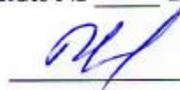


МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
ОДЕСЬКИЙ ДЕРЖАВНИЙ ЕКОЛОГІЧНИЙ УНІВЕРСИТЕТ

МЕТОДИЧНІ ВКАЗІВКИ
до практичних занять
з англійської мови
для студентів IV року навчання
(VII та VIII семестри)
Спеціальності: «Екологія», «Технології
захисту навколишнього середовища»

Затверджено
на засіданні групи забезпечення спеціальності
101 «Екологія»
Протокол № 1 від 3. 09 2021 р.

 Голова групи
Чугай А.В.

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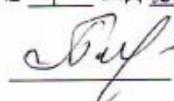
Затверджено

на засіданні групи забезпечення спеціальності
183 «Технології захисту навколишнього середовища»
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 Голова групи Герасимов О.І.

(підпис)

Затверджено
на засіданні кафедри іноземних мов
Протокол № 1 від 25. 08 2021 р.

 Зав. кафедри
Пьянова І.Ю.

**МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
ОДЕСЬКИЙ ДЕРЖАВНИЙ ЕКОЛОГІЧНИЙ УНІВЕРСИТЕТ**

**МЕТОДИЧНІ ВКАЗІВКИ
до практичних занять
з англійської мови
для студентів IV року навчання
(VII та VIII семестри)
Спеціальності: «Екологія», «Технології
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Одеса - 2021

Методичні вказівки до практичних занять з англійської мови для студентів IV року навчання (VII та VIII семестри)
Спеціальності: «Екологія», «Технології захисту навколишнього середовища»

Укладач: Янко І.Б. – Одеса: ОДЕКУ, 2021 - 84 с.

передмова

Методичні вказівки до практичних занять з навчальної дисципліни «англійська мова» призначені для студентів IV року навчання (VII та VIII семестри), які навчаються за спеціальностями «Екологія» та «Технології захисту навколишнього середовища».

Мета запропонованих методичних вказівок — розвинути навички читання та перекладу текстів, аналізу їх змісту та вільного спілкування англійською мовою.

Методичні вказівки складаються з 4 уроків, кожен з яких містить тексти відповідної тематики та різноманітні граматичні та лексичні вправи за програмою курсу.

Все це спрямовано на удосконалення аналізу граматичних явищ англійської мови, закріплення навичок орієнтування у граматичній структурі англійського речення, що сприяє швидкому розумінню та вірній інтерпретації текстів та матеріалів наукової літератури, а також вільному спілкуванню англійською мовою на різноманітні теми, у тому числі пов'язані зі спеціальністю.

Після вивчення даного курсу студенти повинні отримати такі навички:

розуміти зміст прочитаного, вміти його інтерпретувати та використовувати у подальшій професійній діяльності, у тому числі науковій;

вільно володіти відповідними граматичними конструкціями з метою їх використання у мовленні та отримання інформації;

брати участь в усному та письмовому спілкуванні англійською мовою в обсязі матеріалу, передбаченого програмою.

LESSON I

Text A Sustaining life on earth system through clean air, pure water, and fertile soil

Sustaining life on earth is one of the biggest problems we are facing right now that is linked to three sustainability pillars: environment, social, economic. Living in harmony with nature requires an understanding of the concept of a sustainable community and accessibility to clean air, pure water, and fertile soil. Despite our technological and scientific advances, we are dependent on this life support system. Clean air refers to the degree to which air is clean enough for living organisms to remain healthy. Good water quality describes the conditions of water including biological, chemical, and physical characteristics that are suitable for use for a particular purpose. Another important element of environment is soil fertility that refers to the ability of a soil to sustain plant growth and provide shelter to organisms. Changes to these environmental elements will disturb the balance of our ecosystem. Polluted air, contaminated water supply, and infertile soil pose serious risks to humans and the environment, and as a result of these changes, we are now facing big challenges in achieving the Millennium Development Goals (MDGs). Proactive strategies to prevent and mitigate these problems from getting more severe are required in order to adapt on how to manage and sustain human life on earth. Issues of global warming, water availability, and soil degradation are not only visible in rural areas but also include urban areas as well that affected anthropogenic activities. To overcome this issue, proper and holistic management of the ecosystem needs to be embraced.

The aim of this special issue is to provide and share new scientific insights on impacts of climate change, water pollution, and soil degradation on resources and ecosystem. This Special Issue aims to foster applied research on diverse topics associated with adaptation and mitigation toward clean air, pure water, and fertile soil. Furthermore, it is aimed at providing and recommending relevant policy-making decisions and seeking knowledge for addressing environmental destruction issues toward sustaining life on earth system. Climate resilience and adaptation strategies, improvement of existing water management practices, and sustainable land transformation could help improve our environment for present and future use. These efforts can directly furnish to develop or slow down the impacts of environmental degradation and human health damage. Adaptation strategies and measures can be classified into:

1. Planning and applying new investments such as reservoirs, irrigation systems, capacity expansions, levees, water supply, wastewater treatments, and ecosystem restoration.
2. Monitoring and regulation practices of existing systems to accommodate new conditions (ecology, pollution control, climate change, population growth).

3. Maintaining existing systems such as dams, barrages, irrigation systems, canals, pumps, rivers, and wetlands.

4. Making modifications to water users (rainwater harvesting, water conservation, pricing, regulation, legislation, basin planning, funding for ecosystem services, stakeholder participation, consumer education, and awareness).

5. Introducing new green technologies such as desalination, biotechnology, drip irrigation, wastewater reuse, recycling, and solar panels. In this context, the objective of this Special Issue is to publish high-quality manuscripts that highlight and focus on practical and theoretical understanding on sustainable practices for clean air, pure water, and fertile soil.

Text B Studying environmental science: what is it like and where can it take you?

Environmental science is an interdisciplinary subject, so it will involve studying elements of biology, chemistry, physics, geography and social sciences; this can be a challenge as each of these fields requires different skills and knowledge. However, by combining an understanding of all of these areas, students are better able to study the environment from an integrated perspective.

Fieldwork is a key part of studying environmental science. How far you travel for fieldwork is related to your areas of interest – it could involve travelling to different countries to experience a range of habitats and climates or it could be focussing on a particular ecosystem and involve a significant amount of work in a single location.

Laboratory work is also a core element of studying environmental science – as part of the degree, you will learn how to test different samples and interpret the results.

It is also common to do work placements or voluntary work as part of the degree; the environmental sector is extremely competitive, and work experience develops valuable skills which are invaluable when job hunting.

What do you study in environmental science? As mentioned above, environmental science is interdisciplinary, so topics will draw on different fields to develop understanding.

Core elements of most courses include atmospheric sciences, ecology, environmental chemistry and geosciences.

Atmospheric sciences involve studying the atmosphere, typically covering the chemistry and physics of the atmosphere, and the impact changes can have on ecosystems all over the world. You may also study meteorology.

Ecology focuses on how organisms interact with the environment and each other. This can connect to social sciences as well as biology. Environmental chemistry centers around the impact humans have on the environment and how contamination happens, what its effects are and how it can be prevented.

Geoscience is a very broad field, but focuses on the earth's natural processes; in environmental science, this will involve learning more about the earth to ensure you have a good scientific basis for understanding environmental changes.

Environmental science is a degree with excellent career prospects, as well as opportunities for further study – around a fifth of students go on to postgraduate study or research. This may also be necessary if you wish to pursue a career in law or graduate education.

Working as an environmental scientist or in a career directly related to the field may require further study, as their person specifications often require a high degree of specialization. More information about top careers in environmental science can be found [here](#).

However, due to the interdisciplinary nature of the degree, and the range of transferable skills you develop, there is a wide range of career opportunities outside the environmental science field. Common routes for environmental science graduates include resource management, environmental advocacy, teaching and planning and development. These careers allow you to utilize the skills you have developed, but definitely allow you to engage with immediate real-world problems, rather than researching in a laboratory

Jobs in the environmental sector are typically very competitive and can require specialized study and significant work experience. However, the sector is growing rapidly, and there are a number of careers, such as environmental engineer or scientist where demand is extremely high. Moreover, as the impact of environmental issues such as plastic waste are studied further, the demand for graduates who are able to support sustainability targets is likely to increase. Moreover, many countries are likely to need to undergo major infrastructure upgrades in the next decade, and environmental considerations will be a major concern.

New graduates are likely to have good career opportunities but will likely join companies in more junior roles in order to be trained up, as many careers have very specific knowledge and skill requirements. This means that starting salaries may be relatively low, but there will be good opportunities to progress and earn more in the future. One of the things people are often keen to know is whether they 'need' a degree in environmental science to start a career in the environmental sector. This may be because they already have a degree or because they've started a degree in another subject but have developed an interest in environmental science.

Firstly, it is important to note that many careers in the sector require further study, so it may be possible to pursue a postgraduate qualification in environmental science without an undergraduate degree in the subject. So if your degree isn't in environmental science but you want to work in the field, there are still options available.

Secondly, an environmental science degree is only advantageous if you want to work in a scientific role. There are many jobs in the green sector which do not require a science background and are accessible to any graduate, with the right volunteer work and enthusiasm.

So if you are in the process of selecting a degree, are keen to study a scientific subject and committed to working in the green sector then an environmental science degree might be the best choice for you. However, it is not the only route into the field: so if you are passionate about the environment and happy to do volunteer work and potentially further study, then you may not need an environmental science degree.

Text C Environmental Management Systems

An Environmental Management System (EMS) is a framework that helps an organization achieve its environmental goals through consistent review, evaluation, and improvement of its environmental performance. The assumption is that this consistent review and evaluation will identify opportunities for improving and implementing the environmental performance of the organization. The EMS itself does not dictate a level of environmental performance that must be achieved; each organization's EMS is tailored to the its own individual objectives and targets.

An EMS helps an organization address its regulatory demands in a systematic and cost-effective manner. This proactive approach can help reduce the risk of non-compliance and improve health and safety practices for employees and the public. An EMS can also help address non-regulated issues, such as energy conservation, and can promote stronger operational control and employee stewardship. Basic Elements of an EMS include the following:

Reviewing the organization's environmental goals;

Analyzing its environmental impacts and legal requirements;

Setting environmental objectives and targets to reduce environmental impacts and comply with legal requirements;

Establishing programs to meet these objectives and targets;

Monitoring and measuring progress in achieving the objectives;

Ensuring employees' environmental awareness and competence; and,

Reviewing progress of the EMS and making improvements.

An EMS encourages an organization to continuously improve its environmental performance. The system follows a repeating cycle (see figure 1). The organization first commits to an environmental policy, then uses its policy as a basis for establishing a plan, which sets objectives and targets for improving environmental performance. The next step is implementation. After that, the organization evaluates its environmental performance to see whether the objectives and targets are being met. If targets are not being met, corrective action is taken. The results of this evaluation are then reviewed by top management to see if the EMS is working. Management revisits the environmental policy and sets new targets in a revised plan. The company then implements the revised plan. The cycle repeats, and continuous improvement occurs.

The most commonly used framework for an EMS is the one developed by the International Organization for Standardization (ISO) for the ISO 14001 standard. Established in 1996, this framework is the official international standard for an EMS which is based on the Plan-Do-Check-Act methodology. The five main stages of an EMS, as defined by the ISO 14001 standard, are described below:

1. Commitment and Policy - Top management commits to environmental improvement and establishes the organization's environmental policy. The policy is the foundation of the EMS.
2. Planning - An organization first identifies environmental aspects of its operations. Environmental aspects are those items, such as air pollutants or hazardous waste, that can have negative impacts on people and/or the environment. An organization then determines which aspects are significant by choosing criteria considered most important by the organization. For example, an organization may choose worker health and safety, environmental compliance, and cost as its criteria. Once significant environmental aspects are determined, an organization sets objectives and targets. An objective is an overall environmental goal (e.g., minimize use of chemical X). A target is a detailed, quantified requirement that arises from the objectives (e.g., reduce use of chemical X by 25% by September 1998). The final part of the planning stage is devising an action plan for meeting the targets. This includes designating responsibilities, establishing a schedule, and outlining clearly defined steps to meet the targets.
3. Implementation - An organization follows through with the action plan using the necessary resources (human, financial, etc.). An important component is employee training and awareness for all employees. Other steps in the implementation stage include documentation, following operating procedures, and setting up internal and external communication lines.

4. Evaluation - A company monitors its operations to evaluate whether targets are being met. If not, the company takes corrective action.

5. Review - Top management reviews the results of the evaluation to see if the EMS is working. Management determines whether the original environmental policy is consistent with the organization's values. The plan is then revised to optimize the effectiveness of the EMS. The review stage creates a loop of continuous improvement for a company

Text D

What is environmental management

A diverse set of activities

Environmental management is not easy to define. It can refer to a goal or vision, to attempts to steer a process, to the application of a set of tools, to a philosophical exercise seeking to establish new perspectives towards the environment and human societies, and to much more besides. Environmental managers are diverse groups of people including academics, policy-makers, non-governmental organisation (NGO) workers, company employees, civil servants and a wide range of individuals or groups who make decisions about the use of natural resources (such as fishers, farmers and pastoralists). Indeed, environmental management involves all people to some extent because all human activities ultimately have some sort of environmental impact. However, some individuals are more directly involved with resource use, and some special interest groups are particularly concerned with resource exploitation and with issues related to pollution. Environmental management therefore involves many stakeholders and requires a multidisciplinary perspective. It involves many spatial scales, ranging from the local to the global. It also involves many diverse goals, including the desires to control the direction and pace of development, to optimise resource use, to minimise environmental degradation and to avoid environmental disaster. Environmental management may be practised by individuals and groups holding conflicting - and even directly opposing - views, as may be the case when environmental managers employed by large multinational corporations come into conflict with environmental managers representing voluntary organisations.

A focus on decision-making

In general, however, environmental management is concerned with the understanding of the structure and function of the earth system, as well as of the ways in which humans relate to their environment. Environmental management is therefore concerned with the description and monitoring of environmental changes, with predicting future changes and with attempts to maximize human benefit and to minimize environmental degradation due to human activities. Yet, characteristically, environmental management is about decision-making - and it is especially concerned with the process of decision-making in relation to the use of natural resources, the pollution of habitats and the modification of ecosystems. Fundamentally, then,

environmental management is a political activity because those decisions - about resources, pollution and ecosystems - are never neutral or objective; on the contrary, they reflect the exercise of power by particular groups over others. Moreover, in general, it is naïve to conceive of environmental management as being about simply “the management of the environment” in the sense of humans manipulating and controlling the components and processes of the earth system. Of course, humans do exert such influences on the earth system; but it is a fallacy to think that humans “manage”, for instance, populations of humpback whales. Instead, it is more accurate to suggest that humans may be able to make some progress towards managing human impacts on humpback whales. Ultimately, then, environmental management is more concerned with the management of human activities and their impacts than with the management of the natural environment.

Influencing the course of development

Nevertheless, some types of activity are common to environmental managers. Environmental managers attempt deliberately to steer the process of development in order to take advantage of opportunities; they attempt to ensure that critical environmental limits are not exceeded; they work to reduce and mitigate environmental issues; and they are concerned with increasing the adaptability and resilience of human societies in the face of environmental change, variability, unpredictability and hazards. From this point of view, environmental management may be defined as the system that anticipates and avoids, or solves, environmental and resource conservation issues. From another point of view, environmental management may be defined as a process concerned with human-environment interactions which seeks to identify:

what are environmentally desirable outcomes;
what are the physical, economic, social, cultural, political and technological constraints to achieving those outcomes;
what are the most feasible options for achieving those outcomes.

Indeed, in many parts of the world (and arguably worldwide), environmental management is intimately linked with pressing issues of justice and even of survival. A further definition might suggest that environmental management is concerned with meeting and improving provision for human needs and demands on a sustainable basis with minimal damage to natural habitats and ecosystems. Thus the concept of environmental management is closely related to another important (and problematic) concept: that of sustainable development.

Exercise 1. Answer the following questions:

1. What does the term “sustaining life” mean?
2. Can you classify adaptation strategies and measures?

3. Why do we need to study the environment from an integrated perspective?
4. What is an EMS?
5. How can it help an organization?
6. What are basic elements of an EMS?
7. What is environmental management?

Exercise 2. Translate the following word combinations into Ukrainian:

to be linked to, to be dependent on, to sustain plant growth, water availability, to overcome the issue, wastewater reuse areas of interest, a single location, a core element, environmental performance, in a cost-effective manner, policy-making decisions, an integrated perspective, due to something.

Grammar exercises

Ex. 1. Supply “ a/an” or “ the” where necessary.

1. ___ beef is a kind of ___ meat.
2. ___ beef we had for dinner last night was excellent.
3. Jane is wearing ___ straw hat today.
4. Jane likes to wear ___ hats.
5. ___ hat is an article of clothing.
6. ___ brown hat on that hook over there belongs to Mark.
7. Everyone has ___ problems in ___ life.
8. My grandfather had ___ long life.
9. That book is about ___ life of Helen Keller.
10. ___ jewelry Diana is wearing today is beautiful.
11. ___ people wear ___ jewelry to make themselves more attractive.
12. Tim wants to be ___ engineer when he grows up.
13. This bridge was designed by ___ engineer.
14. One of the first things you need to do when you move to ___ new city is to find ___ place to live.
15. They are renting ___ furnished apartment in ___ city centre.

Ex.2. Choose the most suitable ending given depending whether the meaning is general or definite.

1. Books left in the rain _____.
2. The books left in the rain _____.

- a) get wet b) got wet
3. He knew that history ____.
4. He knew that the history ____.
- a) was a difficult subject b) of the town was interesting
5. She valued the love ____.
6. She valued love ____.
- a) most of all b) her grandmother gave her
7. He thought that man ____.
8. He thought that the man ____.
- a) looked like his old teacher b) had an uncertain future
9. She believed that wisdom ____.
10. She believed that the wisdom ____.
- a) was difficult to come by b) of the East was superior
11. He was the last ____.
12. He was last ____.
- a) person to arrive b) to arrive
13. People without passports ____.
14. The people without passports ____.
- a) had to go to the police b) have no interest in travel
15. They agreed that the America ____.
16. They agreed that America ____.
- a) of today was different b) was different
17. She drank a glass of wine ____.
18. She drank the glass of wine ____.
- a) her husband had brought b) and became more talkative
19. He arrived on Monday ____.
20. He arrived on the Monday ____.
- a) and we got married b) we got married

Ex.3. Complete the sentences using “the” where necessary.

1. ___ flowers in that vase are beautiful.
2. ___ flowers are beautiful.
3. ___ water consists of hydrogen and oxygen.
4. Don't go swimming today. ___ water is too cold.
5. ___ information in that book is inaccurate.
6. An encyclopedia is a source of ___ information .
7. ___ health is more important than money.
8. Doctors are concerned with ___ health of their patients.
9. Everyone has ___ problems.
10. Mary told me about ___ problems she had with her car yesterday.
11. ___ men generally have stronger muscles than ___ women.
12. At the party last night ___ men sat on one side of the room and ___ women sat on the other.
13. I can't express ___ heppiness I felt when I heard the good news.

14. Everyone seeks ___ heppiness.
15. ___ vegetables are good for you.
16. ___ vegetables we had for dinner last night were overcooked.
17. Do you like ___ weather in this city?
18. ___ weather is a safe topic for conversation.
19. ___ gold a is a precious metal.
20. ___ gold in Mary's ring is 24 karats.

Ex. 4. Which is more appropriate, "a"/"an" or "one"? If both are possible, write them both.

1. If you wait ____ second I'll get my coat and go too.
2. I want to see the river ____ last time before I leave.
3. The President is visiting the city ____ day in November.
4. It was announced that the plane would be approximately ____ hour late.
5. I could hear the sound of ___ helicopter in the distance.
6. I'd just like to say ___ thing before I go.
7. Misaki's baby is ____ year old already.
8. Dinner should be ready in ____ hour or so.
9. Hugo came over ____ evening last week.
10. I've painted ____ wall already and I'll do the other tomorrow.
11. I'd like to make ____ point here, Carlos, if I may.
12. ____ large number of people had gathered in the square.

Ex. 5. Explain the use of articles with geographical names.

1. In his youth Mr. Curry had been abroad a great deal, had lived in Ceylon, Singapore and India. 2. It was not the Monte Carlo I had known. 3. He made England too hot to hold him, fled to Central America, and died there of yellow fever. 4. Here are some of his belongings such as the sword given to him in the Caucasus. 5. Having stayed near four months in Hamburg, I came from thence by land to the Hague. 6. How ill she was then when there was a storm in the Indian ocean. 7. New York, the largest city in the USA, is situated in the mouth of the Hudson river. 8. June read: "...Lake Okanagan, British Columbia. I am not coming back in England. Bless you always. Jon". 9. The Rocky Mountains extend from Mexico to Canada. 10. We could very well have done Mount Everest the rate we were going. 11. We had a small house in the Bermudas. 12. Kilimanjaro is a snow covered mountain 19,700 feet high and is said to be the highest mountain in Africa. 13. Spain is a country of about 194,883 square miles (including the Balearic Islands and the Canary Islands) occupying the larger part of the Iberian Peninsula in southwestern Europe. 14. Mongolia spans a huge steppe plateau and the Gobi Desert.

Ex. 6. Fill in the blanks with articles before geographical names if necessary.

1. I hear he's off to ___ Central Africa.
2. ___ Yorkshire is famous for some

delicious foods, including Yorkshire pudding and roast beef. 3. In ___ Netherlands and ___ Belgium St. Nickolas' Day, December 6, is the children's festival on the eve of which the saint is supposed to come riding from ___ Spain with presents for all good children. 4. Michael looked quizzically at his parent. Did he quite understand ___ England of today? 5. New York, the largest city in ___ USA, is situated at the mouth of ___ Hudson River, sometimes called ___ North River. 6. Production centres of ___ Saudi Arabia are along ___ Persian Gulf. 7. The main part of ___ USA presents four physical divisions: two elevated and two lowland regions. The elevated are ___ Appalachian Mountains in the east and ___ Rocky Mountains or ___ Cordilleran system in the west. 8. Do you know what it's like when there's sixty degrees of frost in ___ Arctic and it still doesn't freeze? 9. He had agencies in many of the islands of ___ Pacific. 10. ___ White Nile River originates in ___ Lake Victoria.

Ex. 7. Explain the use of articles with names of persons in the following sentences.

1. Christine was now determined to be especially kind to him. 2. She looked into her glass and saw a prettier Carrie than she had seen before. 3. Wherever the Rayns went, they moved like a private circus. 4. Their governess was a Miss Robinson, quite a nice girl, young and rather pretty. 5. But when yesterday dear old Jones started taking the engine to pieces, Father threw in the sponge. 6. If you are a Napoleon, you will play a game of power, if you are a Leonardo, you'll play for knowledge: the stakes hardly matter. 7. She was not quite certain that the Edward who wrote to her was not the same Edward that she had known. 8. It seemed Walter didn't pay any attention to a tearful Kitty. 9. A little way off he saw his wife in a long chair talking with the Davidsons. 10. Two Renoirs and a Matisse hung on the walls.

Ex. 8. Fill in the gaps with the proper article if necessary. Explain your choice.

1. I've been working in the garden all _____ afternoon and my back aches.
2. He didn't even know ___ Browns had ___ daughter.
3. Is he ___ Jones who is ___ writer?
4. He never doubted that Fleur was ___ Forsyte.
5. She felt like ___ Alice in ___ Wonderland.
6. Shall we go out walking on _____ Sunday?
7. He wanted to know how much ___ Rolls-Royce cost.
8. Lanny has sold them ___ fine Goya.
9. ___ man doesn't know ___ Rubens from ___ Rembrandt.
10. Everybody isn't ___ Marilyn Monroe.
11. John was inside ___ very different John from ___ lad he had known before.
12. ___ story is written by ___ great Russian writer Chekhov.
13. It was ___ embarrassed Jane that started to speak at once.
14. ___ Stevenson's book "Dr. Jekyll and ___ Mr. Hyde" is about ___ man who lived ___ double life. In fact, he lived two different lives. In ___ daytime it was ___ life of ___ honest doctor, while in ___ night he was ___ killer.

15. At that moment they were interrupted by ___ gentle Mrs. Strow.
16. "My husband is ___ Othello", she said.
17. She is no longer ___ Jane you once knew.
18. ___ Gloria at 25 was still ___ Gloria of 20.
19. When we approached ___ gate, ___ little Polly ran to meet us.
20. There's ___ young American girl staying at ___ hotel. She is ___ Miss R.
21. But I am going to have ___ supper with ___ Robertsons.
22. On their way to ___ Savoy Hotel he refused to tell ___ poor Tom what would happen there.
23. I generally go by ___ bus to ___ work.

Ex. 9. Explain the use or the absence of articles in the following sentences.

1. Six months in bed no longer seemed a long time when Mrs. Carlton beside her had been in bed for eighteen months.
2. "Well, amigo, don't you think it's time you were in a comfortable bed?" he said to me.
3. On the morning of the third day of rain we decided to go down into town.
4. "Jack, what are you going to do with your life?" – "Who knows? Go to sea, maybe, build electronic equipment, teach, marry a rich wife".
5. He was usually caustic in his comments on those who used to church only for marrying or buying.
6. This was no time to be laid up immobilized and helpless in hospital for weeks or maybe months on end.
7. I wanted to look in at the hospital before it was too late for visitors.
8. Men who had had high positions in the White House were being sent to jail.
9. For a while I went often to the theatre, to the movies, losing myself for a few hours at a time in the fantasies.
10. "All right", he said, "he is waiting for us in the office. Have you got a car, or do we go by taxi?"

Ex. 10. If necessary, correct any mistakes in these sentences.

1. She was determined to be author one day.
2. She recently became the minister in the new government.
3. – What make is your computer? - It`s Mac.
4. I found myself talking to George Clooney! Not George Clooney, of course, but someone with the same name.
5. I didn`t even know Clara was interested in art until I heard that she owns Van Gogh.
6. I`ve been offered the position of Director of Personnel.
7. We`re going on holiday with Nielsens.
8. He`s really keen on athletics. He likes to think of himself as the Usain Bolt.

Ex. 11. Fill in the blanks with articles and render the fairy-tale.

One day ___ young prince arrived at the castle of King Ottar and fell in love with the king's youngest daughter, who was very beautiful. "You can only marry my daughter," said ___ king, "if you can recognize her, and you must marry the woman you choose." "That's easy," said the prince, and King Ottar put all his daughters behind ___ wall that had ___ space at ___ bottom, so ___ prince could only see

seven pairs of feet, and the feet all looked ____ same. Suddenly, one of ____ feet moved and so ____ prince said “That is ____ woman I love.”

Unfortunately, it was not; it was King Ottar’s eldest daughter who was not at all beautiful, but the prince had to marry her. In fact, she was extremely intelligent and had a good sense of humour, so that very soon the prince did fall in love with her and they lived happily ever after. ____ moral of this story is that love is ____ very unreliable thing.

Ex. 12. Put a personal pronoun in the brackets into the appropriate case (nominative or objective).

1. My friends came to see (we) yesterday and I showed (they) the pictures you had sent (I).
2. This is a present for (he).
3. If I see Helen, I’ll ask (she) to ring (I) up tomorrow.
4. She seemed surprised to find (we) there.
5. You must go to see (they).
6. (Me)`ll write to you.

Ex. 13. Fill in the blanks with corresponding possessive pronouns in the conjoint or the absolute form.

1. He asked me what ____ name was and wrote it down in ____ notebook.
2. You can leave ____ bags in the cloakroom.
3. The travelers took ____ seats, and the car started on ____ way.
4. I put on my coat and she puts on ____.
5. No country is so great and beautiful as ____.
6. I’ve eaten all my chocolates. Have you eaten all ____?
7. Please, give me ____ pen.
8. He promised to give me ____ book, so I’ll not take ____.
9. It’s a favourite place of ____.

Ex. 14. Choose the correct option. If both options are possible, note the difference in meaning.

1. Can you post this letter for (myself / me), please?
2. All my friends were away, I was bored and I just didn’t know what to do with (myself / me).
3. We put the voice recorder on the table between (ourselves / us).
4. They dragged the tree behind (themselves / them) all the way to the trailer.
5. Now that you`re a famous actor, you must hear a lot about (yourself / you) in the media.
6. He ought to be ashamed of (himself / him), being rude to his parents like that.
7. She should take care of (herself / her) better. She`s looking really ill.
8. I opened the window in front of (myself / me) and took a deep breath of fresh air.

9. I think one has to be (oneself / one) and say whatever comes naturally.
10. He was pleased with (himself / him).
11. He walked around the golf course to familiarize (himself / him) with it.

Ex. 15. Complete these sentences with “some”, “someone”, “something” or “any”, “anyone”, “anything”. Sometimes both are possible.

1. It was impossible to see ____ in the dark.
2. I talk to colleagues before I make ____ decisions, but I had to make this one on my own.
3. Elias worked hard at learning Japanese but failed to make ____ real progress.
4. I was unable to eat ____ of the food.
5. I always offer to help organise school concerts, but there is seldom ____ for me to do.
6. Fiona Jones is ____ I rarely see these days.
7. He denied that he had done ____ wrong.
8. I always get to work before ____ else.
9. The theatre is unlikely to have ____ tickets left for tonight`s performance.
10. Despite rowing as hard as we could, we had gone barely ____ distance from the shore.
11. ____ parents never seem to have time to sit down and talk to their children.
12. When I last lent my laptop out, it got damaged. So I`m reluctant to lend it to ____ else.

Ex. 16. Rewrite these news headlines as full sentences using “some” to mean “approximately”.

Translate the sentences.

Model: 250 people charged with assault following Molton riots.

Some 250 people have been charged with assault following the Molton riots.

1. 30% all city buses found to be unsafe.
2. Unexploded bomb found 5 miles from Newham centre.
3. 25% of electricity from wind by 2025.
4. 200 jobs to be lost at Encon steelworks.

Ex. 17. Complete the sentences with a word or phrase from a) followed by a word or phrase from b). Use each word or phrase once only.

a) no *none* none of no one nothing nowhere never not

b) a drop else going to get heard the hotels *in-the-cupboard* point
wrong

Model: Where are the biscuits? There are *none in the cupboard*.

1. We left the house as quietly as possible and _____ us.
2. _____ was split as she poured the liquid into the flask.
3. She was determined to leave and I knew there was _____ in protesting.
4. The door was locked and he had _____ to go.
5. I found that _____ in the city centre had any rooms left.
6. Liam's so lazy. Is he _____ a job?
7. The doctors reassured Emily that they could find _____ with her.

Ex. 18. Supply "one" or "ones" where necessary.

1. Which actresses did you meet? The _____ who appeared in Act I.
2. Which computer did you use? The _____ that is in your office.
3. Please, pass me this plate. Which _____?
4. I'd like to see some rings, please. These _____ in silver or those _____ in gold?
5. Which jeans are you going to buy? The most expensive _____.
6. The children I like to teach are the _____ who like to learn.

Ex. 19. Supply the quantitative pronouns "much", "many", "a lot of", "few", "a few", "little", "a little" in the following sentences.

1. There is not _____ space in this flat.
2. There aren't _____ portraits of Ch. Dickens.
3. I must say you have _____ books.
4. There are _____ who know about this, so keep it to yourself.
5. It is a difficult text. I've had to look up quite _____ words in the dictionary.
6. If you don't hurry we'll miss our train. There's _____ time to spare.
7. _____ effort has been put into this project.
8. There isn't _____ hope of finding the reason.
9. I'd like _____ milk in this coffee, please.
10. This room needs _____ pictures to brighten it up.
11. There aren't _____ dictionaries that can be useful.
12. If what you say is true, there is _____ we can do about it.

Ex.20. Choose the correct demonstrative pronoun in the brackets.

1. I was shocked by (that, those) news.
2. I know (this, that) boy over there.
3. (This, these) fish tastes best when baked in butter.
4. (Those, these) two rings on my little finger belonged to my grandmother.
5. Only in the park are (that, those) buffaloes protected.
6. (That, those) species of deer is very rare.

Ex. 21. Supply the defining pronouns “every”, “each”, “everyone”, “everything”, “all” or “whole” in the following sentences.

1. When the famous actress appeared, _____ wanted to speak to her.
2. Nearly _____ home in the country had television.
3. Here is something for _____ of you.
4. You have been given _____ opportunity to do well in this company.
5. The _____ list is endless.
6. They had _____ married a woman called Linda.
7. The _____ process takes only a few minutes.
8. The new rail network links _____ of the towns in the region.
9. I had _____ reason to believe that she would keep my secret.
10. The ten lucky winners will _____ receive 1,000 euros.
11. The _____ room was full of books.
12. In a rugby league game _____ side has 13 players.

Ex. 22. In which sentences relative pronouns can be omitted? Translate all the sentences.

1. We talked about the party which Natalia wants to organise for my birthday.
2. To get to Maxim`s house, take the main road that bypasses the village.
3. The paintings which Mr Flowers has in his house are worth around 100,000 euros.
4. Let`s go through the main points that he made in his lecture.
5. he received a low mark for his essay, which was only one page long.
6. Mrs Yang, who is 42, has three children.
7. Dev is a friend who we stayed with in Australia.
8. In the shop window there`s a sign that says “10% off”.
9. The couple who live next to us have 16 grandchildren.
10. There was little that we could do to help her.

Ex. 23. Translate into English.

1. Без води життя на планеті неможливе.
2. Шкода, що ви не бачили цієї вистави.
3. Зараз чверть на восьму.
4. Наш університет знаходиться на вулиці Львівській.
5. Амазонка – найдовша річка у світі.
6. У нього дуже гарна освіта: він навчався у Гарвардському університеті.
7. Уважно прочитайте п'яту главу.
8. Одеса – найбільший порт на Чорному морі.
9. Карпати розташовані на заході країни.
10. Еверест – найвища гірська вершина у світі.
11. Зараз він вивчає математику та історію.
12. Це вже не була Марія, яку він добре знав, вона дуже змінилася.
13. Ми поспішаємо, у нас небагато часу.
14. Чи ви знаєте, яка найбільша країна Південної Америки?
15. Зараз діти у школі, останній урок закінчується за півгодини.
16. Вони працювали з ранку до ночі.
17. Сподіваюся, ви закінчите

вашу частину роботи вчасно. 18. Я віддаю перевагу подорожам літаком. 19. Зв'яжіться зі мною по телефону. 20. Ви прийшли сюди пішки? 21. Після сніданку він завжди читає "Таймс". 22. Мій сусід – адвокат, звернімося до нього за порадою. 23. Трафальгарська площа – у самому центрі Лондона. 24. Він вважається найкращим джазовим виконавцем усіх часів. 25. Раніше почнете – раніше закінчите. 26. Ця ваша доповідь набагато гірша за попередню. 27. Вона моя старша сестра. 28. Він найстарший у родині. 29. Ви зробили не найгірший вибір. 30. Кажуть, що мавпи – найрозумніші тварини. 31. Він менш працьовитий, ніж його молодший брат. 32. Я добре знаю цього чоловіка, мабуть, краще, ніж будь-хто інший. 33. Наші друзі завітали до нас вчора і я їм показав подарунок, який ти мені надійслав. 34. Кожен може заблукати у лісі. 35. У нас небагато часу, треба поквапитися. 36. Він прочитав це в якійсь книжці. 37. У цьому підручнику є вирвані сторінки, дайте мені інший, будь ласка. 38. Я бачу дітей вашої сестри, а де ваші? 39. Це один з моїх друзів. 40. Чи є серед вас хто-небудь, хто розмовляє італійською? 41. Він їсть мало м'яса та віддає перевагу стравам з овочів. 42. Я завжди додаю трохи молока у каву. 43. Здається, я знаю того хлопця. 44. Я щось маю для кожного з вас.

LESSON II

Text A Environmental Pollution

Environmental pollution is one of the most serious problems facing humanity and other life forms on our planet today. Environmental pollution is defined as "the contamination of the physical and biological components of the earth/atmosphere system to such an extent that normal environmental processes are adversely affected." Pollutants can be naturally occurring substances or energies, but they are considered contaminants when in excess of natural levels. Any use of natural resources at a rate higher than nature's capacity to restore itself can result in pollution of air, water and land.

Environmental pollution is the unfavorable alteration of our surroundings, wholly or largely as a byproduct of man's actions, through direct or indirect effects of the changes in the energy pattern, radiation levels, and chemical and physical constitution and abundance of organisms. Environmental pollution is a global problem and is common to both developed as well as developing countries, which attracts the attention of human beings for its severe long-term consequences. The decline in environmental quality as a consequence of pollution is evidenced by loss of vegetation, biological diversity, excessive amounts of harmful chemicals in the ambient atmosphere and in food grains, and growing risks of environmental accidents and threats to life support systems.

deforestation and the burning of fossil fuels. These findings are recognized by the national science academies of all major industrialized nations. Climate model projections indicate that during the 21 century the global surface temperature is likely to rise a further 1,1 to about 2,9°C for their lowest emissions scenario and 2,4 to 6,4°C for their highest.

The greenhouse effect is the process by which absorption and emission of infrared radiation by gases in the atmosphere warm a planet's lower atmosphere and surface. It was proposed by Joseph Fourier in 1824 and was first investigated quantitatively by Svante Arrhenius in 1896.

An increase in global temperature will cause sea level to rise and will change the amount and pattern of precipitation, and a probable expansion of subtropical deserts. Warming is expected to be strongest in the Arctic and would be associated with continuing retreat of glaciers, permafrost and sea ice. Other likely effects of the warming include more frequent occurrence of extreme-weather events including heat waves, droughts and heavy rainfall, species extinctions due to shifting temperature regimes and changes in crop yields throughout the world. The limits for adaptation for natural systems would largely be exceeded. Hence, the ecosystem services upon which human livelihoods depend would not be preserved.

Warming and related changes will vary from region to region around the globe, with projections being more robust in some areas than others. The Northern Hemisphere warms faster than the Southern Hemisphere because it has more land and because it has extensive areas of seasonal snow and sea-ice cover subject to ice-albedo feedback. Ocean temperatures increase more slowly than land temperatures because of the larger effective heat capacity of the oceans and because the ocean loses more heat by evaporation.

Most countries are parties to the United Nations Framework Convention on Climate Change (UNFCCC), whose ultimate objective is to prevent dangerous anthropogenic (human-induced) climate change. Parties to the UNFCCC have adopted a range of policies designed to reduce greenhouse gas emissions and to assist in adaptation to global warming.

Text C

Marine waters

Environmental pollution of marine ecosystems affects growth and productivity in all prokaryotic and eukaryotic organisms. Phytoplankton is the major producer in the oceans and its productivity rivals that of all terrestrial ecosystems taken together. Pollution is more severe in coastal ecosystems than in the open oceans, but the latter are also stricken by the accumulation of plastic material which has been calculated to

amount to 250,000 t distributed over the oceans. Coastal ecosystems are affected by terrestrial run-off which includes municipal and industrial effluents, and fertilizers and pesticides from agriculture. The weed killer atrazine inhibits the photosynthetic electron transport chain and has been found to impair productivity in phytoplankton. This effect can be quantified monitoring chlorophyll a fluorescence e.g., by pulse amplitude modulated fluorescence). However, natural phytoplankton populations have been shown to develop an induced community tolerance to atrazine. The molecular mechanism of this resistance is based on a genetic adaptation of the phytoplankton organisms. Natural phytoplankton communities are affected by accidental crude oil spills especially in shallow waters such as the Arctic Ocean. Since oil production will increase especially in coastal ecosystems, more pollution and damage to phytoplankton is expected. This effect is augmented by increasing solar UV radiation and climate change inducing higher temperatures.

Polychlorinated biphenyls (PCB) are major pollutants in marine ecosystems. These lipophilic chemicals can easily cross cell membranes of phytoplankton and therefore accumulate in the cells, as demonstrated in four species from the Baltic Sea. PCBs are also found in remote marine ecosystems where they are introduced into the water by air-water exchange. Other toxic substances found in marine waters are polycyclic aromatic hydrocarbons (PAHs), polychlorinated dioxins, furans (PCDD/Fs), and polybrominated diphenyl ethers (PBDEs), where they impair phytoplankton. Results from the Mediterranean Sea, the Atlantic, Arctic, and Southern Ocean indicate that solar UV increases the toxicity of PAHs from combustion engines and other pollutants. Antifouling paints on ship hulls such as tributyltin are further toxic agents for phytoplankton communities. As a consequence, recently new chemicals such as 4,5-dichloro-2-n-octyl-isothiazoline-3-one (DCOI) have been developed which rapidly degrade when released from ship hulls.

Text D Dying forest: one year to save the Amazon

Time is running out for the Amazon rainforest. And the fate of the “lungs of the world” will take your breath away.

The soft waters of the Amazon drain away. Every day they recede further, like water running slowly out of an unimaginably immense bath, threatening a global catastrophe. Some islands are jutting a full 15 feet above the surface of water now, and just a month ago they were entirely under water. It is a sign that severe drought is returning to the Amazon. And that would be ominous indeed. New research suggests that just one further dry year beyond that could tip the whole vast forest into a cycle of destruction. Global warming and deforestation push the entire enormous area towards a “tipping point”, where it would irreversibly start to die.

The consequences would be truly awesome. The wet Amazon, the planet's greatest celebration of life, would turn to dry savannah at best, desert at worst. This would cause much of the world –including Europe – to become hotter and drier, making this sweltering summer a mild foretaste of what is to come. In the longer term, it could make global warming spiral out of control.

The waters of the rivers of the Amazon basin routinely fall by some 30-40 feet - greater than most of the tides of the world's seas – between the wet and dry seasons. But last year they just went on falling in the worst drought in recorded history. In the Mamiraua Reserve they dropped 51 feet and other areas were more badly affected. At one point in the western Brazilian state of Acre, the world's biggest river shrank so far that it was possible to walk across it. Millions of fish died; thousands of communities, whose only transport was by water, were stranded. And the drying forest caught fire; at one point in September, satellite images spotted 73,000 separate blazes in the basin.

The hot, wet Amazon normally evaporates vast amounts of water, which rise high into the air as if in an invisible chimney. This draws in the wet north-east trade winds, which have picked up moisture from the Atlantic. This in turn controls the temperature of the ocean; as the trade winds pick up the moisture, the warm water that is left gets saltier and sinks. Deforestation disrupts the cycle by weakening the Amazonian evaporation which drives the whole process. One result is that the hot water in the Atlantic stays on the surface and fuels the hurricanes. Another is that less moisture arrives on the trade winds, intensifying drought in the forest. There is a vicious cycle.

About a fifth of the Amazonian rainforest has been razed completely. Another 22 per cent has been harmed by logging, allowing the sun to penetrate to the forest floor drying it out. The scientists insist there is no time for delay. With every tree that falls we increase the probability that the “tipping point” will arrive. If we do not act now, we will lose the Amazon forest that helps sustain living conditions throughout the world.

Exercise 1. Answer the following questions:

1. How can you define environmental pollution?
2. Is it a global problem?
3. What are the pollutants?
4. How the pollution can be categorized?
5. What is warming of the climate system caused by?
6. How can the greenhouse effect be described?
7. Why do ocean temperatures increase more slowly than land temperatures?

8. What are harmful effects of the global warming?
9. What are the main sources of the pollution of marine ecosystems?
10. What are the global consequences of deforestation?

Exercise 2. Translate the following word combinations into Ukrainian:

nature`s capacity to restore itself, naturally occurring substances, to be defined as, long-term consequences, abundance of organisms, climate model projections, burning of fossil fuels, amount and pattern of precipitation, extreme-weather events, to be investigated quantitatively, throughout the world, ultimate objective, a range of policies, prokaryotic and eukaryotic organisms, taken together, to be affected by, to be found to do something, “lungs of the planet”, “a tipping point”, in the longer term, to make something out of control, to catch fire, a vicious cycle, to sustain living conditions.

Grammar exercises

Present Simple and Present Continuous Tenses

Ex.1. Expand the following into sentences in order to make true statements with doesn't or don't *where necessary*

- 1 water/ boil/at 100°C
Water boils at 100°C.
- 2 rice / grow / on trees
Rice doesn't grow on trees.
- 3 chicks / hatch / from eggs
- 4 kangaroos / live / in Spain
- 5 plants / need / water to grow
- 6 rain / fall / from clouds
- 7 astronauts / travel / in submarines
- 8 cows / lay / eggs
- 9 pandas / live / in Italy
- 10 elephants / eat / meat
- 11 fish / walk / on land
- 12 the sun / set / in the east
- 13 bees / give milk

14 caterpillars / turn / into butterflies

15 wool / come / from sheep

Ex. 2. Read the following extracts and put the verbs in brackets into the *present simple* or the *present continuous*. Then, say what use of these tenses each extract shows.

A These days, it seems everything *is changing*... (change). Cities (become) bigger and busier every year, technology (develop) faster than ever before, and scientists (learn) more about the way things work.

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

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

D ... Rogers (kick) the ball and (pass) it to Jones. Jones (run) down the pitch. He (pass) the ball to Smith who (shoot) and (score).

Ex. 3. In pairs, ask and answer questions using the prompts below, as in the example.

SA: *Do you often go to the cinema?*

SB: *Yes, I do. I usually go to the cinema at the weekend.*

- 1 go to the cinema
- 2 buy magazines
- 3 watch quiz shows
- 4 listen to the radio
- 5 phone your friends
- 6 play computer games

Ex. 4. Put the *adverbs of frequency* in the correct position.

1. A: Do you often go to parties, Keith?
B: Yes, I go to parties at the weekend. (often)
Yes, I often go to parties at the weekend.
2. A: Do you wear sports clothes at work?
B: No, I do. (never)
3. A: Jack is late again!
B: I know. He arrives on time, (never)
4. A: When do you go shopping?
B: I do my shopping on Fridays, (usually)
5. A: Does your boss often ask you to work overtime?
B: No, he does, (seldom)
6. A: You should listen to your parents' advice, (always)
B: That's exactly what I do.

Ex. 5. Michael McIntosh is a politician. Read the text and put the verbs in the brackets into the *present simple* or the *present continuous*.

Michael McIntosh *is* (be) a very busy man.

Every morning, he (leave) home at 8 o'clock, and (go) to his office. He usually (have) meeting until lunchtime, and in the afternoon, he often (visit) the people of Madewell. He really (enjoy) talking to people.

At the moment, he and his team (organise) his election campaign. There are elections in June and he (hope) to persuade lots of people to vote for him.

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

Ex. 6. Put the verbs in brackets into the *present simple* or the *present continuous*.

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

- B: Actually, I do. He's Muriel's husband.
2. A: Are you doing anything tomorrow evening?
B: Yes. I (see) Jack at nine o'clock.
3. A: I (see) you're feeling better.
B: Yes, I am, thank you.
4. A: What's that noise?
B: The people next door (have) a party.
5. A: Graham (have) a new computer.
B: I know. I've already seen it.
6. A: This dress (not/fit) me any more.
B: Why don't you buy a new one?
7. A: Your perfume (smell) nice. What is it?
B: It's a new perfume called Sunshine.
8. A: What is Jane doing?
B: She (smell) the flowers in the garden.
9. A: What you (look) at?
B: Some photos I took during my holidays. They aren't very good, though.
10. A: You (look) very pretty today.
B: Thank you. I've just had my hair cut.
11. A: I (think) we're being followed.
B: Don't be silly! It's just your imagination.
12. A: Is anything wrong?
B: No. I just (think) about the party tonight.
13. A: This fabric (feel) like silk.
B: It is silk, and it was very expensive.
14. A: What are you doing?
B: I (feel) the radiator to see if it's getting warm.
15. A: She (be) generous, isn't she?
B: Yes, she has never been a mean person.
16. A: He (be) very quiet today, isn't he?
B: Yes, I think he has some problems.
17. A: Would you like some cherries?
B: Yes, please. I (love) cherries. They're my favourite fruit.
18. A: I'm sorry, but I (not understand) what you mean.
B: Shall I explain it again?
19. A: The children are making lots of noise today.
B: I know, but they (have) fun.
20. A: This cake (taste) awful.
B: I think I forgot to put the sugar in it!

Ex. 7. Rachel is in the computer room at the university. Complete her conversation with Andrew. Put in a Present Continuous form of the verb.

Andrew: What ...*are you doing?* (you / do)

Rachel: I **am writing** (I / write) a letter to a friend. He's a disc jockey. Vicky and I (try) to organize a disco.

Andrew: That sounds a lot of work. How (you / find) time for your studies?

Rachel: Well, as I said, Vicky (help) me. (We / get) on all right.

(We / not / spend) too much time on it. (It / not / take) me away from my studies, don't worry about that. Oh, sorry, (you / wait) for this computer?

Andrew: Yes, but there's no hurry.

Rachel: (I / correct) the last bit of the letter. I've nearly finished.

Ex.8. Complete the sentences by putting in the verbs. Use the Present Simple. You have to decide if the verb is positive or negative.

Claire is very sociable. She **knows** (know) lots of people.

We've got plenty of chairs, thanks. We **don't want** (want) any more.

- 1 My friend is finding life in Paris a bit difficult. He (speak) French.
- 2 Most students live quite close to the college, so they (walk) there.
- 3 My sports kit is really muddy. This shirt (need) a good wash.
- 4 I've got four cats and two dogs. I (love) animals.
- 5 No breakfast for Mark, thanks. He (eat) breakfast.
- 6 What's the matter? You (look) very happy.
- 7 Don't try to ring the bell. It (work).
- 8 I hate telephone answering machines. I just (like) talking to them.
- 9 Matthew is good at badminton. He (win) every game.
- 10 We always travel by bus. We (own) a car.

Ex. 9. Complete the conversation. Put in the Present Simple forms.

Rita: **Do you like** (you / like) football, Tom?

Tom: **I love** (I / love) it. I'm a United fan. (I / go) to all their games. Nick usually (come) with me. And (we / travel) to away games, too. Why (you / not / come) to a match some time?

Rita: I'm afraid football (not / make) sense to me — men running after a ball. Why (you / take) it so seriously?

Tom: It's a wonderful game. (I / love) it. United are my whole life.

Rita: How much (it / cost) to buy the tickets and pay for the travel?

Tom: A lot. (I / not / know) exactly how much. But (that / not / matter) to me. (I / not / want) to do anything else. (that / annoy) you?

Rita: No, (it / not / annoy) me. I just (find) it a bit sad.

Ex.10. At work Mark is talking to Alan in the corridor. Complete their conversation. Put in the Present Continuous or Present Simple of the verbs.

Mark: **Are you looking** (you / look) for someone?

Alan: Yes, **I need** (I / need) to speak to Neil. He isn't in his office.

Mark: (He / talk) to the boss at the moment. (I/think) (they / discuss) money.

Alan: Oh, right. And what about you? (You / look) for someone too?

Mark: Yes, Linda. (you / know) where she is?

Alan: Oh, she isn't here today. She only (work) four days a week. (She / not / work) on Fridays. She'll be here on Monday.

Mark: Thank you. (You / know) a lot about Linda.

Alan: Well, most days (I / give) her a lift, or (she / give) me one. (She / live) quite close to me. (It/ save) petrol.

Mark: Yes, of course. Good idea. Yes, (I / agree). Well, (I / waste) my time here then. I'll get back to my computer.

Ex. 11. Complete the sentences. Put in the Present Continuous or the Present Simple of the verbs.

Model: *I am writing* (I / write) to my parents. I *write* (I / write) to them every weekend.

1. (it / snow) outside (it / come) down quite hard, look.
2. Normally (I / start) work at eight o'clock, but (I / start) at seven this week. We're very busy at the moment.
3. I haven't got a car at the moment, so (I / go) to work on the bus this week. Usually (I / drive) to work.
4. The sun (rise) in the east, remember. It's behind us so (we / travel) west.
5. I'm afraid I have no time to help just now (I / write) a report. But (I / promise) I'll give you some help later.
6. (I / want) a new car (I / save) up to buy one.

Ex. 12. Complete the sentences. Use *always* and the Present Continuous or Present Simple.

Melanie: Tom talks too much, doesn't he?

Rita: Yes, and *he's always talking* about football.

Laura: You forget your keys every time.

Trevor: I try to remember them, but *I always forget*.

1 Claire: Sarah takes the train every day, doesn't she?

Mark: Yes, _____ the train.

2 Vicky: Rachel misses lectures much too often in my opinion.

Emma: I agree, _____ lectures.

3 Mike: Every time I drive along here, I go the wrong way.

Harriet: But it's very simple, isn't it? Why _____ the wrong way?

4 David: Trevor and Laura argue much too often, I think.

Melanie: I know ____.

Ex.13. Put the verbs in brackets into the Present Simple or the Present Continuous.

1. A: Why *are you smelling* (you/smell) the soap? B: It (smell) lovely. It's like roses!

2. A: Why (you/taste) the soup? B: To see if it (taste) good. I think it needs more salt.
3. A: I (feel) very tired. B: You should go to bed early.
4. A: I (see) Andy this evening. B: I (see). So, you don't want to come to the cinema with me, do you?
5. A: How much (the bag of apples/weigh)?
B: I don't know yet. The man (weigh) the bag now.
6. A: I (think) about buying a new car soon. B: Why? I (think) your car is fine. You don't need a new one.
7. A: What (you/look) at? B: The sky. It (look) as if it's going to rain.
8. A: I really (enjoy) home-made food. B: So do I, and I (enjoy) every bit of this meal.
9. A: Why (you/feel) the radiator? B: It (feel) cold in here. Is the heating on?
10. A: That famous opera singer (appear) at the opera house tonight. B: Yes. He (appear) to be feeling better after his operation.
11. A: Chris (be) a sensible-person, isn't he? B: Yes, but in this case he (be) rather foolish.
12. A: My dad (fit) the old blind from the living room in my bedroom today.
B: Really? (it/fit) that window?
13. A: My back (hurt).
B: Why don't you lie down for a while?

Present Perfect and Present Perfect Continuous Tenses

Ex.14. In pairs, make up short exchanges using the prompts below, as in the example.

SA: *The water is cold. Haven't you turned on the water heater?* **SB:** *No, I haven't turned it on.*

1. The water is cold, (turn on / the water heater)
2. The fridge is empty, (do / the shopping)
3. There is no electricity, (pay / the bill)
4. It's raining, (bring / your umbrella)
5. The cat is hungry, (feed / it)
6. The bedroom is a mess, (tidy / it)
7. The landlord is on the phone, (pay / the rent)
8. I can't see anything. It's dark, (bring / your torch)

Ex.15. Add a sentence. Use the Present Perfect.

Model: *I'm tired. (I / walk/ miles) I've walked miles.*

1. Emma's computer is working now. (she / repair / it).
2. It's cooler in here now. (I / open / the window).
3. The visitors are here at last, (they / arrive).
4. Mark's car isn't blocking us in now. (he / move /it).

5 We haven't got any new videos, (we / watch / all these videos).

Ex. 16. Trevor and Laura are decorating their house. Put in the verbs. Use the Present Perfect.

Laura: How is the painting going? *Have you finished?* (you / finish)

Trevor: No, I haven't. Painting the ceiling is really difficult, you know. (I / not / do) very much. And it looks just the same as before. This new paint (not / make) any difference.

Laura: (You / not / put) enough on.

Trevor: (I / hurt) my back. It feels bad.

Laura: Oh, you and your back. You mean (you / have) enough of decorating. Well, I'll do it. Where (you / put) the brush?

Trevor: I don't know. (It / disappear). (I / look) for it, but I can't find it.

Laura: You're hopeless, aren't you? How much (you / do) in here? Nothing! (I / paint) two doors.

Trevor: (I / clean) all this old paint around the window. It looks much better now, doesn't it?

Laura: (We / make) some progress, I suppose. Now, where (that brush / go)? Oh, (you / leave) it on the ladder, look.

Ex. 17. Fill in the gaps with *recently, how long, yet, for, always, ever, already, since, so far* or *just*. Sometimes more than one answer is possible.

1 A: Has Tom finished his exams yet?

B: No. He finishes next Thursday.

2 A:has Janet been working at the hospital?

B: She has been working thereshe left school.

3 A: How are you finding your new job?

B: Great. I haven't had any problems

4 A: Is John at home, please?

B: No, I'm afraid he's.....gone out.

5 A: Have you been waiting long?

B: Yes, I've been here.....two hours.

6 A: Has Martin.....been to Spain?

B: No, I don't think so.

7 A: Have you spoken to Matthew.....?

B: Yes. I phoned him last night.

8 A: Can you do the washing-up for me, please?

B: Don't worry. Mike hasdone it.

9 A: Lucy has.....been musical, hasn't she?

B: Yes, she started playing the piano when she was five years old.

10 A: Shall we go to that new restaurant tonight?

B: Yes. I havebeen there. It's really nice.

- 11 A: Your dog's been barking.....three hours!
 B: I'm sorry. I'll take him inside.
- 12 A: Have you finished reading that book yet?
 B: No, I've.....started it.

Ex. 18. Choose the correct word in bold.

1. I **always** /already do the housework on Saturdays.
2. We haven't booked our summer holiday **just** /yet.
3. My brother has **just** /ever joined the football club.
4. Linda has **already** /ever bought a new dress for the party.
5. Have you **so far** /ever tasted Japanese food?
6. Joe has been in Paris **since** /for two weeks.
7. I have **never** /just seen this film before.
8. The secretary has typed twenty letters **yet** /so far this morning.
9. I have been working here **since** /still July.
10. The Taylors have moved house **recently** /so far.
11. They **still** /already haven't employed a new supervisor.

Ex. 19. Complete the conversation. Put in *gone* or *been*.

Emma: Hi. Where's Rachel?

Vicky: She's _____ to the supermarket to get something for a meal.

Emma: But I've got some chicken for tonight. I've just _____ supermarket on my way home, that new place near the station.

Mary: I haven't _____ to that one yet.

Vicky: Where's Jessica? Isn't she here?

Emma: No, she's _____ to London. She'll be back tomorrow.

Ex. 20. Put in the verbs. Use the Present Perfect Continuous.

Susan: Sorry I'm late.

Emma: It's OK. ***I haven't been waiting*** (I / not / wait) long. What (you/do)?

Susan: I've been with Mrs King. (She/help) me with my English.

Emma: Your English is very good. You don't need lessons, surely.

How long (you / study) English?

Susan: For eight years now. But my accent wasn't so good before I came to England. (I / try) to improve it. I think (it/get) better lately.

Emma: Your accent is fine, Susan. Honestly.

Ex. 21. What could you say in these situations? Write sentences with the Present Perfect Continuous and a phrase with *for*. Use these verbs: *play, read, swim, talk, travel, work*.

A video is on. It began two hours ago, and it hasn't finished yet.

...The video has been playing for two hours...

1. Matthew went into the water an hour ago. He doesn't want to come out yet.
2. Your friends started their journey around the world three months ago. They've gone about halfway now.
3. Mark got to the office early this morning. Ten hours later he's still there.
4. Melanie rang Rita forty minutes ago, and they're still on the phone.
5. Trevor has got an interesting book. He started it quite a long time ago. Ask him how long.

Ex. 22. Look at these conversations and put in the correct form of the verb. Use the Present Perfect Continuous or the Present Perfect.

Sarah: I feel really tired.

Mark: It's because *you've been doing* (you / do) too much.

Sarah: Well, at least *I've finished* (I / finish) that report now, and I can relax.

1. David: Someone (leave) the ladder outside, look.
Harriet: I expect that's Mike. (He / clean) the windows.
I don't think (he / finish) yet.
2. Laura: You've got mud on your shoes.
Trevor: It's all right, I'll take them off. (I / work) in the garden.
Laura: Yes, it looks a lot tidier. Well done (you / do) a good job.
3. Tom: (I / hear) that you and Harriet are building a garage.
How long (you / do) that?
Mike: Oh, for about a month now. (We / do) about half of it.

Ex. 23. What would you ask in these situations? Use the Present Perfect Continuous or the Present Perfect.

Your friend is wearing glasses. You've never seen him with glasses on before. Ask him how long ...

Model: How long have you been wearing glasses?

Nick is playing computer games. Ask him how many ...

Model: How many computer games have you played?

1. You meet a group of people walking across country. Ask them how many miles...

2. Some workmen are digging up the road outside Sarah's house. Ask her how long...
3. Laura is taking lots of photos of you and your friends. Ask her how many ...
4. You have just woken up from an afternoon sleep and seen that it is raining. Ask your friend how long ...

Ex. 24. Complete the conversation. Put the verbs in the Present Perfect Continuous or the Present Perfect.

Laura: What are you doing, Trevor? *You've been* (you / be) in here for ages. You're making an awful mess.

Trevor: (I / clear) out this cupboard most of the afternoon.

There's a lot of old stuff in here. (I / find) these boots, look.

Laura: (You / sit) there staring at those old boots for the last five minutes. (I / watch) you. (You / be) in a dream.

Trevor: They're football boots. (I / have) them since I was about sixteen. (They / be) in here for years.

Laura: Well, throw them away. And what about that tennis racket? Is that yours?

Trevor: No, it must be yours. (I / never / have) a tennis racket.

Ex. 25. Put the verbs in brackets into the Present Perfect or the Present Perfect Continuous, using short forms where appropriate.

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

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

2. A: Who (use) the car?

B: I was. Is there a problem?

3. A: What are Andrew and David doing?

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

4. A: Why is Sally upset?

B: She (lose) her bag.

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

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

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

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

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

B: Really? Where is it?

8. A: This pie is delicious.

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

9. A: Have you found your umbrella yet?

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

10. A: You look exhausted.

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

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

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

12. A: Have you got new neighbours?

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

Ex. 26. Put the verbs in the brackets into the Present Perfect or the Present Perfect Continuous.

Dear Connie,

I

I hope you are enjoying yourself at university. I'm sure you've *been studying* (study) hard. Everything is fine here at home. Billy (just/receive) his school report. It was bad, as usual. He (decide) to leave school next year and find a job. Fiona (go) to the gym every day for the past two weeks. She (try) to get in shape for the summer. She (already/plan) her holiday in the sun. Your father (sell) the old car and he (buy) a new one. It's lovely much nicer than the old one.

Anyway, write soon

Love, Mum.

Past Simple and Past Continuous Tenses

Ex. 27. Complete the newspaper story about a fire. Put in the Past Simple forms of the verbs.

Two people *died* (die) in a fire in Ellis Street, Oldport yesterday morning. They (be) Herbert and Molly Painter, a couple in their seventies. The fire (start) at 3.20 a.m. A neighbour, Mr Aziz, (see) the flames and (call) the fire brigade. He also (try) to get into the house and rescue his neighbours, but the heat (be) too great. The fire brigade (arrive) in five minutes. Twenty fire-fighters (fight) the fire and finally (bring) it under control. Two fire-fighters (enter) the burning building but (find) the couple dead.

Ex. 28. Complete the conversation. Put in the Past Simple negatives and questions.

Claire: *Did you have* (you / have) a nice weekend in Paris?

Mark: Yes, thanks. It was good. We looked around and then we saw a show.

(We / not /try) to do too much.

Claire: What sights (you / see)?

Mark: We had a look round the Louvre. (I / not / know)
there was so much in there.

Claire: And what show (you / go) to?

Mark: Oh, a musical. I forget the name. (I / not / like) it.

Claire: Oh, dear. And (Sarah / enjoy) it?

Mark: No, not really. But we enjoyed the weekend. Sarah did some shopping, too,
but (I / not / want) to go shopping.

Ex. 29. Complete the conversation. Put in the Past Continuous forms.

Jessica: *I was looking* (I / look) for you, Vicky. I'm afraid I've broken this dish.

Vicky: Oh no! What (you / do)?

Jessica: (I / take) it into the kitchen. I bumped into

Emma. (She / come) out just as (I/go) in.

Vicky: I expect it was your fault. (You / not / look) where (you / go).

Jessica: Sorry. I'll buy you another one as soon as I have some money.

Ex. 30. What can you say in these situations? Add a sentence with the Past Continuous to say that an action lasted a long time.

You had to work yesterday. The work went on all day.

Model: I was working all day

- 1 You had to make phone calls. The calls went on all evening.
- 2 You had to wait in the rain. The wait lasted for half an hour.
- 3 You had to make sandwiches. This went on all afternoon.
- 4 You had to sit in a traffic jam. You were there for two hours.
- 5 Your neighbour played loud music. This went on all night.

Ex. 31. Put the verbs in the brackets into the Past Simple or the Past Continuous. Then, say which uses of these tenses are shown in each extract.

A Charlie Chaplin *became* (become) one of the best-known personalities in America within two years of his first appearance in motion pictures. He (be) so famous that no

studio could afford to pay him, | so he (appear) only in films which he (produce) himself.

B It (happen) at ten o' clock last night. John (sit) in his living room with his wife and children. They (watch) the evening news on TV when suddenly, the lights (go out) and everything in the house (become) quiet.

C The boys (play) football on the I river bank while the girls (talk).

Everyone (enjoy) the picnic when suddenly they (hear) a loud cry from further up the river. They all (rush) to see what was wrong.

D In prehistoric times, people (live) in caves. They (hunt) animals which they then (use) for food and clothing. They (make) everything by themselves, and they (have) very simple lives.

Ex. 32. Put the verbs in brackets into the Past Simple or the Past Continuous. Which was the longer action in each sentence?

1. They *were cleaning* (clean) the windows when it *started* (start) to rain.

Cleaning the windows was the longer action.

2. As he (drive) to work, he (remember) that his briefcase was still at home.

3. Melanie (cook) dinner when her husband (come) home.

4. I (hear) a loud crash as I (sit) in the garden.

5. She (type) a letter when her boss (arrive).

6. While the dog (dig) in the garden, it (find) a bone.

7. Mary (ride) her bicycle when she (notice) the tiny kitten.

8. While I (do) my homework, the phone (ring).

Ex. 33. Put the verbs in the brackets into the Past Simple or the Past Continuous.

A policeman is asking Mrs Hutchinson about a car accident she happened to see yesterday.

P: What 1) *were you doing* (you/do) when you (see) the accident, madam?

H: I (walk) down the street.

P: What exactly (you/see)?

H: Well, the driver of the car (drive) down the road when suddenly the old man just (step) in front of him! It (be) terrible!

P: (the driver/speed)?

H: No, not really, but the old man (not/look) both ways before he (try) to cross the road.

P: (anyone else/see) the accident?

H: Yes, the lady in the post office.

P: Thank you very much.

Ex. 34. 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.

Ex. 35. David is always having accidents. His girlfriend Melanie is talking about some of the accidents. Write her sentences from these notes. Each sentence has one verb in the Past Continuous and one in the Past Simple.

when / he / carry / a suitcase / he / drop / it / on his foot

Model: When he was carrying a suitcase, he dropped it on his foot.

he / break / his leg / when / he / ski

Model: He broke his leg when he was skiing.

1. he / sit down / on a chair / while / I / paint / it
2. as / he / run / for a bus / he / collide / with a lamppost
3. his hair / catch / fire / when / he / cook / chips
4. when / he / hold / a beautiful vase / he / suddenly / drop / it

5. he / sit / in the garden / when / a wasp / sting / him / on the nose

Ex. 36. Put in the correct form of the verb.

Rita: I hear the lights *went* (go) out in your flats last night.

Emma: Yes, *I was watching* (I / watch) a documentary on TV when suddenly
(we / lose) all the power. But (it / come) on again after about ten minutes.

Vicky: Rachel (come) down the stairs when the lights (go) out. She almost (fall)
over.

Daniel: Matthew and I (play) table tennis at the time.

Andrew: (I / work) on the computer. (I / lose) a whole hour's work. But this morning
(I / get) up early and (do) it again.

Ex. 37. Find the second part of each sentence. Put each verb into the correct form.

Model: Vicky was having a beautiful dream when the alarm clock rang.

When Andrew saw the question, he knew the answer immediately.

Vicky (have) a beautiful dream

When Andrew (see) the question,

1. The train (wait)
2. I (read) a library book
3. Sarah (have) an electric shock

immediately.

4. When the doors (open),
5. When the campers (wake),

when she (touch) the wire.

when I (find) a £10 note in it.

when the alarm clock (ring)

the crowd (rush) in.

he (know) the answer

they (see) that the sun (shine).

when we (arrive) at the station.

Past Simple and Present Perfect Tenses

Ex. 38. Put the verbs in brackets into the Past Simple or the Present Perfect.

1. A: Do you know that man?

B: Oh yes. He's a very good friend of mine. I *'ve known* (know) him for about ten years.

A: I think I (meet) him at a business meeting last month.

2. A: Mum (lose) her purse.

B: Where (she/lose) it?

A: At the supermarket while she was shopping.

3. A: Who was on the telephone?

B: It (be) Jane.

A: Who is Jane?

B: Someone who (work) in my office for a few years. She's got a new job now, though.

4. A: Who is your favourite singer?

B: Freddie Mercury. He (have) a wonderful voice.

A: Yes, I agree. He (enjoy) performing live, too.

Ex.39. Put the verbs in brackets into the Past Simple or the Present Perfect.

1. A: I **1** 've *seen* (see) this film before.

B: Me too, but I love this actor. He (play) a lot of good roles.

A: Tom Cruise? I (meet) him, you know.

B: Really? When?

A: When I (be) in Los Angeles on holiday.

2. A: Who is that man?

B: He's an artist. He (paint) a lot of beautiful pictures.

A: I think Van Gogh (paint) the most beautiful pictures ever. But his life (be) miserable.

3. A: I just (hear) an old friend of mine.

B: Oh, really?

A: Yes. Jim (write) to me. I (get) the letter this morning.

B: That's nice. When (you/first/meet) him?

A: He (live) next door to me for three years, but he (move) away last June and I (not/see) him since.

Ex.40. Put in the correct verb form.

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

A young couple *bought* (buy) the house next door. But they didn't live there long.

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. Unfortunately it died.
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.

Ex. 41. Things that have happened today are on the radio and TV news. Give the news using the Present Perfect and the Past Simple.

the Prime Minister / visit Luton University / speak to students there / earlier today

Model: The Prime Minister has visited Luton University. He spoke to students there earlier today

1. the train drivers / go on strike / stop work / at twelve o'clock
2. the Queen / arrive in Toronto / fly there / in an RAF aircraft.
3. two men / escape from Parkhurst Prison / get away / during the night
4. the actor Howard Bates / die in a car accident / his car / crash into a wall
5. Linda Jones / win the women's marathon / run it / in 2 hours 27 minutes

Ex. 42. Complete this letter to a newspaper. Put in the Present Perfect or the Past Simple.

A few days ago I *learned* (learn) that someone plans to knock down the White Horse Inn.

This pub *has been* (be) the centre of village life for centuries. It (stand) at our crossroads for 500 years. It (be) famous in the old days, and Shakespeare once (stay) there, they say. I (live) in Brickfield all my life. The villagers (know) about the plans for less than a week and already there's a "Save Our Pub" campaign. Last week we (be) happy, but this week we're angry. We will stop them, you'll see.

Past Perfect and Past Perfect Continuous Tenses

Ex.43. First, say which action happened first, then join the sentences using the words in brackets, as in the example.

1 He saved a lot of money. Then, he bought a car. (**when**) *saved a lot of money: happened first*

When he had saved a lot of money, he bought a car.

- 2 She hung out the washing. Then, it began to rain. (after)
- 3 Fiona tidied the house. Then, the children arrived home. (by the time)
- 4 The guests left. Then, she started cleaning. (when)
- 5 The girls put on their uniforms. Then, they went to school. (before)

Ex.44. Read about each situation and then choose the right answer.

Two men delivered the sofa. I had already paid for it.

Which came first, a) the delivery, or b) the payment?

1. The waiter brought our drinks. We'd already had our soup.
Which came first, a) the drinks, or b) the soup?
2. I'd seen the film, so I read the book.
Did I first a) see the film, or b) read the book?
3. The film had ended, so I rewound the cassette.
Did I rewind the cassette a) after, or b) before the film ended?
4. I had an invitation to the party, but I'd arranged a trip to London.
Which came first, a) the invitation, or b) the arrangements for the trip?

Ex. 45. Add a sentence with the Past Perfect using the notes.

Claire looked very suntanned when I saw her last week

Model: 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)

Ex.46. Put the verbs in the Present Perfect (*have done*) or Past Perfect (*had done*).

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.

Ex. 47. Complete the conversation. Put in the Past Perfect Continuous of the verbs.

Rachel: How was your job interview?

Vicky: Awful. I felt terribly nervous. ...*I'd been worrying*.... (I / worry) about it all week. And I was tired because (I / work) on my project the night before. (I / not look) forward to the interview at all

Rachel: So what happened?

Vicky: The woman interviewing me was half an hour late because (she / deal) with an unexpected problem, she said. (I / wait) ages, and I'd got even more nervous.

Rachel: How did the interview go?

Vicky: Well, I tried to sound confident. (I / read) a book that said that's what you have to do in job interviews. But I don't know if I gave the right answers.

Ex. 48. Put the verbs in brackets into the Past Perfect or the Past Perfect Continuous.

1. A: Did you do anything last night?

B: I went to the gym and I *had just arrived* (just/ arrive) home when Michael called me. He said he (try) to call me for ten minutes before I finally answered the phone.

2. A: Did you catch any fish on your fishing trip today?

B: Yes. I (sit) in the boat for two hours when I caught a huge fish.

3. A: Did you enjoy the open-air concert yesterday?

B: The music was good, but the weather was terrible. The concert (just/start) when suddenly, it began to rain. The musicians (only/play) for ten minutes.

A: What a shame!

4. A: Was the house tidy when you got home?

B: Yes, the children (dust) the furniture and they (put away) all of their toys.

5. A: Why were you so upset this morning?

B: Well, I (clean) the house for hours when the children came in with muddy shoes.

6. A: Why are you so late for work this morning?

B: I'm sorry. I (wait) for the train for over an hour before it eventually arrived.

Future Simple and Future Continuous Tenses

Ex. 49. Replace the words in bold with *will* / *won't* as in the example.

1. I've asked Paul to talk to the landlord, but he **refuses to do it**.

...*I've asked Paul to talk to the landlord, but he **won't** do it...*

2. **Do you want me to** make a reservation for you?

3. Can you **call Barry** for me, please?

4. **Why don't we** try this new dish?

5. Where **do you want me to** put these flowers?

Ex. 50. Put the verbs in brackets into the Present Simple or the Future Simple.

1. A: I'm going to the gym tonight.

B: Well, while you ...*are...* (be) there, I (do) the shopping.

2. A: (you/call) me when you (get) home?

B: Yes, of course.

3. A: As soon as John (come) in, tell him to come to my office.

B: Certainly, sir.

4. A: I'm exhausted.

B: Me too. I wonder if David (come) to help tonight.

5. A: Are you going to visit Aunt Mabel this afternoon?

B: Yes, I (visit) her before I (do) the shopping.

6. A: Is George going to eat dinner with us?

B: No, by the time he (get) home it (be) very late.

7. A: When (you/pay) the rent?

B: When I (get) my pay cheque.

8. A: What are your plans for the future?

B: I want to go to university after I (finish) school.

9. A: If you (pay) for dinner, I (pay) for the theatre.

B: Okay, that's a good idea.

10. A: Can you give this message to Mike, please?

B: Well, I'll try, but I doubt if I (see) him today.

Ex. 51. Put the verbs in the brackets into the Future Simple, the Present Simple or the Present Continuous.

1. A: I *am seeing* (see) Roger at seven o'clock tonight.

B: Really? I thought he was out of town.

2. A: (you/do) anything on Friday morning?

B: No, I'm free.

3. A: I (go) to the cinema. There's a new film on. Do you want to come with me?

B: What time (the film/start)?

4. A: Helen (have) a party the day after tomorrow (you/go)?

B: As a matter of fact, I haven't been invited.

5. A: The new exhibition (open) on April 3rd and (finish) on May 31st.

B: I know. I (go) on the first day.

6. A: Aunt Maggie (come) to visit us tomorrow.

B: I know. What time (she/arrive)?

7. A: Excuse me, what time (the train/leave)?

B: At half past three, madam.

8. A: Michael Jackson (give) a concert at the Olympic Stadium next week.

B: I know. I (want) to get a ticket.

9. A: I'm really thirsty.

B: I (get) you a glass of water.

10. A: Are you looking forward to your party?

B: Yes. I hope everyone (enjoy) it.

11. A: How old is your sister?

B: She (be) twelve next month.

12. A: What are you doing tonight?

B: I (probably/watch) TV after dinner.

Ex. 52. Complete the conversations. Put in *will* or *be going to* with the verbs.

Vicky: Have you got a ticket for the play?

Daniel: Yes, *I'm going to see* (see) it on Thursday.

Harriet: The alarm's going. It's making an awful noise.

Mike: OK, *I'll switch* (switch) it off.

1 Daniel: Did you buy this book?

Matthew: No, Emma did. She (read) it on holiday.

2 Laura: Would you like tea or coffee?

Sarah: Oh, I (have) coffee, please.

3 Trevor: I'm going to miss a good film on TV because I'll be out tonight.

Laura: I (video) it for you, if you like.

4 Rachel: I'm just going out to get a paper.

Emma: What newspaper (you / buy)?

Ex. 53. What would you say? Use *will* or *be going to*.

You want to express your intention to look round the museum.

Your friend: Do you have any plans for this afternoon?

You: Yes, I'm going look round the museum.

1 You hate dogs. Dogs always attack you if they get the chance.

Your friend: That dog doesn't look very friendly.

You: It's coming towards us _____

2 You predict the landing of aliens on the earth in the next ten years.

Your friend: All this talk about aliens is complete nonsense, isn't it?

You: Is it? I think _____

3 You know that your friend's sister has decided to get married.

Your friend: Have you heard about my sister?

You: Well, I heard that _____

4 You suddenly decide you want to invite Helen for a meal.

Your friend: Did you know Helen will be in town next weekend?

You: No, I didn't _____

Ex. 54. Use *will* or the Present Simple in this conversation.

Sarah: If ***you take*** (you /take) a train, ***it'll be***. (it / be) much more comfortable.
If (you / need) a car, you can hire one when
(you / get) to Glasgow.

Mark: If (I / hire) a car, (it /be) too complicated. I'd
rather take my own.

Sarah: It's too dangerous. You might fall asleep on the motorway.

Mark: I won't fall asleep. I can play loud music. Anyway, (I / get) there much
quicker when (there / be) no traffic on the road. As soon as
(I / arrive), (I / ring) you, I promise.

Sarah: (I / be) worried until (I / hear) from you. But
don't ring before (I / be) awake in the morning.

Mark: (I / lie) down for a couple of hours before (I/go).

Sarah: Good idea. (you / be) exhausted tomorrow if (you / not / get) some sleep this
evening.

Ex. 55. Complete the conversation. Put in a pronoun and the Future Continuous form of the verb.

Daniel: I'm going to go into business when I leave college. Five years from now
I'll be running (I /run) a big company. I expect (I / earn) lots of
money.

Vicky: I don't know what (I / do). What about you, Natasha? What
(you/do), do you think?

Natasha: I'm too lazy to do any work. I intend to marry someone very rich.

(I / give) dinner parties all the time. We'll have a cook
(who / do) all the work, of course. And you'll both get invitations.
Vicky: You're joking, aren't you, Natasha? I expect (you / play)
in an orchestra. That's what you really want to do, isn't it?

Ex. 56. You want to ask a friend to do something for you or to let you do something. Find out if it is convenient for your friend. Use the verbs in brackets.

You want to have a look at your friend's magazine tonight, (read)

Model: Will you be reading your magazine tonight?

1. You want your friend to take your library book back today, (go to)
2. You want your friend to send your best wishes to Vicky soon, (write to)
3. You want to use your friend's calculator this afternoon, (use)
4. You want your friend to give a photo to Daniel tomorrow, (see)
5. You want your friend to give you a lift to the festival, (drive)
6. You want your friend to give a message to her sister soon, (phone)

Ex. 57. Put the verbs in the brackets into the Future Simple or the Future Continuous.

Kevin: Shall we go to the beach tomorrow?

Ruth: Well, I'm working in the morning, but I ***I'll phone*** (phone) you when I finish.

Kevin: Shall we ask Ben and Linda to come with us?

Ruth: Yes. I (see) Linda at work in the morning, so I (ask)
her then.

Kevin: If they want to come I (pick) you up from work and we can all go
together.

Ruth: Great! Just think, we (swim) in the sea this time tomorrow! I can't wait!

Ex. 58. Put the verbs in the brackets into the correct future tense.

1. A: Are you looking forward to your holiday?

B: Oh, yes! This time next week I ***will/'ll be lying*** (lie) on the beach.

2. A: We're having a party on Saturday.

B: Oh, good. I (make) a cake to bring along.

3. A: Have you finished that report yet?

B: Yes. I (give) it to you in a minute.

4. A: Why are you buying all those vegetables?

B: Because I (make) vegetable soup.

5. A: This writing is too small for me to read.

B: Give it to me and I (read) it to you,

6. A: I (stay) at Claire's house tonight,

B: Alright. I won't expect you home, then.

7. A: Would you like to join me for lunch today?

B: Yes, please. I (meet) you at half past one.

8. A: (you/help) me with the shopping tomorrow?

B: Of course.

9. A: Are you excited about your trip?
B: Yes. This time tomorrow I (sit) on the plane.
10. A: I can't hear the television very well.
B: I (turn up) the volume.

Future Perfect and Future Perfect Continuous Tenses

Ex. 59. Paul wants to be an artist. He's reading about a famous artist called Winston Plummer.

Winston Plummer was a great artist, who had a wonderful career. He won lots of prizes before he was twenty. By the age of twenty-five he had had his own exhibition. He was the subject of a TV documentary by the time he was thirty. By the age of thirty-five he had become world-famous. He made millions of pounds from his pictures before he was forty.

Paul is daydreaming about his own future career. What is he thinking?

I hope I'll have won lots of prizes before I'm twenty.

- 1 Perhaps _____ my own exhibition by the age of twenty-five.
- 2 I wonder if _____ by the time I'm thirty.
- 3 Maybe _____ by the age of thirty-five.
- 4 I hope _____ by the age of forty.

Ex. 60. How good is your maths? Can you work out the answers?

It's quarter to six. Melanie is putting something in the oven.

It needs to be in the oven for an hour and a half. When will it have cooked?

It will have cooked at quarter past seven.

1. It's seven o'clock in the evening, and Andrew is starting to write an essay. He writes one page every fifteen minutes. He plans to finish the essay at midnight. How many pages will he have written?

He will have written _____ pages.

2. It's Monday morning, and Sarah is travelling to work. It's twenty miles from her home to the office.

How far will she have travelled to and from work by the time she gets home on Friday?

3. Matthew is doing press-ups - one every two seconds. How many will he have done after five minutes?

Ex. 61. 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.

Ex. 62. Put the verbs in the brackets into the Future Continuous or the Future Perfect.

1. A: I can't come shopping on Saturday morning because I *will/'ll be working* (work).
B: That's a pity.
2. A: Don't phone me later than midnight because I (sleep) then.
B: Shall I give you a call at about 10:30, then?
3. A: Come to my house at six o'clock.
B: (you /finish) your homework by then?
4. A: Have you made the preparations for the party?
B: Not yet, but I (finish) them by this evening.
5. A: (you /go) to James' party on Saturday night?
B: Yes.
A: Would you mind giving me a lift?
6. A: There's a meeting tomorrow at 4 o'clock.
B: I can't go if it is that late. I (leave) by then.

Sequence of tenses

Ex. 63. Choose the correct form of the word from those in the brackets.

Mr Jones left the hospital at the end of April. He (broke, had broken) his leg in March and (was, had been) in hospital for about five weeks. He (got, was getting) into a taxi and (had gone, went) straight home. He (told, had told) everybody at home that the doctors and nurses (were looking, had looked) after him very well.

Ex. 64. Choose the correct form of the word from those in the brackets.

1. Although I (want, wanted) (to see, to have seen) the new musical on Broadway, I couldn't get tickets.
2. Cindy, because she (needs, needed) (to take, to have taken) her medication, momentarily left the meeting.

3. In our part of the country the planting season (begins, began) each year in May.
4. When everything (goes, went) well, my uncle (was, has been) pleasant (to be, to have been) with.
5. (Reading, Having read) "Great expectations" once more, Kate was not interested in (having read, reading) it again.
6. Jesse (has, had, had had) to register for the class before noon last Friday.

Ex. 65. Translate into Ukrainian.

1. I didn't know where he went every evening.
2. She said that her best friend was a doctor.
3. He explained why he hadn't rung me up yesterday.
4. I didn't know that he worked abroad.
5. He told me that he would go to the South in summer.
6. She said that she was making a new dress for her daughter.
7. She said that they would be sitting in the second row.
8. I always knew that people with no ear for music make bad singers.

Ex. 66. Put the following sentences into the past.

1. He says he will come to the station to see me off.
2. I know that he is a very clever boy.
3. I want to know what you have bought for Susan's birthday.
4. Do you realize that we lost our way in the dark?
5. He asks me where I study.
6. Peter says that he will be very busy tomorrow.
7. I am sure he posted your letter.
8. The teacher tells us that the Earth moves round the Sun.
9. The customs officer asks us if we have got anything to declare.
10. I wonder what he does all day long.
11. Do you know that they left for London?
12. Mary thinks that I'm singing an Italian song.

Ex. 67. Translate into English.

1. Я не знаю вірної відповіді.
2. Він завжди такий нелюб'язний?
3. Вчора він працював з шостої ранку до вечора.
4. Зараз діти сплять у своїй кімнаті.
5. Вона завжди пліткує!
6. Я розмірковую над вашою прапозицією.
7. Яка твоя думка з цього приводу?
8. Завтра з восьмої до одинадцятої я працюватиму над перекладом статті.
9. Він дивився телевизор, коли почув галас надворі.
10. Роботу зроблено, я переклав статтю та виправив усі помилки.
11. Він працює над доповіддю починаючи з ранку, але й половини не зробив.
12. Вони якраз почали обладнання лабораторії новим устаткуванням.
13. Нещодавно він переїхав жити до столиці.
14. Ми ніколи не були у Лондоні, але плануємо туди поїхати наступного року.
15. Діти закінчили робити домашнє завдання до

дев'ятої години та мали йти спати. 16. Він прибирав свою кімнату протягом двох годин та все ще не закінчив. 17. До того часу, коли ви приєднаєтеся до нас, ми вже завершимо експеримент. 18. Джон надіслав своє резюме у декілька компаній і зараз чекає на результат. 19. У квітні виповниться двадцять років з того часу, як мій батько працює на заводі. 20. Ти вже подарував Джейн прикрасу, яку придбав для неї? 21. - Хто так чудово грає на піаніно у сусідній кімнаті? – Це моя племінниця. 22. Ми йшли подорожі хвилин двадцять, коли якась машина зупинилася і водій запропонував підвезти нас. 23. Моєму комп'ютеру вже десять років, невдовзі я планую купити новий, сучасніший. 24. Ми розглядаємо можливість створити майже тисячу нових робочих місць у наступному році. 25. Він визнав, що помилився. 26. Він стверджує, що не писав цього листа, його написав хтось інший. 27. Вони припустили, що директор вже розглядав таку можливість. 28. Ми думали, що він працює в саду, а він весь цей час був у своїй кімнаті. 29. Мені сказали, що він найкращий фахівець у цій галузі. 30. Я дізнався, що раніше ця родина мешкала у будинку, який ми нещодавно купили.

LESSON III

Text A International framework for environmental solutions

Environmental management is still a young profession. Its first challenge, during the middle part of the 20th century, was to deal with impacts that were obvious to the eye and serious enough to demand urgent action. The immediate focus was on what we now call point-source pollution, often originating from heavy industry. But it was also necessary to deal with problems such as the destructive London smog, the release of untreated sewage into inland waterways, and the uncontrolled dumping of chemical wastes.

Successes in dealing with these problems were undeniable. However, more dilute or dispersed waste streams came into sharper focus once the major point sources were under control, and there was a gradual realization that polluters also included average citizens driving their cars or farmers spraying their fields. There was a realization that many of the early, and costly, “solutions” simply moved pollutants from one environmental compartment to another, and the work had to begin all over again. In fact, economic concerns quickly came to the fore. Cost-effectiveness fell rapidly when it came to addressing the more dilute or dispersed streams. Where the polluter

could not pay but had political muscle, exemptions to environmental regulations were often made and pollution continued unabated.

Conventional waste treatment solutions soon hit the steep part of the curve of diminishing returns and the search began for more sophisticated approaches based on other concepts, and also involving other actors. There was more emphasis on changing polluting practices, on partnerships and on incentive-based approaches to supplement the existing arsenal of point-source regulations and standards.

The scope of the problems was also found to be broader than had been expected. Pollution does not respect frontiers, and emissions released in one country often impact its neighbours or, in some cases, the entire planet. Transboundary problems such as long-range air pollution and the still-current practice of exporting wastes to other countries began to feature in our daily news.

Additional control programs were proposed, rooted in a more life-cycle view of materials and products and in a consensus that it is more efficient to tackle the driving forces of a problem than to deal with the final impacts. There was more talk about “preventive” or “upstream” action, where the key actors are often mainstream business or development professionals but may also be ordinary citizens in the form of consumers. Given that many of the driving forces have their origins in globalized trade and consumption patterns, trade measures became a more visible part of environmental policy.

As the costs of environmental programs increased it became necessary to reconsider the objectives. Is zero pollution a realistic goal? We had long been accustomed to avoid this question, sheltering behind the convenient standards promulgated by government authorities. These, however, deal principally with the environmental quality endpoints and so gave little guidance when work started on the upstream driving forces. Additional management criteria, objectives and goals were needed to guide the future programs under construction. Cost-benefit calculations became an integral part of environmental policy.

The environmental professional thus became increasingly confronted by competing or even conflicting environmental objectives, made even more complicated by the multifunctional character of the ultimate goal, sustainable development. Here, global guidance was sadly lacking; our objectives have evolved faster than the development of new methodologies and policies. Even nearly 15 years after the Earth Summit in Rio de Janeiro there are still few guidelines on how to reconcile environmental quality with economic performance and social welfare. The internationally agreed on Millennium Development Goals, the multiple objectives of the World Summit on Sustainable Development (WSSD) in Johannesburg 2002, and even the comprehensive Agenda 21 all suggest useful goals. But they deal with lists of single issues and give no hint of how these can be integrated during the implementation process. We found ourselves, quite suddenly, with a host of goals and

alternative, cost-effective and eco-friendly technology that provides sustainable ways to clean up contaminated environments. Recently, wide variety of organisms such as bacteria, fungi, algae, and plants with efficient bioremediating properties were successfully employed for efficient removal of toxicants from the polluted environments.

The microbial bioremediation process mainly depends on the biodegradation of pollutants by the enzymatic activity of microbial enzymes, which leads to the bioconversion of toxic pollutants to nontoxic or less toxic substances. The use of indigenous microbes for bioremediation is highly advantageous, because their growth is highly influenced by pH, temperature, oxygen, soil structure, moisture, and appropriate level of nutrients, poor bioavailability of contaminants and presence of other toxic compounds, which limit the use of other exogenous organisms for the treatment of polluted sites. Traditional culture-based approaches have resulted in identification, biochemical and genetic characterization of superior metal-resistant and/or -accumulating or -transforming microorganisms. Molecular approaches have also provided insight into the microbial interaction with toxic heavy metals, which revealed that interaction of microbes with toxic metals is preferential for potential treatment of polluted sites. The molecular approaches involving 16S RNA gene-based identification of microbes and analysis of genes involved in bioremediation provide in-depth knowledge of microbes involved in bioremediation as well as their functional capabilities in remediating the polluted environment. The culture-based techniques have provided only limited information about the indigenous microbial diversity in contaminated sites. The detection and enumeration of microbial diversity by using conventional 16S DNA gene cloning and sequencing represent only the predominant bacteria phyla prevailing in the contaminated sites. The success of bioremediation failed for reasons such as lack of information on the bacterial species prevailing in the contaminated sites; lack of understanding of the metabolic capabilities, especially the factors controlling the growth and activity of microorganisms in the contaminated environment; and lack of understanding of how indigenous microbial communities respond to changes in environmental conditions.

Microorganisms exist on every part of our planet and contribute to its geochemistry, the cycling of elements, and the breakdown of wastes. This ability of microorganisms relies on their huge genetic and metabolic diversity, which affords great potential for their application toward biotechnological purposes. Due to limitations associated with existing culturable techniques, a new approach known as “metagenomics” has emerged to explore the genetic resource of both culturable and unculturable microorganisms from any environment. A metagenome represents a mixture of microbial genomes extracted directly from an environmental sample. The metagenomic approach circumvents the isolation and cultivation of individual microorganisms, and the metagenomic DNA extracted directly from the environment is used to identify the genes involved in bioremediation.

Text C Genetic strategies for advancing phytoremediation potential in plants

Environmental pollution is one of the major problems that affects biodiversity, ecosystems, and human health worldwide by contaminating soil and water. This issue cannot be resolved through conventional tools and traditional strategies. The in-depth understanding of biotechnological interventions with the prospect to upgrade the phytoremediation potential needs to be elucidated. Plants deploy multiple physiological, biochemical, and molecular mechanisms to counter the deleterious effects of environmental pollutants. Phytoremediation, the use of plants for environmental restoration, exploits naturally occurring uptake capabilities of plant root systems, together with the translocation, bioaccumulation, or detoxifying abilities to clean up the surrounding environments.

Phytoremediation is a cost-effective, environmentally friendly, nonintrusive, and affordable technological solution used to extract or remove inactive metals and metal pollutants from contaminated soil and water. Recent technological development of molecular genetics and transgenic approaches has significantly increased the understanding of mechanisms of phytoremediation and recent results including the overexpression of genes engaged with metal uptake, transport, and sequestration of enzymes engaged with degradation of hazardous organic compounds have opened up new possibilities of phytoremediation. A notable progress has been made recently toward the development of transgenic plants with improved phytoremediation capabilities, and their potential is used in environmental cleanup.

Exercise 1. Answer the following questions:

1. Is environmental management a young profession?
2. Does it involve many diverse goals?
3. Does the solution of environmental problems require the integration of international efforts?
4. Is zero pollution a realistic goal?
5. Is it true that it is more efficient to tackle the driving forces of a problem than to deal with the final impacts?
6. Does sustainable development as the ultimate goal have the multifunctional character?

7. Is it possible to reconcile environmental quality with economic performance and social welfare?
8. Can microbial bioremediation be an alternative, cost-effective and eco-friendly technology that provides sustainable ways to clean up contaminated environments?
9. Can some organisms such as bacteria, fungi, algae, and plants with efficient bioremediating properties be successfully employed for efficient removal of toxicants from the polluted environments?
10. What does a great potential of the microorganisms for their application toward biotechnological purposes afford?
11. Is phytoremediation a cost-effective and environmentally friendly technological solution used to extract or remove inactive metals and metal pollutants from contaminated soil and water?
12. Do transgenic plants have some improved phytoremediation capabilities?

Exercise 2. Translate the following word combinations into Ukrainian:

to deal with something, to demand urgent action, point-source pollution, untreated sewage, conventional waste treatment, incentive-based approaches, transboundary problems, to be rooted in something, driving forces, government authorities, additional criteria, cost-benefit calculations, in a coherent manner, to be sadly lacking, to be counterbalanced by something, mainstream sectors, human population density, survival of humanity, eco-friendly technologies, indigenous microbial communities, to be elucidated, cycling of elements, transgenic plants.

Grammar exercises

Ex. 1. Put the verbs in the brackets into the correct tenses forming conditional sentences of the First type or Zero Conditionals.

1. She won't open the door unless she (know) who it is.
2. I'll be very angry if you (make) any more mistakes.
3. If you come late they (not let) you in.
4. The police (arrest) him if they catch him.
5. If she (need) a dictionary she can borrow mine.
6. If he (eat) all that he will be ill.
7. If we (work) hard today can we have a holiday tomorrow?
8. Ice (turn) to water if you heat it.

9. If I tell you a secret, you (promise) not to tell it to anyone else?
10. If he (like) the house will he buy it?
11. If he is late we (go) without him.
12. Tell him to ring me up if you (see) him.
13. Unless the train (leave) within five minutes, we`ll never get to the meeting.
14. I`ll go provided that you (go) too.

Ex. 2. Put the verbs in the brackets into the correct tenses forming conditional sentences of the Second type.

1. If I (know) his address I`d give it to you.
2. If I were sent to prison you (visit) me?
3. I could tell you what this means if I (know) Greek.
4. If he knew that it was dangerous he (not come).
5. If we had more rain our crops (grow) faster.
6. If you (paint) the walls white the room would be much brighter.
7. I shouldn`t drink that wine if I (be) you.
8. If she (do) her hair differently she might look quite nice.
9. What would you do if (find) money on the street?
10. They would be upset if you (not visit) them.
11. I`d climb over the wall if there (not be) so much broken glass on top of it.
12. The Smiths would be offended if you (not go) to their party.

Ex. 3. Put the verbs in the brackets into the correct tenses forming conditional sentences of the Third type.

1. If I had known that you were in hospital I (visit) you.
2. If you (arrive) ten minutes earlier you would have got a seat.
3. If he had asked you, you (refuse)?
4. If I (have) a map I would have found that place.
5. If he had known the whole story he (not be) so surprised.
6. If I (try) again I think I would have succeeded.
7. If I (be) ready when he called he would have taken me with him.
8. She had a headache; otherwise she (come) with us.
9. If they had listened to my directions they (not turn) down the wrong street.
10. I (take) a taxi if I had realized that it was such a long way.
11. You (save) me a lot of trouble if you had told me where you were going.
12. If I had had time yesterday I (finish) to read this chapter.

Ex. 4. Complete these sentences with an imperative (1-3) or an if-clause (4-6).

Model: There have been a lot of thefts from car in the city centre. If you leave your car there, *make sure it's locked / don't leave any valuables in it.*

1. If you have any more problems with the computer, _____.
2. If you see Ned today, _____.
3. If you're hungry, _____.
4. _____, keep well away from them.
5. _____, don't hesitate to get in touch with me again.
6. _____, get off at the stop near the library.

Ex. 5. Complete the sentences using the verb pairs below. Use the present simple or present perfect in the if-clause. Notice any differences in meaning.

not fill in – need not help – go leave – meet
not arrive – give break – have to

Model: If you *have studied / study* Macbeth, you *ll know* the scene with the witches.

1. If you _____ home before I get there, I'll _____ you at the airport.
2. If you _____ the window, you'll _____ pay for it.
3. If the taxi _____ by 10 o'clock, I'll _____ you a lift to the station.
4. If you _____ an application form, you will _____ to so before you can be considered for the job.
5. If the antibiotics _____ by the end of the week, I'll _____ back to the doctor.

Ex. 6. Rewrite these sentences with similar meaning. Begin with the word given.

Model: Consult your doctor again if the symptoms remain 72 hours after starting the course of medicine. *Should the symptoms remain 72 hours after starting the course of medicine, consult your doctor again.*

1. You would know what you have to do for homework, if you had not been absent from school on Friday. Had _____.
2. Clare would have been able to stay with her friends if they were still living in Brussels. Were _____.
3. The factory would not have had to shut down if the workers were prepared to accept a wage cut. Were _____.
4. We shall have to reduce the number of employees if the financial performance of the company doesn't improve in the near future. Should _____.
5. I might have considered taking the job if the salary had been higher. Had _____.

Ex. 7. Choose up to four suitable endings in the right-hand column for each of the sentences openings in the left-hand column.

- | | |
|--------------------------|-------------------------------------|
| 1. If it hadn't rained | a. the garden would need watering. |
| 2. If it didn't rain | b. the plants die. |
| 3. If it doesn't rain | c. the plants would have died. |
| 4. Unless it had rained | d. the plants could die. |
| 5. Unless it rained | e. the plants could have died. |
| 6. Unless it rains | f. The garden wouldn't be so green. |
| 7. Even if it had rained | g. the plants would be dead. |
| 8. If it rained | h. the plants may die. |
| 9. If it rains | i. the plants will die. |

Ex. 8. Rewrite these sentences without changing their meaning.

1. I got up very late so I missed the bus.
If I hadn't _____.
2. It would have been better to catch the bus.
You should _____.
3. The builder was seriously hurt. He wasn't very careful.
If he _____.
4. I didn't finish the work because I didn't have enough time.
If I _____.
5. If you hadn't eaten it, you'd feel OK.
You shouldn't _____.
6. I forgot to buy some bread. There's none left.
I ought _____.
7. I have left my umbrella at home. I've got wet.
If _____.
8. It's late. We should go home.
It's time _____.
9. She didn't get promoted last year because she always argued with her boss.
If she _____.
10. I wasn't able to do it, I had no proper qualification.
I could _____ if _____.

Ex. 9. Find the mistake and correct it.

- a) right b) wrong

1. What will the kitchen look like if we painted it green?
2. Even if he did say so, we cannot be sure that he was telling the truth.
3. If you have been walking all the night, you probably need a rest.
4. If you went to London, you might have seen the Queen.
5. If they are promising to be here, they will certainly come.
6. Even if my parents disapproved of my plans, I wouldn't have given them up.

Ex. 10. Complete the sentences with either “as if” or “even if” followed by an appropriate pronoun and then “were”.

Model: Muller spoke slowly *as if it were* a great physical effort.

1. Every day Mrs Demir would walk around the park _____ snowing.
2. She knew she wouldn't be able to eat rabbit meat _____ starving.
3. Theo completely ignored me _____ not standing next to him.
4. He picked Natasha up _____ no heavier than a two-year-old.
5. I don't think I would have got the job _____ better qualified.
6. When Martina saw that I was stuck she laughed out loud _____ a joke.
7. I wouldn't accept the job _____ to offer it to me.

Ex. 11. Complete the sentences with the correct form of the verb in brackets.

1. Ann wished she (have) more money so she could buy a new dress.
2. I wish it (be) summer now and we could go to the seaside.
3. I wish you (keep) your mouth shut last night. Now John knows everything.
4. Father wishes he (come) to Paris with us, but he has to stay in town and work.
5. I wish you always (tell) me the truth.
6. I wish you (stop) looking through the newspaper when I am talking to you.
7. I wish our car (be) in order. We would drive to the country.
8. I wish they (repair) our TV yesterday. We could watch this film now.
9. He wishes he (not lose) all his money. He would propose to her.
10. She wishes he (propose) to her at the party last night. She would marry him in summer.

Ex. 12. Write a sentence about each problem using “I wish”.

1. I don't have enough time to read now.
I wish _____.
2. He had a row with his girl-friend.
I wish _____.
3. Our streets are very dirty.
I wish _____.
4. Children don't like to read nowadays.
I wish _____.
5. I got ill and was not able to go skiing.
I wish _____.
6. The weather is so nasty today!
I wish _____.
7. Why are you angry with me?
I wish _____.

8. You are always complaining about everything.

I wish _____.

9. The people next door like to listen to very loud music.

I wish _____.

10. He prefers my friend's company to mine!

I wish _____.

Ex. 13. Express wishes and regrets about these situations.

Model: You're not very fit. I wish you were fit!

1. It is very hot today.

2. It is raining.

3. You were too impatient.

4. You wasted a lot of time watching TV.

5. He is abroad.

6. Jane has read your letter.

Ex. 14. Complete these sentences with "I wish" by using the words in the brackets.

1. I don't know anything about cars. (and my car has just broken down)

2. I'm not lying on a beautiful sunny beach. (and that is pity)

3. I live in London. (and I hate London)

4. It is cold. (and I hate cold weather)

5. I have to work tomorrow. (but I'd like to stay in bed)

6. I don't know many people here. (and I am lonely)

Ex. 15. Decide which of the responses on the right are possible. There is more than one in each case.

1. I'm going to help out.

a. You needn't do. b. You needn't. c. Thanks, you need. d. You'd better.

e. Don't unless you want to. f. Don't unless you want.

2. You've got to do it.

a. I can't! b. I couldn't! c. I mustn't! d. I haven't! e. I don't! f. I won't!

3. We could try to go there.

a. We daren't. b. We daren't go there. c. We need too. d. We need. e. We needn't go there. f. We needn't.

4. I think it was him.

a. It can't have. b. It can't have been. c. It must have been. d. It might have.

e. It must have. f. It must have been.

Ex. 16. Supply "could" or suitable alternative in these sentences.

1. The atmosphere was so clear we ___ see as far as the blue mountains in the distance.
2. She ___ sing beautifully till her mid-twenties and then she lost her voice.
3. There was a lot of demand for bread before the holiday, but I ___ get the last loaf.
4. I ___ get some petrol yesterday, just before the price went up again.
5. We rushed to the kitchen because we ___ smell something burning.
6. When I was young, I ___ walk for hours without getting tired.
7. In the old days, you ___ buy a loaf of bread for a penny.
8. I ___ understand why she retired at 50, but I wouldn't do it myself.
9. There was a terrible traffic jam this morning, but I ___ get to work on time.
10. I ___ avoid the traffic jam this morning by travelling to work on my bike.

Ex. 17. Choose the correct or more natural option (or both if possible); use negative forms where necessary.

can could be able to be allowed to

-
1. Valuables _____ be left in the hotel safe. Please ask at the reception desk.
 2. We _____ finish the hockey match before it started snowing heavily.
 3. _____ understand Professor Larsen's lecture? I found it really difficult.
 4. – Do you want a game? – Sorry, I _____ play chess.
 5. when the firefighters arrived they _____ put out the flames in a couple of minutes.
 6. _____ you drive without your glasses?
 7. Children _____ watch television until ten o'clock, but no later!
 8. No changes _____ be made to this rail ticket after purchase.
 9. We put up our tent, but a man came and said that we _____ camp there – it was private property.

Ex. 18. Complete the sentences with “may” or “might”.

1. We _____ go to Majorca for our holiday this summer.
2. The planet Venus _____ be seen clearly in the night sky this month.
3. I feel really sore after playing tennis. I think I _____ have a bath.
4. _____ I leave now?
5. _____ they be persuaded to change their minds?
6. Years ago children _____ be sent down mines at the age of six.
7. She _____ not have danced very gracefully, but she had a lot of energy and enthusiasm.
8. It _____ rain, you'd better take a coat.
9. He said that it _____ rain.

Ex. 19. Supply “must” or the present, future or past form of “have to.”

1. She _____ leave home at eight every morning at present.

2. You _____ read this book. It is really excellent.
3. The buses were all full; I _____ get a taxi.
4. If you go to a dentist with a private practice you _____ pay him quite a lot of money.
5. I got lost and _____ ask a policeman the way.
6. When you come to London again, you _____ come and see us.

Ex. 20. Supply “mustn’t” or “needn’t” in the following sentences.

1. You _____ ring the bell, I have a key.
2. You _____ drink this: it is poison.
3. We _____ drive fast; we have much time.
4. We _____ drive fast; there is a speed limit here.
5. You _____ bring an umbrella. It isn’t going to rain.
6. Mother to child: you _____ play with matches.

Ex. 21. Give advice using “should” and the words in brackets.

1. I have a slight irritation in my throat. (to smoke less).
2. This child doesn’t want to eat soup. (not to give him sweets before dinner)
3. The dog is afraid of him. (not to shout at the dog)
4. The students are unable to follow what you are saying. (not to speak so fast)
5. The boy is a little pale. (to play out of doors)
6. I’m afraid you can miss that train. (to take a taxi)
7. There is no one in. (to try the room next door)

Ex. 21. Add “to” where necessary.

1. Could you please ___ open the window?
2. The students must ___ learn all of the irregular verbs.
3. Sally has ___ do her history report tonight.
4. I think you should ___ take better care of yourself.
5. I ought ___ go to the post office this afternoon.
6. Would you ___ speak more slowly, please?
7. Tom and I might ___ play tennis after work tomorrow.
8. You had better ___ see a doctor.
9. Shouldn’t you ___ save a little money for a rainy day?
10. Alex! Stop! You must not ___ run into the street when there’s traffic!
11. Will you please ___ mail this letter for me?
12. May I please ___ have the salt and pepper? Thanks.
13. Poor Edward! He has ___ go to the hospital for the operation.
14. We may ___ go to Argentina for our vacation.
15. We can ___ go shopping tomorrow.

Ex. 22. Choose the correct version in each of the following sentences

according to the meaning and tense.

1. If I had a bicycle, I (would/will) ride it every day.
2. George (would have gone/would go) on a trip to Chicago if he had had time.
3. Marcela didn't come to class yesterday. She (will have had/may have had) an accident.
4. John didn't do his homework, so the teacher became very angry. John (must have done/should have done) his homework.
5. Sharon was supposed to be here at 9 o'clock. She (must forget/must have forgotten) about our meeting.
6. Where do you think Juan is today? – I have no idea. He (should have slept/may have slept) late.
7. George missed class today. He (might have had/must have) an accident.
8. Robert arrived without his book. He (could have lost/would have lost) it.
9. Thomas received a warning for speeding. He (should have driven/shouldn't have driven) so fast.
10. Henry's car stopped on the highway. It (may run/may have run) out of gas.

Ex. 23. Translate these sentences into Ukrainian.

1. You're wanted on the phone.
2. When was this house built?
3. He was shown the way to our house.
4. Who was the book written by?
5. A new library will soon be built here.
6. The work must be done at once.
7. I don't like to be talked about.

Ex. 24. Put the verbs in the brackets into the Passive Voice (*Present, Past or Future Simple Passive*)

1. Bread (to eat) every day.
2. The letter (to receive) yesterday.
3. Nick (to send) to Kyiv next week.
4. I (to ask) at the lesson yesterday.
5. I (to give) a very interesting book at the library last Friday.
6. Not many houses (to build) in our town every year.
7. This work (to do) tomorrow.
8. This text (to translate) at the last lesson.
9. These trees (to plant) last autumn.
10. A lot of interesting games always (to play) at our PT lessons.
11. This bone (to give) to my dog tomorrow.
12. We (to invite) to a concert last Saturday.

13. Lost time never (to find) again.
14. Rome (not to build) in a day.
15. My question (to answer) two days ago.
16. Hockey (to play) in winter.
17. Mushrooms (to gather) in autumn.
18. Thousands of houses (to destroy) during the Great Fire of London.
19. His new book (to finish) next year.
20. Flowers (to sell) in shops and in the streets.
21. Our country richly (to endue) by nature.

Ex. 25. Open the brackets choosing the correct form

1. At the station they will (meet, be met) by a man from the travel bureau.
2. She will (meet, be met) them in the hall upstairs.
3. The porter will (bring, be brought) your luggage to your room.
4. Your luggage will (bring, be brought) up in the lift.
5. You may (leave, be left) your hat and coat in the cloakroom downstairs.
6. They can (leave, be left) the key with the clerk downstairs.
7. From the station they will (take, be taken) straight to the hotel.
8. Tomorrow he will (take, be taken) them to the Art Museum.

Ex. 26. Turn the following sentences from the active into the passive.

Model: We speak very highly of her. – She is very highly spoken of.

1. The senior students laughed at the freshman.
2. The group spoke to the headmistress yesterday.
3. These young mothers looked after their babies with great care.
4. Nobody lived in that old house.
5. They sent for Jim and told him to prepare a report on that subject.
6. We thought about our friend all the time.
7. The doctor will operate on him in a week.
8. The teacher sent for the pupil's parents.
9. They looked for the newspaper everywhere.
10. Nobody slept in the bed.
11. The neighbour asked for the telegram.
12. Everybody listened to the lecturer with great attention.
13. They often talk about the weather.

Ex. 27. Make these sentences negative and interrogative.

1. This work will be finished tomorrow.
2. The delegation was met at the station.

3. Houses are built very quickly now.
4. The work can be done tomorrow morning.
5. The rules will be revised at the next lesson.

Ex. 28. Turn the following sentences into the Active Voice:

1. I'm interested in economy, politics, history and computers.
 2. The Declaration of Ukrainian independence was proclaimed on August 24, 1991 by the Supreme Council.
 3. A great role in the history of Kyiv was played by Prince Volodymyr.
 4. The western coast of Great Britain is washed by the Atlantic Ocean.
 5. Most of the rivers are connected with one another by means of canals.
- The country is governed by the Government.

Ex. 29. Translate into Ukrainian.

1. Our city was being built according to the preliminary drafted plan.
2. New dwelling areas, social institutions and trading centers are being constructed.
3. Many new houses are being built now.
4. Are they ready with the parcel? – No, it's still being packed.
5. Listen carefully, a new grammar rule is being explained.
6. M. Reed is at the hospital now. His son is being operated on.
7. Which rule was being explained when you went into the classroom?
8. Who's being examined now?
9. What was being discussed at the time?
10. Is the mail still being looked through?

Ex. 30. Turn the following sentences from the Active into the Passive Voice:

1. They are repairing the clock now.
2. At twelve o'clock the workers were loading the trucks.
3. He is teaching computer science to our children now.
4. They are building a new concert hall in our street.
5. They were playing tennis from four till five.
6. We were looking at the man with great surprise.
7. Has the secretary typed the letters yet? – No, she is typing them now.

Ex. 31. Use the correct tense form (active or passive) of the verbs in the brackets.

1. The teacher told the student to look up the rule himself as it (to explain) many times. "You (to be) inattentive while it (to explain)", he said.

2. When I went into the cinema, a new film (to show). I was sorry that I (not to tell) about the show before and was late for the beginning as the end (to impress) me greatly.
 3. A new stadium (to build) opposite our house lately, and my brother says that the number of people taking part in sporting events there (to increase).
 4. This journal (to be) in great demand. If you wish to have it, go to the book-shop today, it (to sell) there now.
 5. You (to look for) your gloves? Ask the attendant, some gloves (to pick up) and (to give) to him a few minutes ago.
 6. As it was rather noisy in the room when I went in, I could not make out what (to discuss). From the words which I caught on coming close to them, I understood that recent sporting events (to speak about).
- The boy (to tell) that he (not to allow) to go out until his homework (to do) carefully.

Ex. 32. Make these sentences negative and interrogative.

1. The article has been translated into English.
2. The question has been discussed.
3. This work will have been done by the end of the month.
4. The book had been read by five o'clock yesterday.

Ex. 33. Turn the following sentences from the Active into the Passive Voice.

1. I have translated the whole text.
2. By six o'clock they had finished the work.
3. When I came home, he had eaten the sweets.
4. The scientist has carried out a number of important experiments in this laboratory.
5. By the middle of autumn we had planted all the trees.
6. She has forgotten the story.
7. Has anybody explained the rules of the game to you?
8. Fred hasn't brought back my skates.
9. By three o'clock the workers had loaded the trucks.
10. I have just paid all my bills.
11. Neighbors have already discussed the novel.
12. Has the secretary typed the letters yet? – No, she is typing them now.
13. Students haven't yet translated the text.

Ex. 34. Answer the questions. The answers must be in the Passive Voice.

1. Have dogs ever attacked you?
2. Has he just written this computer program?
3. Have the children scattered about a lot of things?
4. Has your father put all the books in the bookcase?
5. Had her daughter made this dress by yesterday?

6. How many English books have the students read this year?
7. Have you seen any interesting films lately?
8. Why have you put my books on this table?
9. Have your parents invited some friends to tea this evening?
10. Have recent observations revealed a number of ozone losses caused by human action?
11. Why have weather patterns changed recently?
12. How many difficult questions has the teacher asked you today?
13. Will the scientists have complete experiments by the next month?

Ex. 35. Put the verbs in the brackets into the Perfect passive.

1. Two new engineers just (to introduce) to the head of the department.
2. The children (to take) to the theatre by the teacher and they (to bring) back to school by six o'clock.
3. This new dictionary (to sell) everywhere.
4. All the texts (to look) through by yesterday.
5. Two reports on Hemingway's stories (to make) in our group this week.
6. For nearly 1000 years all the kings and queens of Great Britain (to crown) at Westminster Abbey.

Ex. 36. Make the sentences using modal verbs and Passive Infinitive of the verbs below.

Model: The question must be discussed at once.

Can the question be discussed tomorrow morning?

The question can (can't) be discussed tomorrow morning?

to be met; to be spoken to; to be found; to be sent (for); to be done; to be written; to be shown; to be translated into; to be finished; to be given back; to be decided; to be used; to be built

Ex. 37. Translate into English.

1. Їх завжди запрошують на день народження Марії.
2. Влітку хлопчика відвезуть на дачу.
3. Про цей нецікавий фільм багато не говорили.
4. Цю книгу запитують дуже часто.
5. Мою думку не зрозуміли.
6. Минулого року її послали до Кембриджа.
7. Їм завжди допомагають.
8. Треба покласти книжки до шафи.
9. Собаку можна годувати м'ясом та овочами.
10. Мені щоранку дають сік.
11. Мені порадили займатися спортом.
12. Коли я приїхав у відпустку у моє рідне місто, там будували новий стадіон.
13. Ваші екзаменаційні роботи зараз перевіряють.
14. Якщо він

не прийде, це питання не обговорюватиметься. 15. Зараз його зустрічають на вокзалі.

16. Її часто згадували. 17. Ці книжки використовуються для роботи. 18. Вас екзаменували цього ранку? 19. Її доправлено до лікарні сьогодні ввечері.

20. Усі ваші твори будуть перевірені до наступної п'ятниці. 21. Ці квіти тільки-но зірвали. 22. Статтю було перекладено до п'ятої години. 23. Коли я повернулась додому, обід був вже приготовлений.

24. Цей стіл зробили з дерева. 25. Йому сказали, щоб він більше працював.

26. Робота має бути зроблена вчасно. 27. Його треба попередити.

28. Якщо ми не поквапимося, не встигнемо на літак. 29. Якщо б я про це дізнався, я б тебе попередив. 30. Якщо б я не мав ліхтарика, заблукав би у темряві. 31. Якщо б він не вчився так сумлінно, він не зумів би скласти учорашній іспит. 32. Якби я був на вашому місці, я б не позичав йому грошей. 33. Шкода, що сьогодні не субота, я потребую відпочинка. 34. Шкода, що ми не зустрілися раніше. 35. Коли вже він припинить співати! 36. Вона дивилася на мене так, ніби привида побачила. 37. Працівники заводу вимагали, щоб їхню зарплатню було підвищено.

LESSON IV

Text A Environmental science careers

Careers in Environmental Science are so varied it is difficult to consider them as one category. You could end up working from home most of the time or traveling around the world on an annual basis. You could be doing desk work, field work, or some combination thereof. Your focus could be mathematical, physical, or written. Of course the majority of careers in Environmental Science are some blend in-between.

Those engaged in Environmental Policy, Planning, and Management usually work for a local government and are likely to be engaged in a lot of research. Environmental lawyers may be able to get out of the office to the courtroom, or, again, have intensive desk jobs.

Wildlife Managers, Zoologists, and Horticulturists are often thought to have positions which keep them working in a mix of indoors and out, but generally in one location. Oceanographers and Meteorologists could spend their entire careers in the safety of a laboratory working upper level computer models, or much of their time at sea, studying the weather. Microbiologists, Soil and Plant Scientists and Ecologists could work in remediation efforts, for sanitation companies, in manufacturing, at a university, for many private companies, law firms, not-for-profit groups, or

government agencies such as the Environmental Protection Agency, the National Park Service, or the State Geological Survey.

Knowing what is available to you professionally is half the battle when choosing a career. Finding something you enjoy doing within the broad scope of Environmental Science shouldn't be terribly difficult when there are so many options. Environmental consultants may have the best of many worlds, setting their own schedules, seeking clients that need their particular form of expertise, and setting their own blend of ideal field work and intellectual work schedule. Find what you enjoy doing, and it shouldn't be “work”, but a career.

Environmental scientists are problem solvers. They research environmental and health problems to determine their causes and come up with solutions. They investigate issues like mysterious deformations in frogs, unexplained cancer occurrences in a neighborhood, or disease in the former asbestos mining towns.

Environmental scientists conduct research to identify the causes of these types of problems, and how to minimize or eliminate them. They also conduct theoretical research that increases our understanding of how the natural world works. They use what they learn to make recommendations and develop strategies for managing environmental problems.

Environmental science is a holistic and multidisciplinary field that integrates the biological, physical, and earth sciences. Its goal is to understand how earth works and how it supports life. It also aims to identify, control, and prevent disruption to its systems and species caused by human activity.

Environmental scientists use their knowledge of earth's systems to protect the environment and human health. They do this by cleaning up contaminated areas, making policy recommendations, or working with industry to reduce pollution and waste. They may also investigate the source of an environmental or health problem, and devise strategies to combat it.

Text B What does an environmental scientist do?

Environmental scientists conduct research to identify, control, or eliminate sources of pollutants or hazards affecting the environment or public health. Their research generally involves determining data collection methods; collecting and analyzing air, water, and soil samples; analyzing environmental data gathered by others; and analyzing for correlations to human activity. They also need to prepare reports and presentations that explain their findings.

Environmental scientists also develop plans to prevent, control, or fix environmental problems like air pollution. They may also advise government officials

that make policy, and businesses that need to follow regulations or improve their practices. Some conduct environmental inspections of businesses. Many assess the potential effects of development projects to prevent creating new problems.

Some environmental scientists and specialists focus on environmental issues, while others focus on issues relating to human health. Either way, they work on critical issues, solving some of the most important problems of our day.

Where does an environmental scientist work?

Most environmental scientists work for state, or local governments, where they conduct research, advise on policy, and verify that businesses are following regulations.

Environmental scientists work in offices and laboratories. While some may gather data and monitor conditions in the field, this is more likely to be done by technicians. Those who do work in the field may find it demanding, and work in all kinds of weather. Travel to client sites or conferences may be required. Most environmental scientists work full time. They may work long or irregular hours in the field.

Environmental scientists work in applied fields and interdisciplinary settings analyzing the effects that humans have on our environment and the plants and animals that populate it. From agriculture to healthcare, to industry, environmental scientists teach, research, and work in business to help humans understand our work. While tasks do vary significantly from job to job, the scope of an environmental scientist job is listed below:

Develop research methods and systems that are best fit for the chemicals and environment that are being researched.

Use observations, samples, and specimens to collect data.

Review current scientific literature on an ongoing basis to stay abreast of developments in the field.

Record and store observations, samples and specimens in the lab and in fieldwork.

Develop systems to better analyze data.

Present research findings to internal and external stakeholders through a variety of media channels.

Communicate with senior scientists and administrators through formal and informal reports.

Text C How do I get an environmental science degree?

Environmental scientists often begin their careers as environmental technicians or research assistants. These professionals can work their way up to supervisory positions over time. Eventually, they may be promoted to program management or research positions. Other environmental scientists and specialists leave the private sector to teach or conduct research as faculty members in academia. Graduate study is often required for advancement, as well as academic positions.

Most entry-level jobs require a bachelor's degree in environmental science or related field such as microbiology, chemistry, physics, geosciences, or engineering. Students enrolled in environmental science programs study the sciences broadly, taking courses in biology, chemistry, geology, and physics. They may take more specialized courses in hydrology and waste management as well. Social science courses in environmental policy, geography, and public administration are also beneficial for learning about the political and human aspects of the field. Hands-on experience or coursework in computer modeling, data analysis, and geographic information systems is highly desirable.

Master's degrees may sometimes be required for advancement. Environmental scientists aspiring to academic careers will need a doctoral degree. Those pursuing advanced degrees may do well to major in a specific natural science such as chemistry, biology, physics, or geology, rather than a broader environmental science degree.

What do environmental science degrees cover?

Environmental science degrees challenge students to combine skills and knowledge from a variety of different fields. This could mean exploring aspects of biology, chemistry, physics, geography, Earth and marine sciences, and also social sciences. The idea is to combine multiple perspectives and data sources, to build up a fuller understanding of natural and human environments.

Fieldwork is an important part of most environmental science degrees, which often includes trips to a variety of different countries and world regions, giving those who study environmental science the opportunity to experience different habitats, climates, land formations and societies. You can also expect to spend a fair amount of time in the lab, learning how to carry out different types of tests and analysis. In addition, students often undertake voluntary work in an environment-related role, which provides valuable experience to prepare them for future environmental science careers.

Entry requirements for environmental science degrees

As is true of all subjects, entry requirements will vary between different institutions. However, those applying for an undergraduate (bachelor's) degree in

environmental science can expect to be asked for a diploma of secondary education, including good grades in at least one of the following related subjects: biology, chemistry, economics, geography, geology, mathematics or physics. At master's level, you'll need to have completed a relevant bachelor's degree, either in environmental sciences or in one of the subjects mentioned above. Some universities may require applicants to attend a face-to-face interview, and/or to sit an entrance exam, often depending on national norms.

Course structure and assessment methods

Environmental science degrees usually last for three or four years at bachelor's level and one or two years for a master's qualification. The initial stage of your studies will include compulsory core modules, which aim to give you a general understanding of environmental science and introduce you to some of the main principles. The following stages will typically allow students to choose options from a selection of possible course modules, allowing for growing specialization in one or more environmental science topics. Towards the end of your program, you are likely to have the opportunity to carry out your own research on a topic of your choice. Assessment methods include essays, written discussions, exams, problem sheets, laboratory reports, field exercises, field notebooks and seminar presentations.

Exercise 1. Answer the following questions:

1. Are careers in environmental science varied?
2. What kinds of researches do environmental scientists conduct?
3. Is environmental science a holistic and multidisciplinary field?
4. What aims do environmental scientists focus on?
5. What do environmental science degrees cover?
6. How many years do environmental science degrees last at bachelor's level and for a master's qualification?

Exercise 2. Translate the following word combinations into Ukrainian:

A desk work, a field work, to be engaged in, not-for-profit groups, half the battle, policy recommendations, government officials, an undergraduate degree, a bachelor's degree, a master's degree, a doctoral degree, a research assistant, entry-level jobs, assessment methods, media channels, minimize or eliminate the problem, data collection methods, to follow regulations, in all kinds of weather, a fair amount of time, entry requirements, an entrance exam, core modules.

Grammar exercises

The Infinitive

Ex. 1. Put in the right form of the Infinitive.

1. I ought (work) right now.
2. Your watch may (repair) by Tuesday.
3. I'd like (go) home early today.
4. I'd like (see) her face when she opened the letter.
5. She must (have) a shower – I can hear the water running.
6. It's important (listen) to people.
7. She hopes (choose) for the national team.
8. Try (not be)late.
9. You should (tell) me you were ill.
10. He doesn't like (interrupt) while he's working.

Ex. 2. Rewrite these sentences using Perfect Infinitive.

1. I'm glad I've met you.
2. I was sorry I had disturbed him.
3. I expect I'll have passed all my exams by June.
4. It seems that you made a mistake.
5. I'm happy that I've had a chance to talk to you.
6. I was disappointed that I had missed the party.
7. It seems that she's got lost.
8. She was pleased that she had found the house.
9. I am lucky: you have taught me a foreign language.
10. John is ashamed because they found out about him.

Ex. 3. Rewrite the sentences, following the given example.

Model: She didn't marry a friend of her parents. (was to)

She was to have married a friend of her parents.

1. I didn't see his face when he realized what had happened. (would like to)
2. He didn't finish all his work by three o'clock. (mean)
3. We didn't spend a week skiing. (were to)
4. It wasn't the happiest week of my life. (was to)
5. She didn't say good-bye to everybody before she left. (mean)
6. I didn't live in the 17th century. (would like)
7. He didn't play in the Cup Final. (was to)

Ex. 4. Put the beginnings and ends together.

Model: – Are you moving? – We hope to. (= *We hope to move*)

- Come and dance. – I don't want to.

1. Ann really upset Granny a. but we can't afford to.
2. Are you enjoying your new job? b. He seems to.
3. Can I see you home? c. I don't really want to – it's too cold.
4. Can you mend this by Tuesday? d. I intend to. They can't go on keeping the whole street awake every night.
5. Did you get my coat from the cleaner's? e. I'd like to, but I'm working late.
6. Do you collect stamps? f. I'll try to, but I can't promise.
7. Do you think he knows what he is doing? g. I'm sure she didn't mean to.
8. Do you want to come out with us tonight? h. If you'd like to.
9. Does she think she'll win? i. No, but I used to. .
10. How would you and Sue like To spend the weekend with us? j. Sorry, I forgot to.
11. I think you ought to see the police about the people next door? k. We don't need to – there's always plenty of room.
12. Shall we go swimming? l. We'd love to.
13. Should we book seats in advance? m. Well, I'm starting to.
14. We'd like to move to a bigger house. n. Yes, she expects to.

Ex. 5. Use the right form of the Infinitive in the brackets, with or without the particle "to."

1. He was the first (to guess) what his aunt was driving at.
2. Philip felt a shiver (to pass) his heart.
3. Why (to lose) your temper over a little thing like that?

4. The man seemed (to study) me and I felt uneasy in his presence.
5. I like (to see) them (to work).
6. He felt too excited (to sleep).
7. Let me (to hold) the baby. I know how (to hold) babies.
8. You look tired and exhausted. You'd better (to go) to bed.
9. It's very thoughtful of you (to bring) the book. We shall need it.
10. You seem (to sit) here for a long time. Are you waiting for somebody?
11. You needn't (to ask) for permission, I let you (to take) my books whenever you like.

12. I was deeply sorry (to touch) on such a painful theme.

Ex. 6. Use the Perfect Infinitive of the verb in the brackets with the appropriate modal verb.

1. I saw a ghost last night. – You (not see) a ghost; there aren't any ghosts. You (dream) it.
2. As I was standing in the hall your dog bit me. – It (not be) my dog; he was with me all day. It (be) my brother's dog.
3. I (do) it. (It was my duty, but I didn't).
4. He (not catch) the 9.20 train because he didn't leave home till 9.25.
5. You (repeat) it. (It was unnecessary).
6. Who gave you my address? – I don't remember, it (be) Tom. – It (not be) Tom; he doesn't know it.
7. You (buy) flowers – we have plenty in the garden.
8. This picture may be a fake; on the other hand, it (be) painted by one of the Dutch masters.
9. I said that I couldn't find my pen and he said somebody (borrow) it.

Ex. 7. Combine each of the following pairs of sentences into sentence using “too” / “enough” / “so ... as” with the Infinitive.

1. You are very young. You can't have a front-door key.
2. Would you be very kind and answer this letter in return?
3. I'm rather old. I can't wear this kind of hat.
4. He hadn't much money. He couldn't live on it.
5. The coffee isn't strong. It won't keep us awake.
6. Would you be very kind and forward my letters while I'm away?
7. Tom was very foolish. He told lies to the police.
8. He is very impatient. He doesn't like to wait.
9. It's not very dark. We can see the stars clearly.
10. He won't get up early so he never catches the fast train.

**Ex. 8. Paraphrase the following sentences using (if possible):
a) the Objective-with-the-Infinitive construction.**

1. I felt that somebody touched me lightly on the shoulder.
2. He heard that someone called his name.
3. We saw that they didn't understand our courageous plans.
4. I saw that the boy handed the newspaper to the man.
5. They heard how a woman uttered a little exclamation.
6. I should like to see how he could say it to my face.
7. We didn't expect that he would return so soon.
8. Have you heard that Ann got married last week?
9. I watched how my friend made her way through the crowd.
10. He thought that he was fit for the job.
11. Jack noticed that Mr. Foster looked at the girl suspiciously.
12. He hated when people argued about trifles.

b) the Subjective-with-the-Infinitive construction.

1. It was supposed that Willy's brother lived in Alaska. 2. It was certain that the boss would fire him. 3. I was sure that he would not give me a hand. 4. It was expected that Billy would come to New York two days later. 5. It happened that I saw David at the age of 84. 6. It was unlikely that the girl would be a success. 7. It turned out that he became a failure. 8. Sometimes it was heard that he talked to himself. 9. It appeared that he talked to people long dead by now. 10. It was not seen how the man left the place.

c) the For-to Infinitive construction.

1. It is important that you should get the part of Hamlet. 2. This is a book you should read. 3. I shall bring you a play that you may stage. 4. He stepped aside so that I could pass. 5. Mary spoke loudly enough so that everyone should hear. 6. He waited until the spoke. 7. I will get two tickets so that you and your friend could see the performance. 8. There was nobody Helen could speak to. 9. It is time that you should go, Tom. 10. It was important that Alex should be present at the rehearsals. 11. He left the door open so that Molly could see him. 12. His knowledge of the subject was so good that he could answer the questions without any preparation.

Ex. 9. Full or bare infinitive?

Insert "to" where necessary before the Infinitive in the brackets.

1. He made me (do) it all over again.
2. I used (live) in a caravan.
3. They won't let us (leave) the Customs shed till our luggage has been examined.
4. They refused (accept) the bribe.
5. I'd like him (go) to a university but I can't make him (go).
6. We could (go) to a concert unless you prefer (visit) a museum.
7. How dare you (open) my letters?
8. Need I (come)? I'd much rather (stay) at home.
9. The kidnappers told the parents (not inform) the police, and the parents didn't dare (disobey).
10. He was made (sign) a paper admitting his guilt.
11. He doesn't even bother (read) letters, let alone (answer) them.
12. I felt the house (shake) with the explosion.
13. I heard the door (open) and a shadow (move) across the floor.
14. There's nothing (do) but (wait) till somebody comes (let) us out.
15. Did you remember (give) him the money? – No, I didn't. I still have it in my pocket; I'll see him tonight and I promise not (forget) this time.

Ex. 10. Rewrite these sentences using an Infinitive or an infinitive construction.

1. The captain was the last man who left the ship.
2. I was astonished when I heard that he had left the country.
3. It is necessary that everyone should know the truth.
4. It is expected that he will broadcast a statement tonight.
5. They believe that he is honest.
6. It is said that the murderer is hiding in the woods near your house.
7. It seems that the crime was committed by a left-handed man.
8. It is likely that he will arrive before six.
9. It is advisable that we should leave the house separately.
10. I can hear that the bell is ringing but it seems that nobody is coming to open the door.

The Gerund

Ex. 11. Complete with the correct prepositions.

- Are you good ... organizing?
 Are you used ... working hard?
 Are you fond ... solving problems?
 Are you interested ... dealing with people?
 Are you good ... working with numbers?
 Are you tired ... being just one in the crowd?
 Are you fond ... doing things your way?
 Are you tired ... doing routine work?
 Are you afraid ... missing your big chance?

Ex. 12 A. Match the two halves of each sentence.

How to study efficiently

- | | |
|--|---|
| 1. Begin by | a. making plans you can't possibly keep |
| 2. Be realistic: there's no point in | b. making a list of what you have to do |
| 3. Find a quiet place where you can work without | c. studying |
| 4. If possible, use it only for | d. marking each topic on your list as you complete it |
| 5. Check you have everything you need before | e. jumping up to fetch things every five minutes |
| 6. This means you won't waste time | f. being interrupted |
| 7. Encourage yourself by | g. starting work |

B. Now use the following notes to complete the advice below.

1. Read through the exam paper carefully.
2. Check the instructions.
3. Don't spend too long on one question.

4. Don't try to see how your friends are getting on.
5. Allow time to check all your answers.
6. Cheats rarely do well, in the long run.

How to make exams

1. Begin by ...
2. Make sure you know exactly what to do ...
3. There's no point ...
4. Don't waste ...
5. Avoid careless mistakes ...
6. It's rarely worth ...

Ex. 13. Using the gerund, complete the following pieces of advice with your own ideas.

1. You should take regular exercise instead of ...
2. You can't earn a lot of money by ...
3. It's rude to borrow people's things without ...
4. You must always thank people for ...
5. You mustn't insist on ...
6. It's wrong to make accusation without ...
7. It's good manners to apologize for ...
8. You should fill up with petrol before ...

Ex. 14. Complete these sentences with the gerund forms of the verbs be, camp, do, drive, eat, get, go, lose, make, meet, spend, stay, watch, wear.

Test your personality.

1. Do you enjoy ... people?
2. Do you dislike ... late for appointments?
3. Do you like ... expensive clothes?
4. Do you prefer ... to parties to ... TV at home?
5. Have you ever risked ... your job?
6. Do you enjoy ... new friends?
7. Do you like ... fast cars?
8. Do you dislike ... foreign food?
9. Do you dislike ... up early?
10. Do you enjoy ... money?
11. Do you like ... foreign food?
12. Do you enjoy ... unusual things?

Ex. 15. Put the verbs in the brackets into the gerund forms.

Jane Bruce: It all began about three years ago. A friend suggested (enter) a photo competition – for fun. At the time, I wasn't interested (become) photographic model – I wanted to train as a hairdresser. Well, I won the competition and did a

course in modeling. It was great fun, we learnt a lot more than just (walk) up and down and (put) on make up. Then I got my first job, as a model in a small London fashion house. After that, I did some television commercials. By this time I found that my job had changed my life. I had to give up (smoke) and (eat) my favourite foods. I couldn't risk (catch) a cold. I had to stop (go) to bed late, this was difficult, because I was fond (go) to parties and I wasn't used (get) up early. I sometimes hated (stand) in front of cameras for hours. But now I'm used to it. I enjoy (travel) and (meet) interesting people, and I must admit I like (wear) expensive clothes.

Ex. 16. Complete the sentences with the gerund of the verb in the brackets.

1. This room will look very cheerful once you've finished (to paper) it.
2. I wish you wouldn't keep (to tell) me what I already know too well.
3. It was so ridiculous that I couldn't resist (to laugh) outright.
4. The secretary asked if I would mind (to wait) for a few minutes.
5. The way to learn a foreign language is to practice (to speak) it as often as possible.
6. Everyone said how much they had enjoyed (to listen) to the speech.
7. When you've finished this book you can tell me if it's worth (to read).
8. He was very lucky to escape (to send) to prison.
9. She was so upset that she couldn't help (to cry).
10. The teacher said he would not tolerate my (to be) late every day.
11. The question is so trivial it hardly justifies our (to waste) any more time discussing it.

Ex. 17. Replace the words in italics by gerund constructions.

1. We didn't even acknowledge *that he had received the invitation*.
2. The witness reported *that he had seen a dark car parked outside the bank at the time of robbery*.
3. The teacher suggested *that I should try the examination again* the following year.
4. I don't recollect *that I actually promised* to help you.
5. No one doubted *that he was sincere in his beliefs*.
6. I can't imagine *that he would ever agree to* such a proposition.

Ex. 18. Complete the sentences using a gerund construction.

1. I strongly resent your ...
2. It's no good ...
3. Forgive my ... but don't you miss ... now that you are living in England?
4. Fancy ... here today!
5. Why don't you stop ... if you so dislike ... ?
6. I can't imagine his ever ...
7. My wife suggested ... for a holiday, but I favoured ... instead.

8. We tried to delay ... his ..., our main concern being to prevent his ...
9. I see no harm in your ...
10. How can we be sure of his ... ?

The Participle

Ex. 19. Choose the correct form of the participles in the following sentences.

1. The (breaking/broken) dishes lay on the floor.
2. The (trembling/trembled) children were given a blanket for warmth.
3. Compassionate friends tried to console the (crying/cried) victims of the accident.
4. The (interesting/interested) tennis match caused a great deal of excitement.
5. When James noticed the (burning/burnt) building, he notified the firing department immediately.
6. The (exciting/excited) passengers jumped into the lifeboats when notified that the ship was sinking.
7. The (smiling/smiled) Mona Lisa is on display in the Louvre in Paris.
8. The wind made such (frightening/frightened) noises that the children ran to their parents' room.
9. The (frightening/frightened) hostage only wanted to be left alone.
10. We saw the (advancing/advanced) army from across the town.
11. Mrs Harris's (approving/approved) smile let us know that our speeches were well done.
12. Our representative presented the (approving/approved) plan to the public.
13. The (blowing/blown) wind of the hurricane damaged the waterfront property.

Ex. 20. Translate into Ukrainian. Pay attention to the use of the Participle.

1. Some medical cases given up quite unexpectedly recovered.
2. She heard the sound of the receiver being replaced.
3. Receiving no answer, he turned to the woman standing at the desk and stared at her angrily.
4. Now and again the man took a small photo lying in the drawer of his desk, and glanced at it.
5. "There is somebody hiding or being hidden in the house", said the officer.
6. In the distance she heard the noise of the windows in the drawing-room being closed.
7. The article published yesterday once more points to the necessity of the immediate research conducted in this field.
8. He carefully noted all the names mentioned, intending to make inquiries later.
9. He stood watching her across the room, dancing with somebody he didn't even know.
10. He walked up the street, watching the fronts of the houses and hoping to see "to let" sign.

Ex. 21. From each pair of sentences make one sentence, using Present Participle.

1. She arrived at the railway station. She saw him at once.
2. He glanced around. He saw Kate.
3. Mr Parker stood up. He was looking up and down.
4. Chris opened the door. He saw an envelope.
5. Jane put down the receiver. She took up the time-table.
6. I returned home. The baby slept.

Ex. 22. From each pair of sentences make one sentence beginning by “Having”.

1. He met her at the station. Then he kissed her.
2. They had dinner. Then they went for a walk.
3. We bought the tickets. Then we boarded the train.
4. He took the key out of his pocket. Then he opened the door.
5. She did all her shopping. Then she went home.
6. I decided to take a short rest. I cleaned the room.

Ex.23. Complete the sentences by using Past Participle.

1. When I asked him this question he seemed terribly _____. (surprise)
2. Have you by any chance a seat _____ on a flight to Rome? (book)
3. He was glad when _____ about the conference. (inform)
4. He spoke to me _____ beyond words. (touch)
5. He entered the room _____. (astonish)
6. They decided to make the trip in a _____ car. (hire)

Ex. 24. Use the participles instead of the parts of the sentences in italics, where possible.

1. Tom looked at Jesse attentively and *tried* to measure the resemblance to his brother-in-law as he remembered him.
2. The Gadfly was taken prisoner in the war, *when he was fighting* for the Argentine Republic.
3. *As I knew her to be ill*, I was not surprised when I saw how pale and thin she looked.
4. It is an autobiographical book *which was completed* by the author in the 1940.
5. The boy decided to buy the book with the money *which he had saved* for the purpose.
6. He was grateful to the owner of the filling station *who had offered him the job*.
7. *As he had not been invited* to the party, she had to stay at home.
8. The girl *who was brought* by Rosemary to her beautiful house burst into tears.
9. The leaflets *which exposed* the true nature of the war, were posted all over the city.
10. *When Mr. Gorin had got* the appointment at New York University he felt that he was the happiest man in the world.
11. *As I had seen* the photographs of the place, I had no desire to go there.
12. *When she entered* the room suddenly she found the boys smoking.
13. The speaker refused to continue *as he was infuriated* by the interruptions.
14. People *who were sleeping* in the next room were awakened by the sound of breaking glass.
15. Slates *that were sipped off* by the gale fell on people *who were passing below*.

Ex. 25. Join each of the following pairs of sentences, using either present participle, a past participle or a perfect participle.

1. The criminal removed all traces of his crime. He left the building.
2. He thought he must have made a mistake somewhere. He went through his calculation again.
3. He stole the silver. He looked for a place to hide it.
4. We were soaked to the skin. We eventually reached the station.
5. I had heard that the caves were dangerous. I didn't like to go any further without a light.
6. I didn't like to sit down. I knew there were ants in the grass.
7. She wore extremely fashionable clothes. She was surrounded by photographers. She swept up to the microphone.
8. We barricaded the windows. We assembled in the hall.
9. The speaker refused to continue. He was infuriated by interruptions.
10. We visited the museum. We decided to have lunch in the park.

Ex. 26. Open the brackets choosing the correct form of the Participle.

1. The boy lay (sleep) when the doctor came.
2. The (break) arm was examined by the doctor.
3. While (be examined), the boy could not help crying.
4. (prescribe) the medicine, the doctor went away.
5. The medicine (prescribe) by the doctor was bitter.
6. While (use) a needle, you should be careful not to prick your finger.
7. (Be) busy, he postponed his trip.
8. (be show) the wrong direction, the travelers soon lost their way.

Ex. 27. Translate these sentences into Ukrainian paying attention to Absolute Participial Constructions.

1. The weather being cold, he put on his overcoat.
2. The weather having changed, we decided to stay where we were.
3. You can set your mind at ease, all being well.
4. The bridge having been swept by the flood away, the train didn't arrive.
5. There being little time left, they took a cab to get to the theatre in time.
6. The sun having set an hour before, it was getting darker.
7. The vessel being pretty deep in the water and the weather being calm, there was but little motion.
8. The next morning, it being Sunday, they all went to church.
9. There being nothing else on the table, Oliver replied that he wasn't hungry.
10. He started about five, Riggs having informed him that the way would take him three hours.
11. The wind being favourable, our yacht will reach the island in no time.

12. The resistance being very high, the current in the circuit was very low.
13. His directions to the porter finished, he came up to his niece.
14. This being understood, the conference was over.
15. The constraint caused by the old man`s presence having worn off a little, the conversation became more lively.
16. The cathode heated, the electrons leave the surface and move to the anode.
17. She stood silent, her lips pressed together.
18. Pale-lipped, his heart beating fast, Andrew followed the secretary.
19. He sat down quickly, his face buried in his hands.
20. He stood, with his arms folded.

Ex. 28. Translate into English.

1. Він був останнім, хто долучився до нашої групи.
2. Здається, вона розмірковує над цим питанням.
3. Ми почули, як він грає на скрипці.
4. Викладач змусив нас вивчити усі правила.
5. Я його знаю як дуже непересічну особистість.
6. Вони виявилися дуже здібними учнями.
7. Чекають, що вона прийде.
8. Я хочу, щоб ви пішли зі мною.
9. Тобі вирішувати.
10. Вони, напевно, вже повернулися.
11. Охоронець не дозволив їм увійти всередину.
12. Він не любить, коли його переривають.
13. Вони провели разом годину, не розмовляючи.
14. Вибачте, я не мав можливості прийти раніше.
15. Вона завжди мріяла жити в маленькому містечку біля моря.
16. Він любить, коли йому розповідають цікаві історії.
17. Це місце варто відвідати.
18. Вибачте, що залишаю вас у такий момент.
19. Чи не будете ви люб'язні прийти трохи пізніше?
20. Він припинив палити два роки тому.
21. Вони відклали подорож до Італії, оскільки Мері захворіла.
22. Вона боялася, що з нею хтось заговорить.
23. Його звинувачують у тому, що він пограбував будинок.
24. Вона ніколи не схвалювала того, що ми поїхали у цю небезпечну подорож.
25. Дівчина, яка стоїть біля дошки, наша найкраща студентка.
26. Прочитавши декілька сторінок, він закрив книжку.
27. Місто, оточене ворогом, чинило відчайдушний спротив.
28. Почувши кроки за спиною, він повернувся.
29. Розповідаючи дітям казки, вона говорить різними голосами, імітуючи героїв казок.
30. Прибувши на вокзал, вона придбала квиток та зайшла до кав'ярні, чекаючи на прибуття потягу.
31. Оскільки погода була дуже холодною, діти залишилися вдома.
32. Наступного ранку, а це була субота, уся родина вирушила на пікнік.
33. Коли роботу було закінчено, ми повернулися додому.

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