малий)

big – bigger – the biggest (великий)

nice – nicer – the nicest (гарний)

2. *Двоскладові* прикметники, які закінчуються на приголосну + у, теж утворюють ступені порівняння за допомогою цих суфіксів:

happy – happier – the happiest (щасливий)

lucky – luckier – the luckiest (удачливий)

lovely – lovelier – the loveliest (приємний)

pretty – prettier – the prettiest (симпатичний)

heavy (важкий), dirty (брудний), tidy (охайний), easy (легкий), silly (нерозумний), funny (смішний).

3. Деякі двоскладові прикметники можуть утворювати ступені порівняння і за допомогою суфіксів, і за допомогою слів **more, the most**:

Narrow – narrower / more narrow – the narrowest / the most narrow (вузький)

Common (загальний), pleasant (приємний), quiet (тихий), polite (ввічливий), clever (розумний), simple (простий), gentle (лагідний), cruel (жорстокий), tired (втомлений), stupid (нерозумний).

4. Деякі *двоскладові* прикметники утворюють ступені порівняння за допомогою слів **more, the most**:

Useful – more useful – the most useful (корисний)

Helpful (корисний), careful (обережний), hopeless (безнадійний), boring (нудний), willing (готовий), annoyed (надоїдливий), surprised (здивований), correct (правильний), exact (точний), certain (певний), normal (звичайний), frequent (частий), recent (недавній), famous (відомий), modern (сучасний), afraid (зляканий), eager (нетерплячий), foolish (глупий).

5. *Трискладові та багатоскладові* прикметники утворюють ступені

порівняння за допомогою слів **more, the most**:

exciting – more exciting – the most exciting (захоплюючий)

interesting – more interesting – the most interesting (цікавий)

elegant – more elegant – the most elegant (елегантний)

reliable – more reliable – the most reliable (надійний)

6. Деякі прикметники утворюють ступені порівняння не за правилами:

Good – better – the best (хороший)

Bad – worse – the worst (поганий)

Far – farther / further – the farthest / furthest (далекий)

7. Ми використовуємо **more, the most** та їх антоніми **less, the least**, щоб порівняти кількості:

Many / much – more – the most

Little – less - the least

e.g. The room is **the warmest**.

This dress is **more elegant**.

These results of the experiment are **the most reliable**.

It is his **best** record in jumping.

I am very busy these days, I have **less** free time than I used to.

### §3. The Present Indefinite (Present Simple) Tense

*Часи групи Indefinite вживаються для вираження дії як факт, регулярної повторюваної дії стосовно теперішнього, минулого чи майбутнього часу.*

1. Дієслова у формі Present Indefinite показують дію як факт, регулярну повторювану дію в теперішньому часі. Ця форма утворюється від форми інфінітиву без частки *to*:

e.g.: I **read** every day. – *Я читаю щодня.*

They **play** football every evening. – *Вони грають у футбол щовечора.*

2. Заперечна та питальна форма утворюються за допомогою допоміжного дієслова *do*:

e.g.: **Do I read** every day? – Yes, I do.

No, I do not (don't).

I **don't read** every day.

**Do they play** football every evening? – Yes, they do.

No, they don't.

They **don't play** football every evening.

3. Якщо підмет виражений 3 особою однини, до дієслова додається закінчення *-s*. Це ж закінчення переходить до допоміжного дієслова в питальній та заперечній формах:

e.g.: He runs in the park every morning.

**Does he run** in the park every morning? – Yes, he does.

No, he does not (doesn't).

He **doesn't run** in the park every morning.

4. Дієслово *to be* – *бути* має такі форми в Present Indefinite:

(I) **am**

(you, we, they) **are**

(he, she, it) **is**

e.g.: He **is** a good student. – *Він хороший студент.*

They **are** students of the Ukrainian Philology Faculty. – *Вони – студенти факультету української філології.*

I **am** a student of group № 2.

Питальна та заперечна форма утворюються без допоміжного дієслова:

**Is** he a good student? – Yes, he is.

No, he isn't. He **is not** a good student.

**Are** they students of the Ukrainian Philology Faculty? – Yes, they are.

No, they are not.

They **are not** students of the Ukrainian Philology Faculty.

#### §4. The Past Indefinite (Past Simple) Tense

1. Дієслова у формі Past Indefinite показують дію як факт, повторювану дію в минулому часі. Ця форма утворюється шляхом додавання закінчення – *ed* до форми інфінітиву без частки *to* для правильних дієслів; для неправильних дієслів – друга форма (таблиці неправильних дієслів):

e.g.: to train – **trained**

to play – **played**

to write – **wrote**

to swim – **swam**

I **wrote** a letter yesterday. – *Я писав листа вчора.*

They **played** football last week. – *Вони грали у футбол минулого тижня.*

2. Заперечна та питальна форма утворюються за допомогою допоміжного дієслова *did*:

e.g.: **Did** I write a letter yesterday? – Yes, I did.

No, I did not (didn't).

I **didn't** write a letter yesterday.

**Did** they play football last week? – Yes, they did.

No, they didn't.

They **didn't** play football last week.

3. Дієслово *to be* – *бути* має такі форми в Past Indefinite:

to be – **was, were** – been

e.g.: He **was** a good student two years ago. – *Він був гарним студентом два роки тому.*

They **were** students of the Ukrainian Philology Faculty last year. – *Вони були студентами факультету української філології минулого року.*

Питальна та заперечна форма утворюються без допоміжного дієслова:

**Was** he a good student two years ago? – Yes, he was.

No, he wasn't.

He **was** not a good student two years ago.

### §5. The Future Indefinite (Future Simple) Tense

1. Дієслова у формі Future Indefinite показують дію, яка відбудеться в майбутньому. Ця форма утворюється за допомогою допоміжних дієслів *shall* (для першої особи однини та множини) та *will* (для інших осіб) та форми інфінітиву змістового дієслова без частки *to*: e.g.: I **shall meet** my friend tomorrow. – *Я зустріню свого друга завтра.*

They **will play** football next week. – *Вони гратимуть у футбол наступного тижня.*

2. Заперечна та питальна форма утворюються за допомогою допоміжних дієслів:

e.g.: **Shall I meet** my friend tomorrow? – Yes, I shall.

No, I shall not (shan't).

I **shan't meet** my friend tomorrow.

**Will they play** football next week? – Yes, they will.

No, they will not (won't).

They **won't play** football next week.

3. **Заміна майбутнього часу на теперішній в підрядних реченнях часу і умови:**

В англійській мові існує правило стосовно складнопідрядних речень з підрядними часу і умови – в таких підрядних майбутній час замінюється на теперішній.

e.g.: 1. They **will go** to London, if they **pass** their exams. – *Вони поїдуть до Лондону, якщо здадуть екзамени..*

2. They **will discuss** the film, when they **see** it. – *Вони обговорять фільм коли побачать його..*

### §6. The Present Continuous Tense

Часи групи *Continuinos* виражають дію, як процес; дію, яка відбувається в момент мовлення, підкреслюючи її тривалість. Часи групи *Continuinos* утворюються за допомогою допоміжного дієслова *to be* та *Participle I (-ing)* основного дієслова.

1. Дієслова у формі *Present Continuous* показують дію, яка відбувається (триває) в даний момент. Ця форма утворюється за допомогою допоміжного дієслова *to be* у формі *Present Indefinite* та форми *Participle I* змістового дієслова:

e.g.: is (are, am) + V (ing).

I **am reading** a grammar rule now. – *Я читаю граматичне правило зараз.*

He **is doing** his homework now. – *Він робить домашнє завдання зараз.*

They **are training** now. – *Вони тренуються зараз.*

2. У питальній формі допоміжне дієслово ставиться перед підметом:  
e.g.: **Am I reading** a grammar rule now? – Yes, I am.

No, I am not.

Is he doing his home task now? – Yes, he is.

No, he is not (isn't).

Are they training now? – Yes, they are.

No, they are not (aren't).

3. У заперечній формі частка **not** додається до допоміжного дієслова:

e.g.: **I am not reading** a grammar rule now.

He **is not (isn't) doing** his hometask now.

They **are not (aren't) training** now.

4. Present Continuous вживається також для вираження запланованої майбутньої дії, особливо з дієсловами, що означають рух:

e.g.: We **are starting** tomorrow morning. – Ми вирушаємо завтра вранці.

## §7. The Past Continuous Tense

1. Дієслова у формі *Past Continuous* показують дію, яка відбувалася (тривала) в певний момент у минулому. Ця форма утворюється за допомогою допоміжного дієслова *to be* у формі *Past Indefinite* та форми *Participle I* змістового дієслова:

e.g.: was (were) + V (ing).

I **was reading** a grammar rule from 9 till 10 yesterday. – Я читав граматичне правило з 9 до 10 години вчора.

He **was doing** his hometask when you came. – Він робив домашнє завдання, коли ви прийшли.

They **were training** the whole morning yesterday. – Вони тренувалися весь ранок вчора.

2. У питальній формі допоміжне дієслово ставиться перед підметом:

e.g.: **Was I reading** a grammar rule from 9 till 10 yesterday? – Yes, I was.

No, I was not.

Was he doing his hometask when you came? – Yes, he was.

No, he was not (wasn't).

Were they training the whole morning yesterday? – Yes, they were.

No, they were not (weren't).

3. У заперечній формі частка **not** додається до допоміжного дієслова:

e.g.: I **was not reading** a grammar rule from 9 till 10 yesterday.

He **was not (wasn't) doing** his hometask when you came.

They **were not (weren't) training** the whole morning yesterday.

## §8. The Future Continuous Tense

1. Дієслова у формі *Future Continuous* показують тривалу дію, яка відбуватиметься (триватиме) у певний момент у майбутньому. Ця форма утворюється за допомогою допоміжного дієслова *to be* у формі *Future Indefinite* та форми *Participle I* змістового дієслова:

e.g.: shall (will) be + V (ing).

I **shall be reading** this article from 5 till 6 tomorrow. – Я читатиму цю статтю з 5 до 6 години завтра.

He **will be doing** his homework when you come. (Правило заміни майбутнього часу на теперішній у підрядних часу і умови). – Він робитиме домашнє завдання, коли ти прийдеш.

They **will be training** the whole evening tomorrow. – Вони тренуватимуться весь вечір завтра.

2. У питальній формі перше допоміжне дієслово ставиться перед підметом:

e.g.: **Shall I be reading** this article from 5 till 6 tomorrow? – Yes, I shall.

No, I shan't.

Will he be doing his homework when you come? – Yes, he will.

No, he won't.

Will they be training the whole evening tomorrow? – Yes, they will.

No, they won't.

3. У заперечній формі частка **not** додається до першого допоміжного дієслова:

e.g.: I **shall not (shan't) be reading** this article from 5 till 6 tomorrow.

He **will not (won't) be doing** his homework when you come.

They **will not (won't) be training** the whole evening tomorrow.

## §9. The Present Perfect Tense

Часи групи *Perfect* виражають дію, як результат; дію, яка закінчилася до певного моменту у минулому, теперішньому чи майбутньому часі, але пов'язана з ним у вигляді якогось результату. Часи групи *Perfect* утворюються за допомогою допоміжного дієслова *to have* та *Participle II* (-ed; III f.) основного дієслова.

1. Дієслова у формі *Present Perfect* показують дію, яка відбулася до моменту мовлення, але пов'язана з ним у вигляді якогось результату. Ця форма утворюється за допомогою допоміжного дієслова *to have* у формі *Present Indefinite* та форми *Participle II* змістового дієслова:

e.g.: have (has) + Participle II

I **have** already **read** this news. – Я вже прочитав ці новини.

She **has** just **cooked** dinner. – Вона щойно приготувала обід.

They **have** already **passed their exams**. – Вони вже здали іспити.

2. У питальній формі допоміжне дієслово ставиться перед підметом:

e.g.: **Have** I already **read** this news? – Yes, I have.

No, I have not.

Has she cooked dinner? – Yes, she has.

No, she has not (hasn't).

Have they passed their exams? – Yes, they have.

No, they have not (haven't).

3. У заперечній формі частка **not** додається до допоміжного дієслова:

e.g.: I **have not read** this news.

She **has not cooked** dinner.

They **haven't passed** their exams yet. – Вони ще не здали іспити.

### §10. The Past Perfect Tense

1. Дієслова у формі *Past Perfect* показують дію, яка відбулася до певного моменту у минулому. Ця форма утворюється за допомогою допоміжного дієслова *to have* у формі *Past Indefinite* та форми *Participle II* змістового дієслова:

e.g.: had + Participle II

I **had read** this news before my friend told me about it. – Я прочитав ці новини до того, як мій друг розповів мені про них.

He **had done** his morning exercises by 7 o'clock. – Він зробив зарядку до 7 години.

They **had cooked** dinner before mother came. – Вони приготували обід до того, як прийшла мама.

2. У питальній формі допоміжне дієслово ставиться перед підметом:

e.g.: **Had** I **read** this news before my friend told me about it? – Yes, I had.

No, I had not.

**Had** he **done** his morning exercises by 7 o'clock? – Yes, he had.

No, he had not (hadn't).

**Had** they **cooked** dinner before mother came? – Yes, they had.

No, they had not (hadn't).

3. У заперечній формі частка **not** додається до допоміжного дієслова:

e.g.: I **had not read** this news before my friend told me about it.

He **had not done** his morning exercises by 7 o'clock.

They **had not cooked** dinner before mother came.

### §11. The Future Perfect Tense

1. Дієслова у формі *Future Perfect* показують дію, яка відбудеться до певного моменту у майбутньому. Ця форма утворюється за допомогою допоміжного дієслова *to have* у формі *Future Indefinite* та форми *Participle II* змістового дієслова:

e.g.: shall (will) have + Participle II

I **shall have read** this news before my friend tells me about it. – Я прочитаю ці новини до того, як мій друг розповість мені про них.

He **will have done** his morning exercises by 7 o'clock. – Він зробить зарядку до 7 години.

They **will have cooked** dinner before mother comes. – Вони приготують обід до того, як прийде мама.

2. У питальній формі перше допоміжне дієслово ставиться перед підметом:

e.g.: **Shall** I **have read** this news before my friend tells me about it? – Yes, I shall.

No, I shall not.

**Will** he **have done** his morning exercises by 7 o'clock? – Yes, he will.

No, he will not (won't).

**Will** they **have cooked dinner** before their mother comes? – Yes, they will.

No, they will not (won't).

3. У заперечній формі частка **not** додається до допоміжного дієслова:

e.g.: I **shall not have read** this news before my friend tells me about it.

He **will not have done** his morning exercises by 7 o'clock.

They **will not have cooked** dinner before their mother comes.

## §12. Passive Voice. Present Indefinite Passive

*Якщо у реченні підмет не є суб'єктом дії (не виконує дію), а є об'єктом дії (дія спрямована на нього), то дієслово-присудок вживається у пасивному стані. Усі часові форми пасивного стану утворюються за допомогою допоміжного дієслова to be та дієприкметника минулого часу основного дієслова:*

**To be + Participle II (-ed; III f.)**

1. Дієслово у Present Indefinite Passive показує дію як факт або регулярну повторювану дію у теперішньому часі, спрямовану на підмет. Ця форма утворюється за допомогою допоміжного дієслова to be у Present Indefinite та дієприкметника минулого часу основного дієслова:

am (is, are) + Participle II

e.g.: The flowers **are watered** every day. – Квіти поливають кожного дня.

Wheat **is grown** here. – Пшеницю вирощують тут.

2. У питальній формі допоміжне дієслово ставиться перед підметом:

e.g.: **Are** the flowers **watered** every day?

**Is** wheat **grown** here?

3. У заперечній формі після допоміжного дієслова вживається частка *not*:

e.g.: The flowers **are not watered** every day.

Wheat **is not grown** here.



### §13. Past Indefinite Passive

1. Дієслово у Past Indefinite Passive показує дію як факт у минулому часі, спрямовану на підмет. Ця форма утворюється за допомогою допоміжного дієслова *to be* у Past Indefinite та дієприкметника минулого часу основного дієслова:

was (were) + Participle II

e.g.: The flowers **were watered** yesterday. – Квіти полили вчора.

Wheat **was grown** here five years ago. – Пшеницю вирощували тут 5 років тому.

2. У питальній формі допоміжне дієслово ставиться перед підметом:

e.g.: **Were** the flowers **watered** yesterday?

**Was** wheat **grown** here 5 years ago?

3. У заперечній формі після допоміжного дієслова вживається частка *not*:

e.g.: The flowers **were not watered** yesterday.

Wheat **was not grown** here 5 years ago.

### §14. Future Indefinite Passive

1. Дієслово у Future Indefinite Passive показує дію як факт у майбутньому часі, спрямовану на підмет. Ця форма утворюється за допомогою допоміжного дієслова *to be* у Future Indefinite та дієприкметника минулого часу основного дієслова:

Shall be (will be) + Participle II

e.g.: The flowers **will be watered** tomorrow. – Квіти полють завтра.

Wheat **will be grown** here next year. – Пшеницю вирощуватимуть тут наступного року.

2. У питальній формі перше допоміжне дієслово ставиться перед підметом:

e.g.: **Will** the flowers **be watered** tomorrow?

**Will** wheat **be grown** here next year?

3. У заперечній формі після першого допоміжного дієслова вживається частка *not*:

e.g.: The flowers **will not be watered** tomorrow.

Wheat **will not be grown** here next year.

### §15. Present Continuous Passive

1. Дієслово у Present Continuous Passive показує дію, спрямовану на підмет, яка проходить у даний момент. Ця форма утворюється за допомогою допоміжного дієслова *to be* у Present Continuous та дієприкметника минулого часу основного дієслова:

am (is, are) being + Participle II

e.g.: Nick **is being examined** now. – Зараз Миколу питають.  
The flowers **are being watered** now. – Квіти зараз поливають.

2. У питальній формі перше допоміжне дієслово ставиться перед підметом:

e.g.: **Is** Nick **being examined** now?

**Are** the flowers **being performed** now?

3. У заперечній формі після першого допоміжного дієслова вживається частка *not*:

e.g.: Nick **is not being examined** now.

The flowers **are not being watered** now.

### §16. Past Continuous Passive

1. Дієслово у Past Continuous Passive показує дію, спрямовану на підмет, яка проходила в певний момент у минулому. Ця форма утворюється за допомогою допоміжного дієслова *to be* у Past Continuous та дієприкметника минулого часу основного дієслова:

was (were) being + Participle II

e.g.: Nick **was being examined** by our teacher from 10 till half past 10. — Миколу питали з 10 годин до пів на одинадцять.

The flowers **were being watered** when I came in. – Квіти поливали коли я увійшов.

2. У питальній формі перше допоміжне дієслово ставиться перед підметом:

e.g.: **Was** Nick **being examined** from 10 till half past 10.

**Were** the flowers **being watered** when I came in?

3. У заперечній формі після першого допоміжного дієслова вживається частка *not*:

e.g.: Nick **was not being examined** from 10 till half past 10.

The flowers **were not being watered** when I came in.

### §17. Present Perfect Passive

1. Дієслово у Present Perfect Passive показує дію, спрямовану на підмет, яка закінчилася до моменту мовлення, але пов'язана з цим моментом у вигляді якогось результату. Ця форма утворюється за допомогою допоміжного дієслова *to be* у Present Perfect та дієприкметника минулого часу основного дієслова:

have (has) been + Participle II

e.g.: This exam **has been passed** by Nick already. – Цей іспит вже складений Миколою.

The flowers **have just been watered**. – Квіти щойно полили.

2. У питальній формі перше допоміжне дієслово ставиться перед підметом:

e.g.: **Has** this exam **been passed** by Nick?

**Have** the flowers **been watered**?

3. У заперечній формі після першого допоміжного дієслова вживається частка *not*:

e.g.: This exam **has not been passed** by Nick yet.

The flowers **have not been watered** yet.

### §18. Past Perfect Passive

1. Дієслово у Past Perfect Passive показує дію, спрямовану на підмет, яка завершилась до певного моменту у минулому. Ця форма утворюється за допомогою допоміжного дієслова *to be* у Past Perfect та дієприкметника минулого часу основного дієслова:

had (were) been + Participle II

e.g.: This exam **had been passed** by Nick before the bell rang. – Цей іспит був складений Миколою до того, як пролунав дзвоник.

The flowers **had been watered** by the time we came. – Квіти полили до того часу, коли ми прийшли.

2. У питальній формі перше допоміжне дієслово ставиться перед підметом:

e.g.: **Had** this exam **been passed** by Nick before the bell rang?

**Had** the flowers **been watered by the time we came**?

3. У заперечній формі після першого допоміжного дієслова вживається частка *not*:

e.g.: This exam **had not been passed** by Nick before the bell rang.

The flowers **had not been watered** by the time we came.

### §19. The Infinitive

Infinitive forms	Active Voice	Passive Voice
Indefinite	to offer	to be offered
Continuous	to be offering	-----
Perfect	to have offered	to have been offered
Perfect Continuous	to have been offering	-----

1. The **Indefinite Infinitive** refers to the present or future: *I'd like **to go** for a walk.*

2. The **Continuous Infinitive** is used with *appear, claim, seem, pretend, must, can't, happen, should, would etc* to describe an action happening now: *He **must be working** in the garden now.*

3. The **Perfect Infinitive** is used with *appear, happen, pretend, seem etc* to show that the action of the infinitive happened before the action of the verb: *He **claims to have met** the Queen.*

4. The **Perfect Continuous Infinitive** with *appear, seem, pretend etc* to put emphasis on the duration of the action of the infinitive, which happened before the action of the verb: *She seems **to have been working** all morning.*

**The to-infinitive is used:**

1. to express purpose: *She went out **to buy** some milk.*
2. after certain verbs (*advise, agree, appear, decide, expect, hope, promise, refuse etc*):  
*He promised **to be** back at 10 o'clock.*
3. after certain adjectives (*angry, happy, glad etc*): *She was glad **to see** him.*
4. after question words (*where, how, what, who, which, but not after why*): *Has she told you where **to meet** them? But: I don't know why he left so early?*
5. after *would like/would love/would prefer* to express specific preference): *I'd love **to go** for a walk.*
6. after nouns: *It's a pleasure **to work** with you.*
7. after *too/enough* constructions: *He's too short **to reach** the top shelf. He isn't tall enough **to reach** the top shelf.*
8. with *it + be + adj (+ of + object)*: *It was nice of him **to remember** my birthday.*
9. with *only* to express unsatisfactory result: *He called me only **to say** that he would be late.*

**The infinitive without to is used:**

1. after modal verbs (*must, can, may, will etc*): *You must **be** back at 12 o'clock.*
2. after *had better/would rather*: *I'd rather **had stayed** in last night.*
3. after *make/let/see/hear/feel + object*: *Mum let me **watch** TV. I made him **apologise**.*

But: in the passive form: *be made/be heard/be seen + to-infinitive*: *He was made **to apologise**.*

Note: *help* is followed by a *to-infinitive* or an infinitive without *to*: *She helped me (**to**) wash the dress.*

## §20. The Objective Infinitive Complex

The Objective Infinitive Complex consists of a noun in the Common Case or a personal pronoun in the Objective Case and the infinitive. The nominal part of the complex denotes the subject or the object of the action expressed by the infinitive.

In the sentence this complex has the function of a complex object.

The Objective Infinitive Complex is used:

- a) after the verbs denoting perceptions of senses (*to see, to hear, to feel, to watch, to observe, to notice*); infinitive without *to* is used after these verbs, e.g.: *They all watched **him walk** up the hill.*
- b) after the verbs denoting wish, intention, emotions (*to want, to wish, to desire, to like, to dislike, to hate, to intend, should/would like*), e.g.: *He intended **me to go** with him to the theatre.*

- c) after the verbs denoting mental activity (*to consider, to believe, to think, to find, to know, to expect, to suppose*), e.g.: *We consider him to be an interesting person.*
- d) after the verbs denoting request, permission, advice, compulsion (*to order, to ask, to request, to allow, to permit, to advise, to recommend, to cause, to force, to make, to let*); infinitive without *to* is used after *to make* and *to let*, e.g.: *We made George work.*

### §21. The Subjective Infinitive Complex

The Subjective Infinitive Complex consists of a noun in the Common Case or a personal pronoun in the Nominative Case and the infinitive.

The nominal part of the complex may denote both the subject and the object of the action expressed by the infinitive.

The Subjective Infinitive Complex is used:

- a) with the verbs *to say* and *to report* (in the Passive Voice), e.g.: *The delegation is reported to have arrived in Geneva.*
- b) with the verbs (in the Passive Voice) denoting mental activity (*to consider, to believe, to think, to know, to expect, to suppose*), e.g.: *The meeting is expected to begin this morning.*
- c) with the verbs (in the Passive Voice) denoting sense perceptions (*to see, to hear, to feel, to watch, to observe, to notice*), e.g.: *He was seen to enter the house.*
- d) with the verbs (in the Passive Voice) denoting request, permission, advice, compulsion (*to order, to ask, to request, to allow, to permit, to advise, to recommend, to cause, to force, to make, to let*); e.g.: *They were ordered to leave the hall.*
- e) with the verbs *to seem, to appear, to happen, to chance, to turn out, to prove*, e.g.: *She seemed not to listen to him.*
- f) with the expressions *to be sure, to be certain, to be likely, to be unlikely*, e.g.: *He is certain to be sleeping.*

### §22. The Prepositional Infinitive Complex

The infinitive complex preceded by the preposition *for* is called the Prepositional Infinitive Complex. It may be used in the functions of a subject, predicative, object, attribute and adverbial modifier of result and purpose.

*It is time for us to go. He waited for her to speak. There's nobody here for him to play with. It was too dark for her to see him.*

### §23. The Participle

There are two participles in English: **Present Participle** (or **Participle I**) and **Past Participle** (or **Participle II**). Present Participle is formed by adding the ending *-ing* to the infinitive without the particle *to*. Past Participle is formed by adding the ending *-ed* for regular verbs and we use the **III form** for irregular verbs, e.g.:

<b>Participle I</b>	<b>Participle II</b>
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to read – reading	to love – loved
to write – writing	to study – studied
to sit – sitting	to cry – cried
to begin – beginning	to stop – stopped
to look – looking	to permit – permitted
to prefer – preferring	to prefer – preferred
to compel – compelling	to occur – occurred
to travel – traveling	to travel – traveled
to lie – lying	to fulfil – fulfilled
to tie – tying	<i>to write – written</i>
to die – dying	<i>to bring – brought</i>
to study – studying	<i>to shut – shut</i>
to try - trying	<i>to show – shown</i>

### Participle Forms

Participle forms	Active voice	Passive Voice
Present Participle	asking	being asked
Past Participle		asked
Perfect Participle	having asked	having been asked

**Present Participle Indefinite** may express an action:

- simultaneous with that expressed by the finite verb, e.g.: *Reading English books I write out new books;*
- referring to the present irrespective of the time of the action expressed by the finite verb, e.g.: *The students **working** in our village came from Kyiv.*
- having no reference to any particular time, e.g.: *The bisector is a straight line **dividing** an angle into two equal parts.*
- preceding that expressed by the finite verb if these actions closely follow each other, e.g.: ***Entering** his room, he went quickly to the other door.*

**Perfect Participle** is used to express an action preceding that expressed by the finite verb, e.g.: ***Having given** her word, she ought to keep it.*

**Present Participle Active** is used when the noun or pronoun it refers to denotes the subject of the action expressed by the participle, e.g.: ***Having opened** my window, **I** went downstairs.*

**Present Participle Passive** is used when the noun or pronoun it refers to denotes the object of the action expressed by the participle, e.g.: ***Being invited** to an evening-party **she** couldn't go to the theatre.*

**Past Participle** has only one form which is passive in meaning, e.g.: *We looked at the **destroyed** bridge. A central angle is an angle **formed** by two radii.*

### §24. The Objective Participle Complex

The Objective Participial Complex consists of a noun in the Common Case or personal pronoun in the Objective case and a participle. The first part of the

complex (the noun or pronoun) denotes the subject or the object of the action expressed by the participle.

The Objective Participial Complex is used:

- a) with verbs denoting sense perceptions (after these verbs both Present Participle and Past Participle can be used), e.g.: *I saw **him walking** in the garden. I saw **the window broken**.*
- b) with verbs denoting wish and mental activity (only Past Participle is used in this case), e.g.: *I want **him changed**. Margaret considered **herself deceived**.*
- c) with the verbs **to have** and **to get** (after these verbs only Past Participle is used), e.g.: *She had **her hair done**. I must have my **watch repaired**.*

### §25. The Subjective Participle Complex

The Subjective Participial Complex consists of a noun in the Common Case or personal pronoun in the Subjective case and a participle (mostly Present Participle) which stands in predicate relation to the noun or pronoun.

The Subjective Participial Complex is used:

- a) with verbs denoting sense perceptions in Passive Voice (in the function of predicate in a sentence), e.g.: *A **plane** was heard **flying** high in the sky.*
- b) with verbs *to consider, to believe, to find*, (sometimes with Past Participle), e.g.: ***The work** was considered **finished**.*

### §26. The Absolute Participle Complex

The Absolute Participial Complex is a construction in which a participle has its own subject expressed by a noun in the Common Case or a personal pronoun in the Nominative Case. All the forms of the Participle are used here. The complex is used in the function of adverbial modifier of time, cause, manner or attending circumstances and condition. It may be introduced by the preposition *with*. In this case it is used in the function of adverbial modifier of manner or attending circumstances, e.g.:

***The rain having stopped** we went home.*

***The day being very fine**, we went for a walk.*

***Weather permitting**; we'll spend our day off in the forest.*

Незалежний дієприкметниковий комплекс перекладається на українську мову:

а) підрядним обставинним реченням:

***The letter being written**, I went to post it. - Коли лист був написаний, я пішла відправити його.*

б) простим реченням, що входить до складносурядного:

*They went quickly out of the house, **Jude accompanying her to the station**. - Вони швидко вийшли з дому, і Джуд провів її до вокзалу.*

в) дієприслівниковим зворотом:

***Her face smiling**, she came into the room. - Усміхаючись, вона увійшла в кімнату.*

г) головним реченням в складнопідрядному:

*She sat down at the table, **her hands beginning to tremble**. – Коли вона сідала за стіл, її руки починали тремтіти.*

д) вставним реченням:

*The evening was so dark, (**the moon not having yet risen**), that he could see no one twenty yards off. – Вечір був такий темний (місяць ще не зійшов), що за двадцять ярдів він нікого не міг бачити.*

е) іменником з прийменником:

*He came into the room, **his face smiling**. – Він увійшов до кімнату з усміхненим обличчям.*

## §27. The Gerund

The gerund is a non-finite form of the verb which has noun and verb characteristics.

### Gerund Forms

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

The **Indefinite Gerund** is used:

- if the action expressed by the gerund is simultaneous with that expressed by the finite verb, e.g.: *Nobody thought of **going** to bed.*
- if the action expressed by the gerund does not refer to any particular time, e.g.: *She is fond of **painting**.*

The **Perfect Gerund** expresses an action prior to that denoted by the finite verb, e.g.: *He has no right to come without **having been invited**.*

The gerund is the only form of the verb which can be preceded by a preposition that refers to it; so the gerund is used after verbs, adjectives and expressions which require a prepositional object, e.g.:

*Thank you **for telling** me. – Дякую, що ви сказали мені.*

*She could not keep **from crying**. – Вона не могла стриматися, щоб не заплакати.*

*I am fond of **reading**. – Я люблю читати.*

Gerund is used after such verbs, prepositions and expressions:

*I think of **going** to Minsk next week.*

*After **finishing** school he worked at a plant.*

*She insisted on **going** to the library.*

*She insisted on **being sent** to the library.*

*I am looking forward to **getting** a letter from you.*

*I enjoyed **seeing** this performance.*

*It is no use **learning** rules without examples.*

*Excuse me for **troubling** you.*

*I'm sorry for **not telling** you about it.*

*I am proud of **being** his pupil.*

*I am proud of **having been** his pupil.*

*I am proud of **being** often invited there.*

*I am proud of **having been** invited there.*



They went home **without waiting** for me.  
**Instead of taking** a taxi, I went there by bus.  
 Mother is **busy cooking** dinner.  
 This radio set is **worth buying**.

### The –ing form is used:

1. **as a noun**  
*Eating* vegetables is good for your health.
2. **after certain verbs** (*admit to, avoid, consider, continue, delay, deny, enjoy, escape, excuse, fancy, finish, forgive, imagine, involve, keep=continue, look forward to, mention, mind, miss, object to, postpone, practise, prevent, report, resist, risk, save, stand, suggest, understand etc*)  
*He admitted (to) stealing* the painting.
3. **after love, like, dislike, hate, enjoy, prefer** (to express general preference)  
*He likes cooking* (in general)  
*I like to eat a healthy breakfast* (it's useful, it's a good idea, specific preference)
4. **after I'm busy, it's no use, it's (no) good, it's (not) worth, what's the use of, can't help, there's no point (in), can't stand, be/get used to, be/get accustomed to, have difficulty (in)**  
*It's no use complaining.*
5. **after go for physical activities**  
*They go skiing* every winter.
6. **after spend/waste time**  
*He wasted his time playing* videogames.
7. **after prepositions**  
*He entered without knocking* at the door.
8. **after see, hear, listen, watch to express an incomplete action, the action in progress or a long action**  
*I saw Kate painting* the kitchen (I saw Kate in the middle of painting. I saw part of the action in progress. I didn't wait until she had finished).  
*I watched Kate paint* the kitchen (I saw the whole action from beginning to end).

## §28. Conditionals

### Three Types of Conditional Sentences

Type	English	Ukrainian	Use
I	If he <b>leaves</b> early, he <b>will be</b> on time for the meeting. If the morning <b>is</b> fine, they <b>will compete</b> outdoors.	Якщо він вийде рано, він буде вчасно на зборах. Якщо ранок буде гарним, вони змагатимуться на відкритому повітрі.	Real – likely to happen in the present or future
II	If he <b>left</b> early, he <b>would be</b> on time for	Якби він вийшов раніше (сьогодні, завтра), він був би	Unreal – unlikely to happen in the

	the meeting. If the morning <b>were</b> fine, they <b>would compete</b> outdoors.	вчасно на зборах. Якби ранок був гарним (сьогодні, завтра), вони б змагалися на відкритому повітрі.	present or future; also used to give advice
III	If he <b>had left</b> early, he <b>would have been</b> on time for the meeting. If the morning <b>had been</b> fine, they <b>would have competed</b> outdoors.	Якби він вийшов раніше (вчора), він був би вчасно на зборах. Якби ранок був гарним (вчора), вони б змагалися на відкритому повітрі.	Unreal situations in the past; also used to express regrets and criticism

✚ When the *if*-clause is before the main clause, the two clauses are separated with a comma; e.g.:

*If you **come early**, we **can go** for a walk.*

**But:** *We **can go** for a walk **if you come early**.*

✚ After *if*, *were* can be used instead of *was* in all persons; e.g.:

*If I **was/were** you, I **would try** harder.*

✚ *Unless* means *if not*; e.g.:

*Unless she **studies**, she **won't pass** her test.*

*(If she doesn't study, she won't pass her test)*

### §29. Sequence of Tenses

The sequence of tenses is a dependence of the tense of the verb in a subordinate clause on that of the verb in the principle clause.

If the verb in the principle clause expresses a past action, a past tense or future-in-the-past is used in the object clause, e.g.:

*I thought you **were** his friend. I knew that you **would understand** me.*

If the action of the object clause refers to the same period of time as the past action of the principle clause, the Past Indefinite or the Past Continuous is used in the object clause, e.g.:

*They knew what they **were fighting** for.*

If the action of the object clause precedes the past action of the principle clause, the Past Perfect is used in the object clause, e.g.:

*I thought you **had left** England.*

The sequence of tenses is usually not observed if the object clause expresses a well-known fact, e.g.:

*He knew that metals **conduct** electricity.*

Table1

Заміна часів у підрядному додатковому реченні при головному реченні у минулому часі		
Present Simple > Past Simple	Дія підрядного речення	<i>I thought that he <b>lived</b> in New York.</i>
Present Continuous > Past Continuous	відбувається	<i>I knew that mother</i>

	одночасно з дією ГОЛОВНОГО	<i>was sleeping.</i>
Present Perf > Past Perfect Past Simple > Past Perfect	Дія підрядного речення передре дії ГОЛОВНОГО	<i>I was told he <b>had returned</b> from London. I heard he <b>had bought</b> a new car.</i>
Future > Future-in-the-Past	Дія підрядного відбувається пізніше, ніж дія ГОЛОВНОГО	<i>I supposed that he <b>would send</b> us a letter.</i>

Table 2

Direct Speech	Indirect Speech
today	that day
yesterday	the day before
tomorrow	the next day
... ago	... before
this ...	that ...
these...	those ...
here	there
last year	the year before
last month	the month before
last ...	the ... before
next ...	the following

Table 3

Direct Speech	Indirect Speech
Commands	
<i>Keep quiet! Don't make noise!</i>	<i>He told me <b>to keep</b> quiet and not <b>to make</b> noise.</i>
Special Questions	
<i>What are you doing?</i>	<i>He asked me what I <b>was doing</b>.</i>
<i>Where does he work?</i>	<i>He asked me where he <b>worked</b>.</i>
<i>When did you come yesterday?</i>	<i>He asked me when I <b>had come</b> home the day before.</i>
General Questions	
<i>Does she go to the University?</i>	<i>He asked me whether (if) she <b>went</b> to the University.</i>
<i>Will you see your friend tomorrow?</i>	<i>He asked me whether (if) I <b>should see</b> my friend the next day.</i>
Some constructions	
<i>Let's play chess.</i>	<i>He <u>suggested</u> <b>playing</b> chess.</i>

<i>All right.</i> <i>Oh, no.</i>	<i>He <u>agreed</u>.</i> <i>He <u>refused</u>.</i>
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