

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
ОДЕСЬКИЙ ДЕРЖАВНИЙ ЕКОЛОГІЧНИЙ УНІВЕРСИТЕТ

МЕТОДИЧНІ ВКАЗІВКИ
та тести з граматики англійської мови
для студентів III року денної форми навчання

Спеціальність – Екологія

Одеса - 2017

Методичні вказівки та тести з англійської мови для студентів III курсу денної форми навчання.

Спеціальність: «Екологія».

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Передмова

Дані методичні вказівки призначені для студентів-екологів 3 курсу та розраховані на два семестри. Вони складаються з шести уроків. Кожен урок містить 3 тексти, пов'язаних зі спеціальністю студентів, запитання до текстів та граматичну частину. Граматичні вправи спрямовані на повторення та закріплення граматичного матеріалу, засвоєного на першому та другому курсах, але на значно складнішому рівні, з використанням незнайомої лексики та врахуванням особливостей вживання граматичних часів та пасивного стану. Граматична частина містить різноманітні вправи та контрольні завдання.

Методичні вказівки спрямовані на поглиблення знань студентів в обраній ними сфері, чому сприятиме достатньо високий рівень володіння англійською мовою.

LESSON 1

Text A ENVIRONMENT PROBLEMS

All the nations have the same basic environmental problems. In fact the problem of environment crisis has assumed global proportions. That is why many ecological problems can generally be solved only at the world community level. As nations we all share a single ecological space. Acid rains, for example, have no boundaries.

Nuclear radiation does not respect administrative or national regions. All the nations must assume a position as responsible members of the world community level, cooperating in matters of environmental protection. It's important that we all work together to share, to overcome ecological disasters. Both scientists and politicians agree that if some radical steps are not taken, life on our planet may be damaged if not destroyed altogether, because the number of air pollutants is constantly growing.

Ecological disasters do not happen by chance. Ignorance, lack of planning, greed and criminal neglect have been responsible for creating ecological distress zones throughout the world. Radioactive materials present health and safety problems in an increasing number of countries. Underground nuclear-weapon tests are a major threat to the environment. Steps must be taken to do away with nuclear tests. The acid falls to earth in form of rain or snow that can damage anything from the living organisms.

The increase in traffic is threatening another serious air pollution in our cities, because vehicles, not factories, produce most of toxic micro-particles, which do most harm. Toxic gases appear in the atmosphere in critical concentration of carbon dioxide is expected to increase at rates that could change the world's climate. The commonest air pollution comes from the cigarette smoke, which pollutes public places. Water pollution is another important problem. In several years tourists will find fewer beaches where it's safe to swim. Urgent measures must be taken if we don't want to leave a dangerous planet to future generations.

The poisoning of the world's land, air, and water is the fastest-spreading disease of civilization. It probably produces fewer headlines than wars, earthquakes and floods,

but it is potentially one of history's greatest dangers to human life on earth. If present trends continue for the next several decades, our planet will become uninhabitable. Overpopulation, pollution and energy consumption have created such planet-wide problems as massive deforestation, ozone depletion, acid rains and the global warming that is believed to be caused by the greenhouse effect. The seas are in danger. They are filled with poison: industrial and nuclear waste, chemical fertilizers and pesticides. The Mediterranean is already nearly dead; the Norm Sea is following. The Aral Sea is on the bring of extinction. If nothing done about it, one day nothing will be able to live in the seas. Every ten minutes one kind of animal, plant or insect dies out forever.

In recent years the environmental problems have become extremely urgent and received a great publicity. In some way they are the result of scientific and technological progress of the ZO-Th century. But people also do a lot of harm to nature because they don't understand that me man is the part of environment. The relationship between man and nature has become one of the most vital problems facing civilization today .

Text B RADIOACTIVITY

Ernest Rutherford studied the invisible radiations. He discovered that they consisted of two types of charged particles and one type of ray. The negatively charged particles were called beta-particles. They were actually electrons. But what were the other particles? To find out Rutherford carried out more experiments. He discovered that particles, called alpha-particles, were actually positively charged nuclei of helium atoms.

Further study showed that the particles move at tremendous speeds. Alpha-particles travel at 10,000 to 20,000 miles per second. Beta-particles move at even higherspeeds. Gamma rays, which travel at the speed oflight, were found to be similar to Xrays. Gamma rays have the greatest penetrating power of the three types of radiations. Ordinary aluminum foil can stop alpha-particles, but it requires an aluminum sheet 1centimeter thick to stop beta-particles. The gamma rays, given off by unstable atomic nuclei, have a penetrating power which is 10,000 times greater than of alpha-particles.

A number of natural elements and all trans uranium elements are naturally radioactive. People who work with radioactive materials must have special protection because radiation exposure can damage body tissues. Special badges, containing photographic film sensitive to radiations, are worn. The film is examined at regular intervals to determine the amount of radiation to which the people have been ex—posed. This is a safety measure to prevent harmful effects of radiation.

Radioactive elements lose mass as they give off particles and rays. At first, it was thought that a radioactive element would continue to produce the same amounts of energy forever. However, it was later discovered that a radioactive element loses mass. This could only mean that the nucleus of the radioactive element was undergoing change. Every radioactive element breaks down at a certain rate that is characteristic for it. This decay rate for the radioactive elements is described in terms of the half-life of an element.

Radium, for example, has a half—life of 1600 years. That means that 50 per cent of all the atoms in a given amount of radium will break down in 1600 years. Then, half of the remaining radium atoms will break down in the next 1600 years, and so on. The nuclear decay continues until all the radium atoms have changed into stable lead atoms. Some radioactive elements have a half-life of thousands of years. Others have a half-life measured in minutes or seconds.

Radioactivity can be detected with special instruments. Particles and rays given off by radioactive elements may cause the uncharged atoms of a gas through which they pass to become electrically charged. An atom that becomes electrically charged is known as an ion. The atoms of a gas may become either positively or negatively charged. This depends on whether the radioactive particles remove or add electrons from the atoms. This process in which the atoms of a gas become electrically charged is called ionization.

When radiations pass through an instrument, called a cloud chamber, they produce streams of ionized atoms. These attract molecules of the surrounding gas, causing them to condense into visible fog trails. By counting the number of tiny droplets in each track, scientists have determined the speed of the radioactive particles.

Text C UKRAINE HAVE TO SWITCH TO THE RENEWABLE SOURCES OF ENERGY

The power-generation sector accounts for about 70 percent of carbon dioxide emissions.

Nuclear and coal-fired power plants are the main pollutants of Ukraine. If our country gives them up it will not only reduce its contribution to global pollution, but also gain energy independence.

In fact, this is the best option for us.

As of 2015, renewable sources accounted for a mere 4 percent of the gross final consumption of energy resources in Ukraine, This indicator was at a level of 20 percent in the world and almost the same in the European Union.

“the Climate Change and Energy Policy program of the Heinrich Boell Foundation Ukraine pondered almost two years ago on a research that would show whether Ukraine could switch to alternative power generation.

The Heinrich Boell Foundation Ukraine requested the Ukrainian Institute of Economics and Forecasting to do the necessary calculations on the basis of the information of governmental organizations and the related associations, as well as all the available research materials in Ukraine on this matter.

We can already see a steep drop in the cost of the technologies to gain solar energy. Forecasts show that the technologies of solar, wind, and geothermal energy will be dramatically falling in cost. At the same time, the cost of coal will be on the rise. All this will encourage the development of alternative power generation.

Experts concluded after longtime research that Ukraine could give up fossil fuels before 2050 and bring the share of “green energy” to meet its energy needs up to 9| percent. The details of this report were made public in Bonn as part of the presentation of the study “Ukraine’s Transition to Renewable Power Generation before 2050.”

This transition will be made above all at the expense of solar, wind, and biomass energy.

The scenario calls for investments worth 220 billion euros until 2050, which is almost twice the investments that will be made if there are no changes in the country’s energy sector. But, in reality it is not so large an amount. For example, it will cost the state 7 billion euros to build a new nuclear power station, so this should not be done. Instead, apart of investments in renewable power generation can be made at the expense of fossil fuel purchase savings.

Answer the question:

1. Has the problem of environment crisis assumed global proportions?
2. What is the main cause of ecological disasters?
3. Can you enumerate planet-wide ecological problems?
4. What illnesses can be caused by released radioactive materials?
5. Does the state need to encourage the development of alternative power generation?

GRAMMAR EXERCISES

**ТЕПЕРІШНІЙ НЕОЗНАЧЕНИЙ ЧИ ТЕПЕРІШНІЙ ТРИВАЛИЙ ЧАС ?
(THE PRESENT SIMPLE TENSE OR THE PRESENT CONTINUOUS TENSE
?)**

THE PRESENT SIMPLE	THE PRESENT CONTINUOUS
<p>вживається в наступних випадках</p> <p>1. Для вираження постійних дій чи станів: He works in the bank.</p> <p>2. Для вираження дій, що повторюються, особливо якщо використовуються прислівники, що вказують на частоту дій: They often go out for supper.</p> <p>3. Коли мова йде про загальновідомі факти, закони природи і т. д. : The sun rises in the east.</p> <p>4. Коли мова йде про розклад (в тому числі про розклад майбутніх подій): The train departs at seven o'clock. The seminar begins at 11 p.m. tomorrow.</p> <p>5. У коментарях спортивних подій, вистав, переказах сюжетів художніх творів і т. д. : He acts brilliantly in this play. Обставини часу, які вживаються в цьому часі: always, every, often, usually, sometimes, rarely, seldom, from time to time, never, etc.</p>	<p>вживається в наступних випадках.</p> <p>1. Для вираження дій, які відбуваються в момент мови і ще не закінчилися: We are listening to music now.</p> <p>2. Для опису тимчасових ситуацій: He is working hard these days.</p> <p>3. Для опису ситуацій, що змінюються, особливо з дієсловами to become, to get, to grow, to increase, to change: It is getting colder.</p> <p>4. Коли мова йде про дії, заплановані на найближче майбутнє і які обов'язково відбудуться: You are flying to Paris next week.</p> <p>5. У поєднанні зі словом always для вираження роздратування і критики: He is always boasting! Обставини часу, які вживаються в цьому часі: now, at the moment, today, at present, tonight, etc.</p>

I. Read the sentences and explain the usage of the Present Simple or the Present Continuous Tense.

- 1) This TV programme starts at 5.30 p.m.
- 2) The Sharons are looking for a babysitter.
- 3) Dick seldom visits his aunt.
- 4) Susan's elder brother runs a small café.
- 5) Tom is always chewing a gum!
- 6) She sings perfectly in this opera.
- 7) My parents are

celebrating their wedding anniversary next Saturday. 8) Money doesn't buy health. 9) Dean is getting better after his illness. 10) They are having tea in the dining room.

II. Circle the correct item.

1) Mary usually *takes/is taking* a bath in the evening. 2) The bus *arrives/is arriving* in Odessa at eight o'clock in the evening. 3) The Harrods *stay/are staying* in a luxurious hotel at present. 4) Helen usually *cooks/is cooking* breakfast at 7 o'clock. 5) Pam *moves/is moving* to a new flat in three days. 6) In a new film «Alice in Wonderland» Alice *wins/is winning* the final battle and *saves/is saving* the inhabitants of the country from the power of the Red Queen. 7) Henry *picks/is picking* me up at eight o'clock tomorrow. 8) Skill *comes/is coming* with practice. 8) Monica *always argues/is always arguing* with me! 10) Today we *go/are going* to the Museum of Fine Arts. 11) My friend *lives/is living* in a private house. 12) At the end of the book the main character *explains/is explaining* everything to his girlfriend and they *go/are going* on a journey together. 13) This plant *produces/is producing* office furniture. 14) The Johnsons *visit/are visiting* us next Sunday. 15) You *always wear/are always wearing* dirty shoes!

III. Complete the sentences with the correct time expressions from the box.

every day usually always often at the moment
tomorrow afternoon today never

1) Check all the facts by tomorrow morning. We are having an important press conference ... 2) Rick ... goes to McDonald's because he hates fast food. 3) She takes a bus to work 4) My younger brother is ... hiding my slippers! 5) Steve is typing some documents 6) They ... have lunch in this café. 7) Betty ... drinks milk for supper, but... she is drinking apple juice.

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

1) John often ... (*to send*) e-mail letters to his friends abroad. 2) Paul ... (*to write*) an e-mail letter to his friend in Canada now. 3) Margaret ... (*to look*) for a better job at the moment. 4) We ... (*to attend*) language courses three times a week. 5) The secretary ... (*to be*) busy now. She ... (*to prepare*) the documents for the conference. 6) My elder brother ... (*always to make fun*) of me! 7) The professor ... (*not to examine*) patients now. He ... (*to give*) a lecture to the students at the moment. He usually ... (*to examine*) the patients in the morning. 8) The article ... (*to contain*) the results of important researches in medicine. 9) You never ... (*to tell*) me about your problems at school. I'm a bit surprised that you ... (*to ask*) me for a piece of advice

now. 10) Most oils ... (*to boil*) at 200—300°C. 11) ... the musicians ... (*to have*) lunch now? — No, they They ... (*to rehearse*) in the assembly hall. They ... (*to perform*) some new songs at the concert tomorrow. 12) ... doctors ... (*to use*) antibiotic drugs to fight viruses? — No, antibiotic drugs ... (*not to work*) against viruses. Doctors usually ... (*to prescribe*) antibiotics against bacterial infections. 13) Max ... (*always to play*) pranks on his classmates! 14) ... you ... (*to wait*) for a ferry? — Yes, we The ferry ... (*to arrive*) at four o'clock. 15)... Peter and Tim ... (*to go*) fishing next Thursday? — Yes, They often ... (*to go*) fishing together. And they always ... (*to invite*) me to join them.

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

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

VI. Translate into English.

1) Де Марк? - Він у спортзалі. - Що він там робить? - Він допомагає тренеру підготувати зал до змагань. 2) Ваш син завжди повертається додому так пізно? - Ні, він зазвичай закінчує роботу о сьомій годині, але в ці дні він готує звіт для наукової конференції. 3) О котрій годині ми приїжджаємо до Львова? - Поїзд прибуває о сьомій годині вечора. 4) Ваша мама дуже добре готує. Я так багато їм

сьогодні! 5) Навіщо ти прасуєш це плаття? - Я збираюся надіти його сьогодні на вечірку. 6) Що вона шукає? - Вона шукає ключ від своєї машини. Вона завжди десь залишає свої ключі! 7) Ви завжди зупиняєтеся в цьому готелі, коли приїжджаєте в наше місто? - Не завжди. Зараз я зупинився у друзів. 8) Де працює Ольга? - Вона працює в туристичному агентстві. Але в цьому місяці вона відвідує курси з менеджменту. 9) Для кого вона замовляє квитки? - Для свого начальника. Він летить до Берліна в наступний понеділок. Він часто їздить у відрядження. 10) Чому ти посміхаєшся? - Я спостерігаю за маленькими дітьми. Вони завжди роблять щось кумедне.

Пам'ятайте, що деякі дієслова (як правило, які передають стан, а не дії) не вживаються в теперішньому тривалому часі, натомість вони вживаються в теперішньому неозначеному часі:

to agree, to be, to believe, to belong, to cost, to consist, to contain, to depend, to feel, to forget, to have (= to possess), to hate, to hear, to hope, to include, to know, to like, to love, to mean, to need, to prefer, to realize, to remember, to recognize, to see, to seem, to smell, to sound, to suppose, to taste, to think, to understand, to want, to wish, etc.

Приклад:

He hates cold tea. This book doesn't cost much.

VII. Circle the correct sentence.

1. a) This car belongs to my father.
b) This car is belonging to my father.
2. a) The students listen to a lecture at the moment.
b) The students are listening to a lecture at the moment.
3. a) I know this woman. She is my neighbour.
b) I'm knowing this woman. She is my neighbour.
4. a) Mother is baking a pie. She needs some apples for it.
b) Mather is baking a pie. She is needing some apples for it.
5. a) What do you do now?
b) What are you doing now?
6. a) Where does your cousin live?
b) Where is your cousin living?
7. a) Dick spends most of his time in the gym.
b) Dick is spending most of his time in the gym.
8. a) I'm thirsty. I want a glass of water.
b) I'm thirsty. I'm wanting a glass of water.
9. a) Do you enjoy our party?
b) Are you enjoying our party?

- 10.a) Now my sister prefers coffee to tea.
 b) Now my sister is preferring coffee to tea.

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

Example: Why ... you ... so much sugar into the cup?

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

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

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

- ... (*to be*) everything ready for the party, Jessica?
- Almost everything. Dolly and Alice ... (*to set*) the tables right now.
- I ... (*to believe*) they ... (*to remember*) to put the flowers on the tables.
- Of course, they ...
- And what... Mike ... (*to do*)?
- He ... (*to choose*) the music. He ... (*to want*) everybody to feel relaxed at the party.
- Good. ... Rosemary ... (*still to cook*)!
- Yes, she... (*to cook*) something very delicious and ... (*to hope*) to surprise all the guests.
- Oh, her dishes ... (*to smell*) very tasty! By the way, ... you ... (*to know*) Molly's phone number? I... (*to need*) to remind her our address. I ... (*to be*) afraid she ... (*not to remember*) it.
- It... (*to be*) OK. I have just spoken to her. She ... (*to go*) to our place right now.
- Jessica, dear, tell Mike to muffle the music. It ... (*to seem*) to me it ... (*to play*) too loudly. ... you ... (*not to think*) so?
- Oh, I ... (*to agree*) with you. I ... (*not to hear*) what you ... (*to tell*) me.
- Listen! Somebody ... (*to ring*) the doorbell! The guests ... (*to come*)! Let's meet them!

X. Choose the correct form to complete the sentences.

What Is the Solar System?

The Solar System is made up of all the planets that orbit the Sun. In addition to the planets, the Solar System also 1) ... of moons, comets, asteroids, minor planets, dust and gas.

Everything in the Solar System 2)... around the Sun. The Sun 3) ... around 98% of all the material in the Solar System. The larger the object is, the more gravity it has. Because the Sun is so large, its powerful gravity 4) ... all the objects in the Solar System towards it. At the same time, these objects, which 5) ... very rapidly, try to fly away from the Sun into the emptiness of outer space and the Sun 6) ... to pull them inward. So the objects 7) ... trapped half-way in between. Scientists 8) ... about the number of planets in the Solar System. Some of them 9)... that there are nine planets: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune and Pluto. Others 10)... that Pluto can't be considered as a planet, it is just the largest member of a distinct population called the Kuiper belt. There are a lot of other points the scientists 11) ... about nowadays. Perhaps you'll find the answers to these questions?

- | | | | |
|-----|-----------------|-------------------|--------------------|
| 1) | a) consist: | b) consists: | c) is consisting. |
| 2) | a) revolve: | b) revolves: | c) are revolving. |
| 3) | a) contain: | b) contains: | c) is containing. |
| 4) | a) attracts: | b) is attracting: | c) are attracting. |
| 5) | a) moves: | b) is moving: | c) are moving. |
| 6) | a) try: | b) is trying: | c) are trying. |
| 7) | a) become: | b) becomes: | c) are becoming. |
| 8) | a) still argue: | b) still argues: | c) are still |
| 9) | a) think: | b) thinks: | c) are thinking. |
| 10) | a) believe: | b) is believing: | c) are believing. |
| 11) | a) debate: | b) is debating: | c) are debating. |

XI. Translate into English.

1) Я не розумію, про що ти зараз говориш. 2) Йому потрібна інформація про населення Африки, тому що зараз він пише про це статтю. 3) Він не погоджується з нами. Він вважає, що проблема, яку ми зараз обговорюємо, не надто важлива. 4) Холодніше. Я хочу надіти теплий светр. 5) Скільки коштують ці квіти? 6) Що вона каже? Я нічого не чую. 7) Ти зараз готуєшся до іспитів? Твоє майбутнє залежить від результатів іспитів. 8) Я сподіваюся, він знає нашу адресу.

Деякі дієслова, які зазвичай не вживаються у теперішньому тривалому часі, можуть вживатися в ньому, якщо вони змінюють своє значення. Порівняйте:

ТЕПЕРІШНІЙ НЕОЗНАЧЕНИЙ ЧАС	ТЕПЕРІШНІЙ ТРИВАЛИЙ ЧАС
<i>He has a big bathroom.</i>	<i>He is having a bath.</i>
(= йому належить)	(= він приймає ванну)
<i>I think your idea is really good.</i>	<i>I'm thinking about your sugges</i>
(= я так думаю)	<i>tion. (= я обмірковую)</i>
<i>The meat tastes nice.</i>	<i>She is tasting the meat.</i>

(= м'ясо смачне)	(= вона куштує на смак)
/ see <i>she is very upset.</i>	<i>I'm seeing my lawyer today.</i>
(= я розумію)	(= я зустрічаюсь, відвідую)
<i>They come from Spain.</i>	<i>They are coming from Spain.</i>
(= вони народились в Іспанії)	(= они повертаються з Іспанії)
<i>The rose smells nice.</i>	<i>She is smelling the meat.</i>
(= у рози приємний запах)	(= вона нюхає)
<i>You look wonderful today.</i>	<i>You are looking at the picture.</i>
(= ви виглядаєте)	(= ви дивитесь)
<i>I love/enjoy spring.</i>	<i>I'm loving/enjoying these</i>
(= люблю взагалі)	<i>spring holidays.</i>
	(= насолоджуюсь зараз)
The box weighs 8 kilos. (= важить)	(= <i>The salesman is weighing the box.</i> (= зважує)
<i>Peter is very rude.</i>	<i>Peter is being very rude these</i>
(= взагалі)	<i>days.</i> (= він веде себе(незвичайна поведінка))
<i>This sweater feels soft and pleasant.</i> (= має текстуру)	<i>The woman is feeling the baby's forehead.</i> (= торкається)

XII. Circle the correct item.

1) He *thinks/is thinking* the situation is beyond control. 2) I *think/am thinking* about going to the cinema tonight. 3) The secretary *has/is having* lunch now. 4) My aunt *has/is having* a cottage house near the river. 5) I *see/am seeing* what you mean. 6) Albert *sees/is seeing* his dentist in the afternoon. 7) *Do you enjoy /Are you enjoying* this performance? 8) Little Betty *enjoys/ is enjoying* watching cartoons. 9) This butter *tastes/is tasting* bitter. 10) *Why do you taste/are you tasting* the salad? — It seems to me there isn't enough salt in it. 11) Jessica *is/is being* very lazy these days. 12) Our boss *is/is being* a very polite person. 13) Terry *looks/is looking* very funny in this hat. 14) Jake and Nora *look/are looking* through the documents for the meeting.

XIII. Complete the sentences with the verbs in brackets in the Present Simple or the Present Continuous Tense as in the example.

Example: Eddy ... a new coffee-making machine. He ...

coffee with his friends in the dining room now.

(to have) — Eddy has a new coffee-making machine. He is having coffee with his friends in the dining room now.

1) Why ... you ... the milk? — Because it... sour, (to smell) 2) I... nobody near the theatre. Bob can't meet you, he ... his chief at the moment, (to see) 3) We ... every episode of this film, it's so funny! Sally ... watching comedies, (to love) 4) The customs officer ... his suitcase now. The suitcase ... six kilos, (to weigh) 5) Why ... she ... these shoes? — She is afraid they're wet. This scarf ... silky, (to feel) 6) Chris ... a driving lesson now. We ... lessons five days a week, (to have) 7) What ... he ...? —

The chicken ... delicious! (*to taste*) 8) It ... as if it's going to snow! What ... Pam ... at now? (*to look*) 9) Pierre is French, he ... from Marcel. Monica has been on a business trip. She ... from Warsaw now. (*to come*) 10) Little Ben ... too naughty today! Little children ... usually naughty, (*to be*) 11) My parents ... about spending winter holidays in the mountains. Personally I ... it's a wonderful idea. (*to think*) 12) ... you ... your stay at this hotel? — Oh, yes. I ... staying at comfortable hotels, (*to enjoy*)

XIV. Put the verb in brackets into the Present Simple or the Present Continuous Tense.

Dear Kate,

I ... (*to write*) from Spain to tell you about my holiday. We ... (*to stay*) in a five-star hotel in the centre of Madrid. Madrid ... (*to look*) fantastic at this time of the year and I ... (*to enjoy*) every minute of our trip! At the moment my mother ... (*to do*) the shopping for souvenirs and my father ... (*to have*) coffee on the balcony. You ... (*to know*) he ... (*to hate*) shopping.

The weather ... (*to be*) rather cool these days and perfect for doing the sightseeing. We ... (*to spend*) most of the days walking around the city and taking photos. We ... (*to think*) about going to Barcelona tomorrow. I ... (*to hope*) to see famous Cathedral de Barcelona and my parents ... (*to want*) to visit Gran Teatre del Liceu.

Food here ... (*to be*) very tasty. The Spanish ... (*to eat*) lots of vegetables and fruit and they ... (*to cook*) delicious omelets and paella. I ... (*to be*) afraid I've put on weight because I ... (*to eat*) so much here!

We ... (*to leave*) Spain next Friday. I... (*to love*) here so much that I ... (*not to want*) to return home!

See you soon,

Mary

XV. Find mistakes and correct them.

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

XVI. Translate into English.

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

9) Що ви думаєте про нашу вечірку? - Нам вона дуже подобається! 10) Невже ти не бачиш, що я дуже зайнятий в останні дні?

XVII. Circle the correct item.

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

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

1) Where ... you ... (*to drive*) now? — I ... (*to drive*) to Donetsk. My friend ... (*to live*) there. He ... (*to get*) married tomorrow and I... (*to want*) to congratulate him and his bride. 2)... you ... (*to know*) that man over there? — ... he (*to be*) the man who ... (*to talk*) to a group of people? — Yes. He ... (*to be*) a famous director and he ... (*to make*) a new film in our town these days. By the way, he ... (*to look*) for people to act in this film. He mostly ... (*to need*) young people. — As for me, I ... (*to prefer*) to watch films in the cinema. It ... (*to seem*) to me acting in a film ... (*not to be*) much fun, but hard work. 3) What... Simon ... (*to do*) for a living? — He ... (*to run*) an advertising agency. He ... (*to enjoy*) his work and the agency ... (*to bring*) him a lot of money. By the way, his agency ... (*to expand*) rapidly and Simon ... (*to think*) of engaging new employees. 4) Why ... you ... (*to weigh*) yourself? — I ... (*to want*) to know how much I ... (*to weigh*). You ... (*to see*), I ... (*to eat*) too little these days. — No wonder you ... (*to eat*) so little these days. It ... (*to be*) too hot and nobody ... (*to want*) to eat in such weather.

XIX. Find mistakes and correct them.

1) This professor gives a lecture tomorrow. 2) What time is the bus arriving in Manchester? 3) This salad is tasting delicious. 3) His cousin is having a cottage in the mountains. 5) Linda thinks of going to Germany to study. 6) This idea is sounding good. 7) Why do you smell the sausages? 8) Alice is being a very shy girl. 9) Their route is depending on the weather. 10) Ann has dinner with her business partner tonight. 11) I'm feeling relaxed and full of energy after the weekend. 12) Why do you feel your pockets? 13) The apple trees are blooming in spring. 14) She is always spend too much money! 15) The Moors visit us tonight.

XX. Translate into English.

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

LESSON 2

TEXT A CLIMATE CHANGE AND GLOBAL WARMING

Climate encompasses the statistics of temperature, humidity, atmospheric pressure, wind, rainfall, atmospheric particle count and other meteorological elements in a given region over a long period of time. Climate can be contrasted to weather,

which is the present condition of these same elements and their variations over shorter time periods.

Climate may be inherently variable as evidenced by the irregularity of the seasons from one year to another. This variability is normal and may remain partially understood. It is related to changes in ocean currents, volcanic eruptions, solar radiation and other components of the climate system. In addition, our climate also has its extremes (such as floods, droughts, hail, tornadoes and hurricanes), which can be devastating. However in recent decades, a number of indicators and studies show more and more evidence of climate warming across the globe. A disturbing phenomenon that challenges human habits and activities which are responsible for greenhouse gas emissions.

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.

Naturally occurring greenhouse gases have a mean warming effect of about 33 °C (59 °F). But Human activity since the Industrial Revolution has increased the amount of greenhouse gases in the atmosphere, leading to increased radiative forcing from CO₂, methane, tropospheric ozone, CFCs (chlorofluorocarbon) and nitrous oxide. The concentrations of CO₂ and methane have increased by 36% and 148% respectively since 1750. These levels are much higher than at any time during the last 650,000 years, the period for which reliable data has been extracted from ice cores. Over the last three decades of the 20th century, GDP (Gross Domestic Product) per capita and population growth were the main drivers of increases in greenhouse gas emissions. CO₂ emissions are continuing to rise due to the burning of fossil fuels and land-use change.

Consequences of global warming

There are two major effects of global warming: the increase of temperature on the Earth by about 3° to 5° C (5.4° to 9° Fahrenheit) by the year 2100 and rise of sea levels by at least 25 meters (82 feet) by the year 2100. Other consequences are listed below:

- Sea levels are rising due to thermal expansion of the ocean, in addition to melting of land ice.
- Amounts and patterns of precipitation are changing,
- The total annual power of hurricanes has already increased markedly since 1975 because their average intensity and average duration have increased
- Changes in temperature and precipitation patterns increase the frequency, duration, and intensity of other extreme weather events, such as floods, droughts, heat waves and tornadoes.
- Higher or lower agricultural yields, further glacial retreat, reduced summer stream flows, species extinctions.

- Diseases like malaria are returning into areas where they have been extinguished earlier.

TEXT B WHAT CLIMATE CHANGES ARE AFFECTING UKRAINE?

World Wide Fund for Nature (WWF) data show that our planet has lost a half of its biodiversity in the past 40 years due to anthropogenic interference and climate change. Climate changes have been caused by human-induced carbon dioxide emissions into the Atmosphere. About 2,000 researchers have been addressing this problem for about 20 years within the framework of the Intergovernmental Panel on Climate Change. This organization was awarded the Nobel Peace Prize in 2007 for research in the sphere of climate change.

These researchers also include Ukrainian experts. Academics analyze all the achievements in the field of climate change and publish a comprehensive report once in five or six years, which includes assessments and climate forecasts. The latest one was published in 2015.

The latest research shows that the level of oceans will rise owing to the melting of glaciers and small islands will soon go under water. Among other consequences are a large number of extreme weather phenomena. Droughts, tornadoes, floods and tsunamis are in store for us.

The researches of the Ukrainian Hydro-Meteorological Institute affiliated with the State Service for Emergencies and the National Academy of Sciences, representative of Ukraine on the IPCC, prove that Ukrainians could have particularly felt climate changes in the past few years.

First of all, extreme weather phenomena are on the rise. Early frosts may come after relatively high temperatures, and the plants that have already grown and even blossomed will be destroyed.

The pattern of precipitations is changing. The Ukrainians can also see a paradoxical phenomenon: droughts and extremely heavy rainfalls are on the rise at the same time. To avoid negative consequences, it is necessary, in particular, to modernize urban sewerages which are incapable now of receiving a month's rate of rainfall in a day.

The latest research in Europe shows that summer heat waves mostly affect urban dwellers, especially those who live on the uppermost stories of high-rises. And the majority of Ukraine's population reside in the cities..

According to the Ukrainian Hydro-Meteorological Center, the average yearly temperature has risen by 0.8 degrees Celsius and the average winter temperature by almost 2 degrees Celsius in the past 20 years. These changes have already disrupted the rhythm of seasonal phenomena, such as snowfalls, springtime floods, blossoming,

and duration of the vegetation period as a whole. Experts forecast further increases in yearly maximum and minimum temperatures — in other words, winters will be milder and shorter and summers longer and hotter.

This will reduce the productivity of agriculture, one of Ukraine's most important economic sectors, and the amount of potable water, as well as increase the number of forest fires.

We have two options: either to find a new planet or to protect ours from anthropogenic interference. Climate is now changing faster than we manage to explore all the impacts and consequences of this change for both ecosystems and humankind.

TEXT C Measures to overcome environmental disasters in the Carpathians

The devastating floods in 2008 and 2010 in Bukovina, the earthquakes of the year in Japan have once again shown: a man is by no means the owner of nature, as it was until recently believed, but only part of it. Despite this, the overall level of ecological culture of citizens still remains extremely low. In the meantime, in society, the attitude to nature in general, and people do not come to realize that it is actually about the environment of our existence, one can not hope for any positive changes in the preservation of the environment

Nature is capable of self—purification, if 15-20 percent of the territory of a certain region is set up protected regimes. According to the current classification in Ukraine, there are 11 categories of territories and objects of the nature reserve fund. For example, the first category is biosphere reserves, the second is natural reserves, and the third is national natural parks. In the national nature parks can be arranged recreational infrastructure - to set excursions, recreational areas, etc. But in the reserves are allowed only scientific observation. We now have 12 percent of the protected area of different categories in the Carpathians. This index is almost twice as high as the average in Ukraine. At the same time, in Europe, the indicators of the reserve are slightly higher. Therefore, we want to bring our indicators to their level.

Conservation of biological resources of the Carpathians is very important to ensure the integrity of natural mountain and foothills ecosystems. Forest ecosystems can effectively perform climatic control and resist catastrophic floods and landslides. That is to turn away from the Carpathian region a serious threat to the ecological safety from which this territory suffered in recent years.

Forests of the Carpathians perform ecological, water-protective, protective, sanitary-hygienic, climate-regulating, recreational, aesthetic and other important functions. And yet - it is a source for meeting the needs of society in natural resources.

The main threat to biodiversity conservation in the Carpathians is anthropogenic impact on forest ecosystems and reduction of their biological stability. In connection with the increase of anthropogenic load in the

Carpathians, new environmentally friendly logging technologies should be introduced, transition to the catchment and landscape principles of management, harmonization of forest management systems on a zonal-typological basis. Actually do all that is provided by the provisions of the Law of Ukraine "On moratorium on continuous cutting on mountain slopes in fir-beech forests of the Carpathian region". For example, according to the provisions of the new edition of the Forest Code, to include all the forests of the Carpathian region in the categories of protective forests, recreational and recreational forests and forests of nature conservation, scientific, historical and cultural purposes. Reduce the load on the mountain ecosystem present in the exploitation forests, by prohibiting all-cutting logging of the main use. Particular attention is also required to ecologization of forest use in order to increase the ecological and protective functions of forests, the productivity of woodlands, the reliable restoration of indigenous forest plantations, the expansion of the nature reserve fund and the development of the ecological network. The issue of ecologization becomes of great importance also because forests are the ecological framework of natural landscapes and the main stabilizing element of their sustainable development. Particularly in mountainous catchments, which is much more vulnerable than non-plain areas to negative factors. Mountain and foothill forests have a great European importance to the environment, since they determine the conditions for the equilibrium of the natural environment of the large basins. It is from the state of natural landscapes that their biosphere functions, whose priority is water regulating and protecting the soil, are essentially dependent on.

Answer the questions:

1. What is the difference between climate and weather?
2. What is the greenhouse effect caused by?
3. Can you have felt climate changes in the past few years?
4. What functions do the forests of the Carpathians perform?
5. Why do we need to introduce new environmentally friendly logging technologies?

GRAMMAR EXERCISES

МИНУЛИЙ НЕОЗНАЧЕНИЙ ЧИ ТЕПЕРІШНІЙ ДОКОНАНИЙ ЧАС?

Past Simple Tense or Present Perfect Tense?

Past Simple вживається в наступних випадках

1. Якщо дія розпочалась і закінчилась в певний момент в минулому: *He left the office an hour ago.*

2. Для опису стану в минулому: *She lived in this house when she was seven years old.*

3. Якщо дії відбувалися в минулому одна за іншою: *He put on his jacket, took an umbrella and left.*

Present Perfect вживається в наступних випадках

1. Якщо дія відбулася в минулому, але немає точно вказаного часу: *He has just left the office.*

2. Якщо дія закінчилась недавно і зараз є її наслідки: *She has just washed the dishes.*

3. Якщо дія розпочалась в минулому і продовжується зараз: *He has worked in our office for five years. (And he still works here.)*

I. Translate into English.

1) Ти вже прочитав цю статтю? - Ще ні. Я тільки-но вернувся з конференції. 2) Містер Грін вже повернувся з відрядження? - Ні, але він тільки-но дзвонив. 3) Як давно твій друг живе в нашому місті? - Він живе тут чотири роки. 4) Хто запросив вас сюди? - Віка.- Як давно ви знаєте Віку? - Ми товаришуємо з дитинства. 5) Куди ти поклала мою парасольку? - Подивися в шафі. Я тільки-но бачила її там. 6) Ви вже що-небудь замовили? - Так, ми тільки-но замовили м'ясо з овочами і морозиво на десерт. 7) Ваша дочка вже була в новому кінотеатрі? - Так, вона була там всього один раз. 8) Навіщо Том включив комп'ютер? - Він тільки-но згадав, що сьогодні ще не перевірів свою електронну пошту. 9) Кому Лінда розповіла про своє рішення продати будинок? - Вона тільки попросила поради у містера Вілсона. Він її адвокат вже більше десяти років. 10) Що ти зробив? - Я пофарбував двері будинку.- Навіщо ти їх пофарбував?

II. Match the sentences to the explanations of the usage of the Past Simple or the Present Perfect Tense.

- | | |
|--|---|
| 1. The Jacksons have bought new furniture. | a) дія розпочалась і закінчилась в певний момент в минулому . |
| 2. Ted paid for the ticket, put his wallet into his pocket and went to the platform. | b) дія відбулася в минулому, але немає точно вказаного часу. |
| 3. Ella has been my college friend for eight years. | c) опис стану в минулому. |
| 4. I met Tina two days ago. | d) дія закінчилась недавно і зараз є її наслідки. |
| 5. Your car is ready. We have just repaired it. | e) дії відбувалися в минулому одна за іншою. |
| 6. Sue was very tired yesterday. | f) дія розпочалась в минулому і продовжується зараз. |

III. Circle the correct item.

1) We *already had/have already had* breakfast. 2) We *had/ have had* dinner half an hour ago. 3) She *didn't hear/hasn't heard* from her aunt lately. 4) What *did he say/has he said* a minute ago? 5) I *just bought/have just bought* some ice cream for the children. 6) When *did she return/has she returned* from the airport? 7) How many pages *did Clara type/has Clara typed* since morning? 8) Max *washed/has washed* his hands and *went/ has gone* to the kitchen. 9) *Did you see/have you seen* your coach yesterday? 10) I *knew/have known* Jack for ages.

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

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

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

1) Isabel ... me to her birthday party. I ... her invitation yesterday, (*to receive, to invite*)
2) I ... Den since we ... school. (*not to meet, to leave*) 3) Sally ... her project two days ago. She ... about it already. (*to tell, to finish*) 4) We ... this exhibition already. We ... there two days ago. (*to visit, to be*) 5) Mike ... a pizza twenty minutes ago. But the waiter ... it yet. (*to order, not to bring*) 6) Rosie ... for Warsaw. I ... to her on the phone ten minutes ago. (*to speak, to leave*) 7) Julia ... to the concert last Saturday. She ... busy recently, (*to be, not to go*) 8) I just... a message from Nigel. He ... in Athens yesterday morning, (*to arrive, to receive*) 9) We ... the tests yesterday, but the teacher ... them yet. (*to write, not to mark*) 10) Paul ... in hospital for three days. He ... his leg badly last Tuesday, (*to injure, to be*)

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

1) ... you ... (*already to try*) your new T-shirt on, Liz? — Yes, I... (*to try*) it on some minutes ago. I ... (*never to have*) such a nice T-shirt. 2) The police ... (*just to arrest*) Tony.— Really? What... he ... (*to do*)? — They say he ... (*to steal*) somebody's credit card three days ago. 3) Imagine how much we ... (*to do*) since Frank ... (*to offer*) us his help. 4) I don't think Alice ... (*to change*) a lot since we ... (*to graduate*) from university. 5) Sue ... (*to come*) up to the front door and ... (*to push*) the doorbell, but nobody ... (*to answer*). 6) Why ... Kate ... (*to take*) all the food away? — I'm not hungry. I... (*to have*) a snack just an hour ago. 7) Where ... you ... (*to be*) since morning, Bob? Henry ... (*to phone*) you several times today.— When ... he ... (*to phone*) me last time? — Half an hour ago. 8) Why ... Dolly ... (*to choose*) this hotel? — Her friend ... (*to*

stay) in this hotel last year and she strongly ... (*to recommend*) Dolly to spend her holidays here. 9) ... you ... (*to travel*) by ferry before, Tim? — Yes, I But I ... (*to travel*) when I ... (*to be*) a little boy and I don't remember that voyage very well. 10) Why ... you ... (*not to unpack*) your suitcase yet, Ron? — I... (*to come*) only half an hour ago and ... (*to decide*) to take a shower first.

VI. Choose the correct form to complete the sentences.

From the History of Clocks

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

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

VII. Find mistakes and correct them.

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

VIII. Translate into English.

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

IX. Choose the irregular verbs and write their Past Participle.

To begin, to look, to realize, to choose, to dig, to stare, to cost, to find, to walk, to describe, to fly, to understand, to see, to run, to provide, to pay, to sell, to wear, to skate, to sew, to spend, to meet, to return, to keep, to leave, to bathe, to feed, to ride, to blow, to commit.

X. Make the sentences negative and interrogative.

1) Rick has travelled by plane before. 2) We have been to this theme park. 3) Fred has taken your dictionary. 4) Sarah has failed her final exams. 5) They have fallen asleep. 6) Little Ben has collected some shells on the beach. 7) The children have fed the dog. 8) You have torn his letter. 9) It has stopped snowing. 10) Angela has completed her education.

XI. Write questions to the underlined words.

1) Alex has sent you five messages since yesterday. 2) We have agreed about the time of the meeting. 3) They have decided to celebrate the end of school. 4) Samantha has recognized the man in the photo. 5) You have put the packet of rice on the shelf.

XII. Make up sentences using the Present Perfect Tense.

1) Lucy/to lose/her/purse/just. 2) The maid/not to clean/our room/for two days. 3) Jill/to finish/her lunch/yet? 4) You/to see/any films/lately? 5) Who/to take/my calculator? 6) Where/ Tony/to park/his car? 7) How many tests/the teacher/to mark/since/morning? 8) Who/Angela/to send/this parcel/for? 9) We/to watch/this performance/already. 10) Why/Henry/ not to pay/the electricity bill?

XIII. Circle the correct item.

1. Where is Wendy? — She ... to the swimming pool.
a) went; b) has been; c) has gone.
2. Alex has studied in our school ... six years already.
a) for; b) since; c) last.
3. Have you written the report...?
a) yesterday; b) just; c) yet.
4. I don't know about this town. I have ... been there.
a) ever; b) never; c) yet.
5. You can put this shirt on. Mother has ... ironed it.
a) just; b) recently; c) before.
6. We haven't received any messages from Mike ... last month.
a) for; b) since; c) from.
7. My brother ... to Thailand twice already.
a) was; b) has gone; c) has been.
8. Have you ... played cricket?
a) ever; b) never; c) today.
9. Who ... you this disc?
a) have given; b) has given; c) is given.
10. Jack has never ridden a horse
a) just; b) already; c) before.

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

1) It's very cold here. ... you ... (*to turn on*) the heater? — Yes, I I ... (*to turn*) it on ten minutes ago. 2) Is your boss in the office? — No, he ... (*to go*) to Berlin on business.— When ... he ... (*to leave*)? — He ... (*to leave*) two days ago. 3) ... Frank ... (*yet to book*) the tour to Europe? — Yes, he He ... (*to phone*) me from the travel agency half an hour ago. 4) How long ... you ... (*to know*) Emma? — We ... (*to be*) friends since we ... (*to be*) seven years old. 5) Who ... you ... (*to get*) a letter from? — It isn't a letter, it's an invitation to a wedding party. I ... (*to get*) it from Molly and Den an hour ago. 6) Tina looks great! ... she ... (*to lose*) weight? — Yes, she She ... (*to be*) on a diet for a month already. She ... (*not to look*) so attractive a month ago. 7) Why ... Nora ... (*to run*) out of the room? ... you ... (*to tell*) her anything offensive, Edwin? — No, I Somebody ... (*to phone*) her a minute ago and perhaps ... (*to tell*) some bad

news. A worried expression ... (*to cross*) her face and she ... (*to run*) away without a word. 8) Who ... (*to design*) this dress? You look terrific in it, Pam! — Well, I ... (*to buy*) it in a famous designer fashion house a week ago. 9) ... Jack ever ... (*to ask*) you about your parents? — Yes, he He knows that my parents ... (*to die*) in a car accident when I ... (*to be*) four years old. 10) ... you ... (*to recognize*) Martin yesterday? — No, I He ... (*to change*) a lot since we ... (*to leave*) school. He ... (*to put*) on weight and ... (*to grow*) a beard.

XV. Find mistakes and correct them.

1) The taxi has arrived just. 2) Have Nick passed his exams yet? 3) Sandra has ever been to the mountains in win ter. 4) We haven't left the hotel room for yesterday morning. 5) Who has Mary and Sue met in the park? 6) When has Nigel sold his motorbike? 7) I haven't seen Bob since he has moved to another country. 8) They have gone in Paris for five days now. 9) Who have translated this expression? 10) Have you cooked dinner just?

XVI. Translate into English.

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

LESSON 3

TEXT A PROTECTION OF ENVIRONMENT

Until recently the planet was a large world in which human activities and the nature were in balance. Acid rain, global warming, ozone reduction, widespread desertification and species loss: we have to face them now. Ecology and economy are very closely connected. First economy influenced the state of our environment.

Now we have to face degradation of soils, water, atmosphere and forests. Millions of trees are dying in Germany's Black Forest and thousands of lakes in Sweden are so acidic that nothing can live in them. In Scotland farmers complain that acid rains kill their fish. Forests in Denmark, France, Northern Italy, Greece and Norway are damaged. Thousands of lakes in Canada and the USA can no longer support fish life. The Mediterranean Sea has one of the dirtiest coastlines in the world. Ten million tons of oil, industrial waste, chemicals are pumped into the sea every year. It causes diseases like typhoid, dysentery, hepatitis and cholera. The Rhone in France, the Po in Italy, the Ebro in Spain and the Nile in Egypt carry pesticides and chemical wastes. Many industries produce waste products, which can be difficult or dangerous to dispose of. Many countries have no storage facilities for the spent nuclear fuel. The search for ways to dispose of radioactive waste goes on. In 1982 seventeen countries took part in the United Nations environmental programme.

The World Commission on Environment and Development, headed by the Prime Minister of Norway, was set up in 1983 by the United Nations. Its aim was to examine the environment and development problems on the planet and to formulate realistic proposals to solve them. Now some chemicals are banned and some must be controlled. In several countries there is frequent analysis of the water around the coasts. The time has come for the governments and their people to take responsibility for the policies that cause the environmental damage. Protection of the environment in Ukraine is paid much attention to. The worsening of the ecological situation has been closely linked to the Chernobyl explosion. On April 26, 1986, a fire burnt out of control and released radioactive materials. It has caused widespread illnesses and made the land in the area unusable. A radioactive cloud spread from the plant over most of Europe. Radiation even spread so far as to appear in Asia and in North America. Another issue of concern in Ukraine is the question of where to put nuclear waste. This waste is largely the spent fuel of reactors. It is radioactive, and some of its components remain so forever. The waste is held at temporary sites until a solution of the problem can be found. At present the most promising solution of the problem of waste storage is recycling.

Another environmental problem is air pollution. One of its results is acid rain. It is caused by smoke from factories and transport. Nowadays the emission of smoke is strictly controlled by special governmental agencies. The activity of various environmental organizations helps to improve the situation. The protection of nature has become one of the most burning problems of the 20th century. The Earth provides people with mineral resources, rivers, forests, fields, everything that makes the foundation of industrial and agricultural production. That why public attention to the environmental problems has now become a part of our life.

TEXT B ENVIRONMENTAL PROTECTION IN GREAT BRITAIN

Environmental protection is an international issue of great importance, and Great Britain pays much attention to it. The National Rivers Authority protects inland waters

in England and Wales. In Scotland the River purification authorities are responsible for water pollution control. Most petrol stations in Britain stock unleaded petrol. The Government is committed to the control of gases emission, which damage the ozone layer. They also contribute to the greenhouse effect, which leads to global warming and a rise in sea levels. Britain stresses the need for studying the science of climate change. The Government supports the work of the voluntary sector in preserving the national heritage.

Green belts are areas where land should be left open and free from urban sprawl. National parks cover 9 percent of the total land area of England and Wales. Protection of environment is paid much attention to in Great Britain.

Global warming, ozone layer problem, air and water pollution, industrial wastes are in the centre of different state and public actions. Great Britain maintains careful checks on use of dangerous chemicals and collects information about new ones. Acid rains that kill enormous amounts of fish in Great Britain are also in the centre of attention. They are caused by smoke from factories and power stations and exhaust fumes from transport. It is produced when coal and oil are burnt.

The government provides smoke control programmes. New power plants will have to meet very tight limits on emission of chemical gases.

Britain works with Scandinavian countries in a project on the problem of acid rains. Over the last years local authorities are carrying on tests of drinking water in England and Wales. Nuclear waste from nuclear plants is discharged into the Irish Sea, making it one of the most radioactive seas in the world. There also have been numerous leaks of radioactive matter to the atmosphere.

Water pollution from shipping and oil platforms, mostly in the North Atlantic, is great. Water pollution programmes are being worked out in Great Britain nowadays. Ten National parks have been established in England and Wales, four — in Scotland. Their aims are to conserve the natural beauty, wildlife and cultural heritage. Each park is administered by an independent National Park Authority.

Trees Preservation Orders enable local authorities to protect trees and Woodlands.

Once a tree is protected it is, in general, an offence to cut it down without permission. Responsibility for pollution control is divided between local authorities and central government. Local authorities are responsible for collection and disposal of wastes, keeping the streets clear of litter, control of air pollution.

It is a criminal offence to leave litter in any public place in the open air except in designated places.

Campaign for environmental protection is supported by public organizations and individuals. They call on people to protect the natural wealth and to use it in a more careful and economical manner for the benefit of the present and future generations.

We all want to protect our planet, but we're mostly too busy or too lazy to put up big change that would improve our lifestyle and save the environment,

These are 7 simple habits to implement in your everyday life which will make a difference. There is nothing new here but if you follow at least some of these tips, you can be proud of yourself participating in the protection of the environment.

1. Use compact fluorescent light bulbs:

it is true that these bulbs are more expensive, but they last much longer and they can save energy and in the long term your electricity bill would be reduced.

2. Donate:

You have tons of clothes or things you want to get rid of. If they are still usable, give them to someone who needs them. You may also choose to give them to associations. These associations may sell them and collect a little money. Not only will you protect the environment, but you will also contribute to a good cause.

3. Turn off your devices:

When you do not use a house device, turn it off. For example, if you don't watch TV, turn it off. Turn off the light when you leave a room (even if you intend to return.) It's an easy habit to take up which will help you save a lot of money.

4. Walk or cycle:

Driving is one of the biggest causes of pollution. If you want to use your car, ask yourself the following question: do I really need my car? Walk or use your bike if the journey is a short one.

5. Detergent:

Follow the recommended dose of detergent to wash your clothes or dishes.

6. Leaky faucets:

Watch leaky faucets, which can cause a significant increase in the water bill. An average of 120 liters of water can be wasted due to a dripping faucet.

7. Rainwater:

Think of recovering rainwater. This water can be used for different purposes.

This list is far from being exhaustive but in addition to saving the environment, all these tips will help you save money.

Answer the questions:

1. What is one of the most harmful consequences of air pollution?

2. How does economy influence the state of our environment?

3. What is the total area of national parks in Great Britain?

4. Must campaign for environmental protection be supported by authorities only?

5. Which of your habits help saving the environment?

GRAMMAR EXERCISES

Зверніть увагу на різницю у вживанні Present Simple, Present Continuous, Present Perfect and Present Perfect-Continuous Tenses.

Present Simple Tense (Теперішній неозначений час) вживається в наступних випадках:

1. Для вираження постійних дій або станів: He lives not far from the supermarket.
2. Для вираження повторюваних дій, особливо якщо називаються обставини частоти: We do to the swimming pool twice a week.
3. Коли мова йде про загальновідомі факти, закони природи і т. д. : Chocolate contains cocoa.
4. Коли мова йде про розклади: The bus arrives at five o'clock.

Present Continuous Tense (Теперішній тривалий час) вживається в наступних випадках:

1. Для вираження дій, що відбуваються в момент мовлення: They
are dancing now.
2. Для опису тимчасових ситуацій: My sister is looking for a better job.
3. Коли мова йде про дії, заплановані на найближче майбутнє і які обов'язково відбудуться: They are having a party next Saturday.

Present Perfect Tense (Теперішній доконаний час) вживається в наступних випадках:

1. Якщо дія відбулася в невизначений момент в минулому: He has
repaired his car.
2. Якщо дія закінчилася недавно і зараз є її наслідки : She has
just washed her hair.
3. Щоб зробити наголос на особистому досвіді або особистих змінах: Mary has
lost weight.
4. Щоб зробити наголос на кількості: He has driven eighty kilometres since morning.

Present Perfect-Continuous Tense (Теперішній доконано-тривалий час) вживається в наступних випадках:

1. Якщо дія почалася в минулому, триває деякий час і в момент мовлення ще не закінчилася: We have been watching TV since 5 o'clock.
2. Щоб підкреслити, що дія тривала досить довго і зараз є видимий результат: Mike is out of breath. He has been running.
3. Щоб підкреслити час тривалості дії: She has been cooking all day long.

Зверніть увагу!

- Дієслова, які не вживаються в Present Continuous Tense (Теперішньому тривалому часі), не вживаються і в Present Perfect-Continuous Tense (Теперішньому доконано-тривалому часі): I know Nick. We have known each other for years. (NOT: I'm knowing Nick. We have been knowing each other for years.)
- Дієслова live, work вживаються як у Present Perfect Tense (Теперішньому доконаному часі), так і в Present Perfect-Continuous Tense (Теперішньому доконано-тривалому часі) без різниці в значенні: We have lived / have been living in this town for twenty years.

I. Match the sentences to the explanations of the usage of Present Tenses.

- | | |
|--|---|
| 1. Ben has just painted his bike. | a. дія почалася в минулому, триває деякий час і в момент мовлення ще не закінчилася. |
| 2. We are picking vegetables now. | b. вираження постійних дій або станів. |
| 3. Dolly has put on weight. | c. мова йде про розклади. |
| 4. She has been playing the piano since 4 o'clock. | d. дія закінчилася недавно і зараз є її наслідки. |
| 5. The news programme starts at 8 o'clock. | e. мова йде про дії, заплановані на найближче майбутнє і які обов'язково відбудуться. |
| 6. He has been surfing the Net for hours! | f. мова йде про особистий досвід або особисті зміни. |
| 7. My brother is getting married next Saturday. | g. опис тимчасових ситуацій. |
| 8. His mother works at the estate agency. | h. вираження дій, що відбуваються в момент мовлення. |
| 9. We have written twenty invitation cards since 10 o'clock. | i. підкреслюється час тривалості дії. |
| 10. At the moment they are staying at a hotel. | j. звертається увага на кількість. |

II. Circle the correct item.

1) The plain *leaves/is leaving* at six o'clock. Don't be late! 2) Bill and Mark are good friends. They *know/have known* each other since childhood. 3) Have you seen my passport? I *am looking/ have been looking* for it for almost an hour. 4) We *are moving/ have been moving* to a new office next week. 5) Sally *is working/ has worked* at this hotel for five years. 6) Vicky is very clever. She *speaks/is speaking* three languages. 7) Where is Sam? — He *is working/has been working* in the garage. 8) I *read/have read* three articles since 3 o'clock. 9) Sarah is busy. She *is packing/ has*

been packing things for our trip since 9 o'clock. 10) Plants *need/are needing* water to grow.

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

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

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

1) ... you ... (*to go*) to the concert next Sunday, Julia? — Yes. Actually I ... (*already to buy*) a ticket. I never ... (*to miss*) an opportunity to visit concerts of famous singers and music bands. 2) ... Alan ... (*to check*) his e-mail yet? — Yes, he He always ... (*to read*) his mail in the morning. 3) ... you ... (*to wait*) for a bus? How long ... you ... (*to wait*) for it? — I ... (*to wait*) for half an hour already.— How strange. It usually ... (*to arrive*) on time. 4) ... Jessica still ... (*to be*) in the fitting room? She ... (*to try*) clothes on for hours! — Well, she seldom ... (*to go*) shopping for clothes, but if she does, she ... (*to spend*) hours choosing dresses and blouses. Look! She ... (*finally to choose*) what to buy. 5) ... you still ... (*to work*) on the computer, Mark? You ... (*to work*) since 8 o'clock.— I... (*to look*) for some information for my Biology project for three hours already but I can't find anything interesting. It always ... (*to take*) a lot of time to find necessary information on the Net. 6) ... Mr Peters still ... (*to work*) at school? — Yes, he ... (*to teach*) Maths for twenty years. He ... (*to be*) a very good teacher, you know. 7) What ... Tina ... (*usually to do*) in the evenings? I never ... (*to see*) her walking with her friends.— She ... (*to prepare*) for her final tests these days. She ... (*to want*) to enter

university and she really ... (*to study*) hard since the beginning of the school year. 8) Where ... you ... (*to hurry*) now, Sue? — I ... (*to have*) a seminar at the university today. It ... (*to start*) in half an hour. 9) Why ... Gordon ... (*to read*) the newspapers since morning? — He ... (*to want*) to find a part-time job for summer. You know, he ... (*already to decide*) to buy a new computer and he ... (*to need*) money for it. 10) ... you already ... (*to plan*) your trip to France? — Yes, we We ... (*to fly*) to Paris tomorrow morning. Richard ... (*already to buy*) tickets and Helen ... (*to pack*) suitcases since 10 o'clock.

V. Complete the sentences with the correct time adverbs from the box.

ever	at the moment	since (2)	just
for (2)	always	twice	never

1) Max has lived in the village ... he was born. 2) My mother ... does the housework on Saturdays. 3) Sorry, Mr Collins can't speak to you. He is carrying on negotiations with our partners 4) Amanda has been in Prague ... three days. 5) Have you ... tasted Chinese food? 6) I have English lessons ... a week. 7) Alex has been learning this poem ... 2 o'clock. 8) Mary has ... taken the cake from the oven. 9) They have ... seen a koala. 10) We have been flying ... an hour now.

VI. Choose the correct form to complete the sentences.

Daniel Stevens is a wildlife cameraman. He 1)... wild animals for documentary programmes for seventeen years now. He 2)... the world's jungles and rainforests. His wife Alison always 3)... him and helps in his work. They 4)... together for fifteen years and want to keep filming until they get too old. At the moment they 5) ... to go to the Arctic to film white bears. Although Daniel 6)... how dangerous his work is, he 7)... to be face to face with the animals he is filming. «I love being in an environment that 8) ... for years», he says. Next year Daniel 9) ... to publish his book about filming. He 10) ... it for more than four years and 11) ... it. Daniel 12) ... this book will be a great support for the cameramen who 13) ... much experience yet.

- | | |
|-------------------------|--------------------------|
| 1) a) films; | b is filming; |
| c) has filmed; | d has been filming. |
| 2) a) already explores; | b is already exploring; |
| c)has alreadyd | has already been |
| 3) a) accompanies; | b is accompanying; |
| c) has accompanied; | d has been accompanying. |
| 4) a) work; | b are working; |
| c) have worked; | d have been working. |
| 5) a) prepare; | b are preparing; |
| c) have prepared; | d have been preparing. |
| 6) a) understands; | b is understanding; |

- | | | | |
|-----|-------------------------|---|----------------------------|
| | c) has understood; | d | has been understanding. |
| 7) | a) prefers; | b | is preferring; |
| | c) has preferred; | d | has been preferring. |
| 8) | a) doesn't change; | b | isn't changing; |
| | c) hasn't changed; | d | hasn't been changing. |
| 9) | a) plans; | b | is planning; |
| | c) has planned; | d | has been planning. |
| 10) | a) writes; | b | is writing; |
| | c) has written; | d | has been writing. |
| 11) | a) almost finishes; | b | is almost finishing; |
| | c) has almost finished; | d | has almost been finishing. |
| 12) | a) hopes; | b | is hoping; |
| | c) has hoped; | d | has been hoping. |
| 13) | a) don't have; | b | aren't having; |
| | c) haven't had; | d | haven't been having. |

VII. Find mistakes and correct them.

1) Carol has been done the ironing since 11 o'clock in the morning. 2) Jack has still waited for a message from you. 3) Have she been swimming for an hour now? 4) Phil work at the advertising agency in the city centre. 5) We have been having this car for about five years. 6) The train is departing at 6 o'clock in the evening. 7) They have been decorating the hall since three hours. 8) You have flying to Detroit tomorrow morning. 9) How long have you translated this article? 10) How many messages have you been receiving since yesterday?

VIII. Translate into English.

1) Лінда вже приготувала вечерю? - Ще ні. Вона готує щось вже годину. Страва пахне дуже смачно. 2) Де Бен? - Він у гаражі.- Що він робить? - Ремонтує машину. Він працює з восьмої години ранку. 3) Твої батьки вже повернулися з Карпат? - Ще ні.- Як довго вони подорожують? - Вони подорожують вже десять днів. Вони повертаються в наступний вівторок. 4) Що ти робиш? - Я шукаю інформацію для свого проекту в Інтернеті.- Ти знайшов що-небудь? - Так, я знайшов кілька цікавих статей. 5) Ви вже викликали лікаря? - Так, але він ще не прийшов.- Як давно ви його чекаєте? - Ми чекаємо вже дві години. 6) Джейн в своїй кімнаті? - Ні, вона збирає сливи в саду. Бабуся хоче приготувати сливове варення. 7) Ти вже поговорив з батьком? - Ні, він ще не повернувся додому. Він завжди повертається додому о сьомій вечора. 8) Том грає в футбол з друзями? - Так, вони грають вже більше години. 9) З ким Сандра розмовляє по телефону? Вона розмовляє вже майже годину! - Так, вона розмовляє з Ганною. Вони обговорюють плани на вихідні. 10) Ти вже купив квитки на поїзд? - Так. Поїзд відправляється завтра о дев'ятій годині вечора. Не спізнюйся!

XIV. Make the sentences negative and interrogative.

1) They have been building the house for three years now. 2) He has been looking for a job for four months. 3) You have been studying this report for an hour. 4) Susan has

been learning to drive since last month. 5) We have been shopping since early morning. 6) Mike has been cycling for three hours. 7) You have been sunbathing since 8 o'clock. 8) The baby has been sleeping for three hours. 9) Nick has been waiting for you since 5 o'clock. 10) They have been writing a test for two hours.

XV. Write questions to the underlined words.

1) She has been choosing a present for Molly for two hours.
2) They have been planning their trip to Spain for a week.
3) You have been reading this magazine since 6 o'clock. 4) Jack has been skiing in the mountains since morning. 5) We have been cleaning the flat for four hours.

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

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

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

1) ... you ... (*already to read*) a letter from Aunt Emily? — Yes, I She ... (*to want*) to visit us. She ... (*to come*) next Wednesday. 2) Why ... you ... (*to look*) at that woman so attentively? ... you ... (*to know*) her? — It ... (*to seem*) to me I ... (*already to meet*) her somewhere. 3) ... Jane (*to be*) in the office? — Yes, she ... (*to type*) some documents since 9 o'clock. 4) The police inspector ... (*to investigate*) this robbery for a week now. He ... (*already to talk*) to all the witnesses but he ... (*not to find*) the robbers yet. 5) I ... (*not to know*) how long Henry ... (*to work*) on that project, but he ... (*not to finish*) it yet. 6) The secretary usually ... (*to come*) to the office at 9 o'clock, but it ... (*to be*) half past nine now and she ... (*not to arrive*) yet. 7) ... (*to be*) Den in his room now? What... he ... (*to do*) there since morning? — He ... (*to prepare*) for the research expedition. He ... (*already to book*) a ticket for the plane and now he ... (*to pack*) his things. 8)... (*to be*) you OK, Nigel? You ... (*to look*) very pale.— I ... (*to be*) just tired. I ... (*to work*) on my report all night long. 9) Who ... (*to train*) in the gym for half a day now? — Ben and Alex. They ... (*to prepare*) for the international championship for eight months now. They ... (*to train*) every day. 10) How long ... Nelly ... (*to paint*) this picture? —

She ... *(to paint)* it for a month now. She ... *(to want)* to exhibit it in our gallery next month.

XVIII. Find mistakes and correct them.

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

XIX. Translate into English.

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

LESSON 4

TEXT A POLLUTION AND ITS NEGATIVE EFFECTS

Pollution is the degradation of natural environment by external

substances introduced directly or indirectly. Human health, ecosystem quality and aquatic and terrestrial biodiversity may be affected and altered permanently by pollution.

Pollution occurs when ecosystems cannot get rid of substances introduced into the environment, the critical threshold of its ability to naturally eliminate substances is compromised and the balance of the ecosystem is broken.

The sources of pollution are numerous. The identification of these different pollutants and their effects on ecosystems is complex. They can come from natural disasters or the result of human activity, such as oil spills, chemical spills, nuclear accidents. These can have terrible consequences on people and the planet where they live: destruction of the biodiversity, increased mortality of the human and animal species. destruction of natural habitat, damage caused to the quality of soil, water and air.

Preventing pollution and protecting the environment necessitate the application of the principles of sustainable development. We have to consider satisfying the needs of today without compromising the ability of future generations to meet their needs. This means that we should remedy existing pollution, but also anticipate and prevent future pollution sources in order to protect the environment and public health. Any environmental damage must be punishable by law, and polluters should pay compensation for the damage caused to the environment.

TEXT B Great Pacific garbage patch

The Great Pacific garbage patch, also described as the Pacific trash vortex, is a gyre of marine debris particles in the central North Pacific Ocean located roughly between 135°W to 155°W and 35°N and 42°N.

The patch is characterized by exceptionally high relative concentrations of pelagic plastics, chemical sludge and other debris that have been trapped by the currents of the North Pacific Gyre. Despite its large area, it is of very low density (4 particles per cubic meter), therefore not visible from satellite photography, nor even necessarily to casual boaters or divers in the area. It consists primarily of a small increase in suspended, often microscopic particles in the upper water column.

The Great Pacific garbage patch was predicted in 1988 by the National Oceanic and Atmospheric Administration (NOAA) of the United States. The prediction was based on results obtained by several researchers between 1985 and 1988 that measured neustonic plastic in the North Pacific Ocean. This research found high concentrations of marine debris accumulating in regions governed by ocean currents. Extrapolating from findings in the Sea of Japan, the researchers hypothesized that similar conditions would occur in other parts of the Pacific where prevailing currents were favorable to the creation of relatively stable waters. They specifically indicated the North Pacific Gyre.

It is frequently featured in media reports as an exceptional example of marine pollution. The patch is not easily visible, because it consists of very small pieces that are almost invisible to the naked eye. Most of its contents are suspended beneath the surface of the ocean.

A similar patch of floating plastic debris is found in the Atlantic Ocean, called the North Atlantic garbage patch.

The Great Pacific garbage patch formed gradually as a result of ocean or marine pollution gathered by oceanic currents. The gyre's rotational pattern draws in waste material from across the North Pacific Ocean, including coastal waters off North America and Japan. As material is captured in the currents, wind-driven surface currents gradually move floating debris toward the center, trapping it in the region.

There are no strong scientific data concerning the origins of pelagic plastics. An estimated 80% of the garbage comes from land-based sources and 20% from ships. According to a 2011 EPA report, "The primary source of marine debris is the improper waste disposal or management of trash and manufacturing products, including plastics (e.g., littering, illegal dumping). Debris is generated on land at marinas, ports, rivers, harbors, docks, and storm drains. Debris is generated at sea from fishing vessels, stationary platforms and cargo ships. Pollutants range in size from abandoned fishing nets to micro—pellets used in abrasive cleaners.

The size of the patch is unknown, because large items readily visible from a boat deck are uncommon. Most debris consists of small plastic particles suspended at or just below the surface, making it impossible to detect by aircraft or satellite. Instead, the size of the patch is determined by sampling. Estimates of size range from 700,000 square kilometres (270,000 sq mi) (about the size of Texas) to more than 15,000,000 square kilometres (5,800,000 sq mi) (0.41% to 8.1% of the size of the Pacific Ocean), or, in some media reports, up to "twice the size of the continental United States".

The Great Pacific garbage patch has one of the highest levels known of plastic particulate suspended in the upper water column. As a result, it is one of several oceanic regions where researchers have studied the effects and impact of plastic photodegradation in the neustonic layer of water.

Unlike organic debris, which biodegrades, the photodegraded plastic disintegrates into ever smaller pieces while remaining a polymer. This process continues down to the molecular level. As it disintegrates, the plastic ultimately becomes small enough to be ingested by aquatic organisms that reside near the ocean's surface. In this way, plastic may become concentrated in neuston, thereby entering the food chain.

Some plastics decompose within a year of entering the water, leaching potentially toxic chemicals such as bisphenol A, PCBs, and derivatives

of polystyrene. In many of the sampled areas, the overall concentration of plastics was seven times greater than the concentration of zooplankton.

Some of these long-lasting plastics end up in the stomachs of marine birds and animals, and their young, including sea turtles and the black-footed albatross. Of the 1.5 million Laysan albatrosses that inhabit Midway, nearly all are found to have plastic in their digestive system. Approximately one-third of their chicks die, and many of those deaths are due to being fed plastic from their parents. Twenty tons of plastic debris washes up on Midway every year with five tons of that debris being fed to albatross chicks.

Besides the particles' danger to wildlife, on a microscopic level the floating debris can absorb organic pollutants from seawater, including PCBs, DDT, and PAHs. Aside from toxic effects, when ingested, some of these are mistaken by the endocrine system as estradiol, causing hormone disruption in the affected animal. These toxin-containing plastic pieces are also eaten by jellyfish, which are then eaten by larger fish.

Many of these fish are then consumed by humans, resulting in their ingestion of toxic chemicals.

Marine plastics also facilitate the spread of invasive species that attach to floating plastic in one region and drift long distances to colonize other ecosystems.

On the macroscopic level, the physical size of the plastic kills whales, fish, birds and turtles as the animals' digestion can not break down the plastic that is taking up space inside their stomachs. A second effect of the macroscopic plastic is to make it much more difficult for animals to detect their normal sources of food. While eating their normal source of food, plastic ingestion can be unavoidable.

Research has shown that this plastic marine debris affects at least 267 species worldwide.

TEXT C Waste accumulated in the waterways of the Carpathians can lead to floods and deterioration of water quality, loss of river biodiversity

You can drive a car through the garbage bay through the Borzhava River: there are so many rubbish that the car will not flood. Contemplating the congestion from the rubbish it seems that the river ends here: The water that flows in the direction of the "garbage on the water" is as if it is underground. The length of the garbage shaft is about 20 meters, therefore, the continuation of the river on the other side is not immediately visible. Plastic bottles, polyethylene and knuckles in the channel are tightly knocked down.

Garbage in a sediment on the river sometimes accumulates so much and it is so dense that it works like a dam - it does not allow the normal flow of river water, which can lead to flooding. Earlier there were no such problems: the waste was mostly organic, quickly decomposed and did not swim on the surface, like polyethylene bottles.

The problem with rubbish debris was violated in 2008. In addition to the danger of flooding, such garbage can cause loss of biodiversity, because the river is a balanced system and any "alien" violates this equilibrium. Over the past 5-10 years, when congestion began to emerge from bottles, we are seeing a drop in the number of species and a reduction in biodiversity. First, garbage prevents the normal migration of fish upstream to spawning grounds. Bottles block the way, but because the noise that occurs when flashing bottles one by one frightens them. At the same time, only in Borzhava we have five red-book species: bistryanka, Danube salmon, trout, minnows, and moraine.

Another problem is that a lot of organic matter is accumulated on the "floating garbage", which, under normal conditions, should be transited.

As a result, there is rotting, falling oxygen levels and, consequently, deteriorating water quality. This affects negatively the In addition, many other species, in particular invertebrates, are being killed in the reservoir, and dominantly, this process spreads and threatens the life of the entire river. Irreparable damage to the environment has not

been inflicted, but If we do not take measures, it will soon happen.

This year, within the framework of the celebration of the Danube Day, June 29, garbage congestions on the river Borzhava, belonging to the Danube basin, has already received 80 cubic meters of plastic (six trucks). Another 55 cubic meters (four trucks) remains in water in the village Kvasovo, where the largest congestion is located. The river is saved by "the whole world": the crane, which carries out works, belongs to the water sector, fuel costs is provided by the sponsor Coca-Cola Beverages Ukraine, and the labor force - four volunteers - local residents.

On June 15 this year, the community of the village of Kvasovo installed a 250-kilogram oak cross on Borisovsky ridge, on Mount Siti (1680 in), near the source of the Borzhava River. In this way, people tried to seek God's favor, so that the river did not bring them floods and rubbish. (The village has repeatedly become Victim of flooding, which can be caused or reinforced by rubbish dumps.)

In addition to symbolic gestures, they went to "waste management": in a place where there was a spontaneous landfill, the site for sorting the MSW and the landfill began to be built.

Kvasovo received a grant of 80 thousand hryvnias from the EU waste management project ENPI East and 12 containers for collecting plastic from Coca-Cola Beverages Ukraine for the construction of a polygon for own needs and a sorting platform.

The main criterion for choosing a village that received financial support for the project is, first of all, the people's desire to change the situation for the better and willingness to do something for it.

The grant was given a year and a half ago. Today, the facility for management of solid household waste in the village is already ready. The plot is planned not only for burial, but first of all - for sorting. There is no organic waste in the village, the main volume of rubbish is plastic and glass packaging, paper. The community sells it to companies that are engaged in the processing
Of recycled materials.

Answer the questions:

1. Give a definition of environmental pollution.
2. Is humanity able to remedy existing pollution?
3. What is the size of the Great Pacific garbage patch?
4. Is plastic entering the food chain dangerous for marine ecosystem?
5. Can waste accumulated in the waterway of a river lead to floods? Why?

GRAMMAR EXERCISES

I. Translate into English.

1) Куди ви збираєтеся влітку? - Спочатку ми їдемо до Мадриду, потім, можливо, проведем два тижні на морі. 2) Я вважаю, вона не отримає цю роботу. 3) Ми організуємо вечірку наступної суботи. Ви приєднаєтеся до нас? 4) Подивись на того хлопця! Він зараз впаде з дерева! 5) О котрій годині починаються лекції наступного тижня? - Вони починаються о дев'ятій годині ранку. 6) Я не збираюся витратити всі гроші на одяг. 7) Нам прийти раніше завтра? - Ні, я думаю, ми почнемо працювати як завжди. 8) У мене немає часу приготувати вечерю! - Не переймайся, я замовлю піццу. 9) Що ти збираєшся робити у вихідні? - Моя подруга приїздить провідати мене. Мы збираємося погуляти по місту. 10) Виклич таксі, а інакше запізнишся на літак.

МИНУЛИЙ НЕОЗНАЧЕНИЙ ЧАС (THE PAST SIMPLE TENSE)

Минулий неозначений час (The Past Simple Tense) вживається для повідомлення про дії, що регулярно повторювалися у минулому, а також для опису послідовності дій, котрі відбувалися у минулому. При цьому можуть вживатися наступні обставини часу: *yesterday, last week (month, year), three (two, four) days ago.*

У минулому неозначеному часі до основи правильних дієслів додається закінчення -ed: *walk — walked, clean — cleaned.* Неправильні дієслова мають

спеціальні форми минулого часу: *buy — bought, meet — met, speak — spoke* і т. ін. Стверджувальна форма минулого неозначеного часу утворюється так:

I/you/he/she/it/we/they + V₂ (Ved)

Наприклад: *We worked in the garden yesterday.*

He sent me an e-mail letter an hour ago.

Утворюючи форму минулого неозначеного часу, необхідно дотримуватися наступних правил орфографії.

1. Якщо основа дієслова закінчується на -e, додається тільки -d:

live — lived, save — saved.

2. Якщо основа дієслова закінчується приголосним з попереднім наголошеним голосним, кінцевий приголосний подвоюється і додається -ed:

stop — stopped, prefer — preferred.

3. Якщо основа дієслова закінчується на -y з попереднім приголосним, то -y міняється на -i' и додається -ed:

study — studied, fry — fried.

4. Якщо основа дієслова закінчується на -y з попереднім голосним, то додається -ed без інших змін:

stay — stayed, enjoy — enjoyed.

5. Якщо основа дієслова закінчується на -l, то при додаванні закінчення -ed цей приголосний подвоюється:

travel — travelled.

Форми минулого часу для дієслова *to be — was/were*:

для *I/he/she/it — was*, для *you/we/they — were*.

II. Add -ed to the following verbs.

To water, to pray, to cancel, to hurry, to produce, to stop, to log, to launch, to explore, to slip, to cry, to admire, to prefer, to delay, to reach, to create, to copy, to hop, to connect, to chew, to publish, to destroy, to rob, to try, to share, to employ, to equip, to manage, to promise, to ban, to survive, to sign, to reply, to step, to puzzle.

III. Write the past form of the verbs into the correct column.

To present, to shake, to bathe, to get, to lay, to ski, to empty, to keep, to leave, to change, to feel, to verify, to belong, to choose, to plan, to believe, to show, to live, to break, to permit, to hear, to cover, to drive, to fall, to scan, to reduce, to catch, to fight, to race, to pay, to travel, to mean, to tell, to explain, to refer, to rise, to fly, to betray, to talk, to spend, to find, to fill, to know, to beg, to wear, to say, to play.

IV. Complete the sentences with *was* or *were*.

Last summer my parents and I ... on our holidays at the seaside. It ... the most terrible rest in my life! Firstly, the hotel ... too expensive and the service ... horrible. There ... too many people staying in the hotel. The staff ... rude and the food in the restaurant ... disgusting. Secondly, the beach ... dirty and there ... no chaise loungers to lie on. The weather ... cloudy and windy. There ... no excursions and no shops to buy souvenirs. My mother ... disappointed, but father ... really happy. He ... busy sleeping, reading and watching TV. When our holidays ... over, my mother and I ... really happy to return home. But Dad ... upset because this rest... the best in his life.

V. Rewrite the text in the Past Simple Tense.

Steller's Sea Cow

While travelling with the explorer Vitus Bering in 1741, a naturalist Georg Steller discovers an amusing defenceless mammal near the Asiatic coast of the Bering Sea. It is a sea cow. The animal looks somewhat like a large seal, but has two stout forelimbs and a whale-like tail. The sea cow grows up to 7.9 metres long and weighs up to three tons. According to Steller, the animal never comes out on shore but always lies in the water. Its skin is black and thick and its head is small in proportion to the body. Sea cows' habitat stretches along the North Pacific coast to Japan and California. Scientists suppose that the arrival of humans is the cause of their extinction. People hunt sea cows for their meat. The animals die out within 27 years of their discovery.

VI. Put the verbs in brackets into the Past Simple Tense.

1) Dolly ...*(to see)* me talking to my coach yesterday. 2) Henry... *(to recognize)* the man and ... *(to tell)* me about it a few minutes ago. 3) Last spring we ... *(to spend)* a week in the cottage house and then ...*(to return)* to the town. 4) I... *(to get)* a message from you just an hour ago and ... *(to take)* a taxi to get to the airport. 5) The house ... *(to be)* full of smoke and we ... *(to hear)* a cry for help. 6) Nigel ... *(to take)* a pen and ... *(to write)* something on a piece of paper. 7) The children ... *(to decide)* to repair their bicycle and ... *(to ask)* Alex to help them. 8) The hurricane ... *(to be)* very strong and ... *(to destroy)* half of the buildings in the town. 9) Sue ... *(to cancel)* the appointment with the manager and ... *(to hurry)* to the hospital. 10) When the surgeon ... *(to finish)* the operation he ... *(to feel)* completely exhausted. 11) Yesterday Nora ... *(to leave)* me a note that she ... *(to want)* to see me. 12) The train ... *(to arrive)* on time and Fred ... *(to see)* Linda coming off the carriage. 13) When a group of tourists ... *(to come)* to the castle, the guide ... *(to show)* them around and ... *(to answer)* their questions. 14) Mike ... *(to have)* an appointment with his employee last Wednesday and ... *(to promise)* to make all the necessary calculations as quickly as possible. 15) Julia .. *(to buy)* a magazine and ... *(to go)* to the bus stop to meet her friend.

МИНУЛИЙ ТРИВАЛИЙ ЧАС (THE PAST CONTINUOUS TENSE)

Минулий тривалий час вживається для опису дій, котрі тривали у певний момент у минулому. Стверджувальна форма минулого тривалого часу

утворюється з використанням допоміжного дієслова *was/were* та основного дієслова з закінченням *-ing*.

I/he/she/it + was + Ving

You/we/they + were + Ving

Наприклад: *We were sunbathing all the morning yesterday.*

Anna was washing the dishes at 6 o'clock yesterday evening.

I. Make up sentences using the Past Continuous Tense.

1) We/to plant/the trees/all morning/yesterday. 2) Frank/ to work/in the garage/from 2 till 5 o'clock last Saturday. 3) Children/to train/in the gym/at 7 o'clock yesterday. 4) It/ to snow/heavily/all the day/last Monday. 5) At 11 o'clock yesterday morning/Mr Brooks and his son/to wash/the car. 6) Nelly/to talk/on the phone/at 3 o'clock yesterday. 7) Some girls/to play/tennis/at this time/yesterday. 8) You/to have/lunch/from 1 till 2 o'clock last Wednesday. 9) Some workers/to load/the boxes/into the lorry/at that time. 10) Alice/to clean/ the flat/all the afternoon/yesterday.

II. Put the verbs in brackets into the Past Continuous Tense.

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

III. Complete the text with the verbs from the box, using them in the Past Continuous Tense. Add 4—7 sentences to finish the story.

to burn	to practise	to get (2)	to breathe
to fly	to ski	to sleep	to enjoy
to search	to enter	to look	to snow

It was the beginning of winter holidays. Ron and his sister Tina ... to a skiing resort with their parents for their first skiing holiday. Soon the family ... a small, cosy hotel at the bottom of a mountain. A bright fire ... in a big fireplace in the middle of the hotel hall. A big brown dog ... in front of the fireplace. The children ... at the dog with admiration. Ron came up to the dog and read its name on the collar: «Buck». At that moment their mother called the children to the room.

Ron and Tina ... skiing all the week. They could ski rather well now and ... their time in the mountains.

Two weeks passed. It was the last day before their departure. It ... dark and the parents decided to return to the hotel. But Ron and Tina wanted to go down the mountain one more time. When Tina ... she lost balance and fell down into the deep snow. She couldn't move her legs and shouted for help. Then suddenly everything was dark. Ron and Tina's parents were worried. The weather ... worse, it... heavily. Ron was in a state of shock and couldn't say a word. The rescue patrols with dogs ... for the girl all night. Suddenly a dog started barking and jumping up and down. It was Buck, the hotel dog. He was holding Tina's hat in its mouth. The men of the rescue patrol dug in the snow and found Tina's body underneath. Luckily, Tina ... still

Показники часу, які вживаються з минулим тривалим часом: *when, while, as.*

While вживається, якщо дві дії, названі у реченні, відбуваються одночасно:
Greg was making tea while Liz was cutting bread for sandwiches.

When та *as* вживаються, якщо одна дія, названа у реченні, триває, а інша його перериває:

Ted was reading when (as) his mobile phone rang.

IV. Circle the correct item.

1) Professor Scott was reading some papers *while/as* his assistant came into the laboratory. 2) Mary was cooking a vegetable salad *while/when* she found out that there wasn't any salt in the box. 3) *While/As* Lisa was writing a test, her friend was waiting for her outdoors. 4) Sheila was weeding cucumbers *while/when* her younger sister was picking strawberries. 5) *While /When* Charlie entered the classroom, his teacher was explaining something to his classmates. 6) *While/As* two women were talking, their children were playing badminton on the playground. 7) Sam was repairing his bike in the backyard *while/as* he heard a cry for help. 8) *While/As* I was doing the washing-up, I broke a plate.

V. Complete the sentences with *when* or *while*.

1) Ron was watching TV ... his neighbour rang the doorbell. 2) ... Jessica was typing a report, Henry was surfing the Net in search of some information for the History project. 3) Roger was having a cup of coffee ... his wife was drying her hair. 4) ... the rescue brigade found the injured man, he was lying unconscious on the ground. 5) ... Monica was sunbathing, Mick and Tom were playing beach volleyball with some other boys. 6) Mr Stevens was looking through some documents ... the light in the office suddenly went out. 7) ... I was vacuuming the carpet in the living room, my sister was dusting the furniture in the bedrooms. 8) The travellers were walking through the wood ... they heard a loud rumble of thunder.

МИНУЛИЙ ЗАВЕРШЕНИЙ ЧАС (THE PAST PERFECT TENSE)

Минулий завершений час вживається, якщо дія завершилась до певного моменту або до початку іншої дії в минулому. Стверджувальна форма минулого завершеного часу утворюється за допомогою допоміжного дієслова *had* та основного дієслова у третій формі (для неправильних дієслів) або з закінченням *-ed* (для правильних).

I/you/he/she/it/we/they + had + V₁ (Ved)

Наприклад:

We had finished the work before seven o'clock yesterday.

She had cooked supper before the children returned from the walk. (перша дія: she cooked supper, друга дія: children returned from the walk)

I. Make up sentences using the Past Perfect Tense.

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

II. Put the verbs in brackets into the Past Perfect Tense.

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

III. Complete the text with the verbs from the box, using them in the Past Perfect Tense.

to pass	to work	to notice	to commit
to place	to inform	to steal (2)	to walk

The Theft of the Mona Lisa

On 21 August 1911, Leonardo da Vinci's Mona Lisa, one of the most famous paintings in the world, was stolen from the Louvre. It was such an inconceivable crime, that nobody ... even ...it until the following day.

About 60 investigators arrived at the Louvre to find out how the criminals ... the famous painting. Rumours and theories about the identity and the motive of the theft spread like wildfire. Some people believed that the Mona Lisa had been stolen to show how bad the Louvre was protecting the masterpieces; others suggested that the thief was going to blackmail the Government to get money for it. Two years ... before the thief made contact.

In the autumn of 1913, a well-known dealer, Alfredo Geri placed an advertisement in several Italian newspapers which stated that he was «a buyer at good prices of art objects of every sort». After he ... the ad, Geri received a letter which stated that the writer was in possession of the stolen Mona Lisa. Geri ... the police about the letter before he got in touch with its author. Some days later the police arrested Vincenzo Peruggia who actually ... the painting from the Louvre.

Vincenzo Peruggia ... in Paris at the Louvre by 1908. Still known by many of the guards, he ... into the museum, grabbed the Mona Lisa, removed the painting from its frame and walked away. Vincenzo explained that he ... that crime to return the painting to Italy.

The Mona Lisa was displayed throughout Italy before it was returned to France on 30 December 1913.

I. Translate into English.

1) Я відправив вам повідомлення вчора до восьмої години вечора. 2) На жаль, вчора до закінчення робочого дня наш менеджер не підготував усі необхідні документи. 3) Ми тільки помили машину, коли почався дощ. 4) Після того, як передача закінчилася, Тім вимкнув телевізор і пішов спати. 5) Діти пішли у парк на прогулянку після того, як поснідали. 6) Перед тим, як ми підписали контракт, він уважно прочитав усі документи. 7) Кудя пішли туристи після того, як закінчилася екскурсія? 8) Де працював ваш брат перед тим, як він отримав роботу в цій фірмі? 9) Вчора вранці Аманда подзвонила і сказала, що вже повернулася з відрядження. 10) Що сказав вам лікар після того, як оглянув маленького Джека?

МИНУЛИЙ ЗАВЕРШЕНИЙ ТРИВАЛИЙ ЧАС (THE PAST PERFECT CONTINUOUS TENSE)

Минулий завершений тривалий час вживається для вираження дій, які тривали якійсь час до певного моменту або початку іншої дії у минулому. Стверджувальна форма утворюється з використанням допоміжного дієслова *had*, дієслова *to be* у третій формі (*been*) та основного дієслова з закінченням *-ing*.

I/you/he/she/it/we/they + had been + Ving

Наприклад: *We had been skiing for half an hour before it started snowing.*

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

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

1) ... before Tom came to the court. Helen/to play/tennis/for an hour and a half. 2) ... before he retired. Mr Black/to work/as a lawyer/for twenty-five years. 3) ...when the bus arrived. We/ to wait/for forty minutes. 4) Sheila looked tired because ... She/ to sew/a dress/for her little daughter/all day. 5) Before Jack got to level four He/to play/the same game/for three hours.

1) Mike's neighbor's were angry because He/to listen/to loud music/for four hours/yesterday evening. 7) Everybody was very hungry because They/to work/all day/without/a break for lunch. 8) ... when suddenly the car broke down. We/ to drive/for five hours. 9) ... before the plane landed in the airport late in the evening yesterday. They/to fly/for six hours. 10) ... since Easter. Alex and Den/to prepare/for the exams.

II. Put the verbs in brackets into the Past Perfect Continuous Tense.

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

Заперечна форма минулого завершеного тривалого часу утворюється за допомогою заперечної частки *not*, котра ставиться після першого допоміжного дієслова.

I/you/he/she/it/we/they 4- *had not (hadn't) been + Ving*

Наприклад: We *hadn't been playing* chess before you came. Питальна форма минулого завершеного тривалого часу (загальне питання) утворюється з використанням допоміжного дієслова *had*, яке ставиться на початку речення.

Had + I/you/he/she/it/we/they + been + Ving?

Відповіді на такі питання даються з використанням того ж допоміжного дієслова:

Had they been swimming since ten o'clock yesterday? — Yes, they had./No, they hadn't.

III. Make the sentences negative and interrogative.

1) Brian had been trying to find a better job for three weeks. 2) Little Johnny had been riding his new bike all day yesterday. 3) Robert and Frank had been fixing that computer for two hours yesterday. 4) Julia had been typing the report all the morning yesterday. 5) It had been raining all night last Tuesday. 6) The Smiths had been building their house for four years. 7) We had been skating for three hours yesterday. 8) You had been decorating the classroom for more than two hours last Saturday. 9) The twins had been fighting in the backyard when their mother saw them. 10) Molly had been speaking on the phone for an hour and a half yesterday evening.

IV. Make up questions as in the example and use the table to answer them.

	train in the gym	surf the Internet	Play Bowling	do the shopping
Alison	for 1 hour	from 2 till 5 o'clock	for 2 hours	all day
Martin	since 4 o'clock	all day	for 3 hours	for 30 minutes
Ted and Mike	all the evening	for 5 hours	since 6 o'clock	for 1 hour

Example: Alison/to train in the gym/for an hour/last Sunday? **Had Alison been training in the gym for an hour last Sunday? — Yes, she had.**

Alison/to surf the Internet/from 4 till 6 o'clock yesterday? **Had Alison been surfing the Internet from 4 till 6 o'clock yesterday? — No, she hadn't.**

1) Alison/to play bowling/for 3 hours/last Saturday? 2) Alison/ to do the shopping/all day/last Thursday? 3) Martin/to train in the gym/since 4 o'clock/yesterday? 4) Martin/to surf the Internet/for three hours/the day before yesterday? 5) Martin/ to play bowling/for 3 hours/last Friday? 6) Martin/to do the shopping/all day/last Saturday? 7) Ted and Mike/to train in the gym/all the evening/yesterday? 8) Ted and Mike/to surf the Internet/all day/last Sunday? 9) Ted and Mike/to play bowling/since 6 o'clock/two days ago? 10) Ted and Mike/to do the shopping/for four hours/last Tuesday?

V. Put the verbs in brackets into the correct form.

1) It ... (*to snow*) for five hours before the weather changed.
 2) Betty and Jane ... (*to argue*) for half an hour when their parents returned home.
 3) Why did Ed miss his training yesterday? — He couldn't come because he ... (*to prepare*) his project all day yesterday. 4)... Isabel ... (*to work*) as a secretary for four years before she moved to another town? — No, she She ... (*to work*) as a secretary just for two years. 5) ... Pete ... (*to play*) computer games all the evening last Friday? — No, he He ... (*to write*) an essay for two hours and then he went for a walk. 6) Jean ... (*not to wait*) for our boss all the morning yesterday. She ... (*to speak*) to some clients for about an hour and then she went to the bank. 7) Kevin was exhausted because

he ... (*to unload*) the lorry for three hours. 8) I was really happy that Ron won that competition because he ... (*to prepare*) for it for half a year. 9) ... you ... (*to save*) money for a new computer for a long time? — Yes, I I ... (*not to spend*) a penny for six months before I got a sufficient sum. 10) Cathy and Sue ... (*to tidy*) our cottage house for two days after that birthday party.

Складаючи спеціальні питання у минулому завершеному тривалому часі, слова розставляють у наступному порядку: питальне слово (*Wh-word*), допоміжне дієслово *had*, підмет, дієслово *been* та основне дієслово з закінченням *-ing*.

Wh-word + had + I/you/he/she/it/we/they + been + Ving

Наприклад: *What had he been doing before the concert began yesterday?*

Who had been working in the garden since 3 o'clock last Monday?

VI. Write questions to the underlined words.

1) We had been preparing for the Art Festival for a month. 2) Nora had been swimming in the pool for an hour before the rain started. 3) The boys had been eating hamburgers in the park yesterday. 4) Gordon had been reading the article about new software for half an hour yesterday. 5) Helen had been speaking to her friend on the phone for two hours yesterday.

Зверніть увагу на відмінності у використанні минулого неозначеного, минулого довготривалого, минулого завершеного та минулого завершеного тривалого часів. Минулий неозначений час вживається у таких випадках.

1. Коли дія відбулася (й завершилася) у певний момент у минулому: *She washed her hair half an hour ago.*

2. Коли два або більше дій відбулися одна за іншою послідовно і без великих інтервалів у часі: *They came into a café, sat down at a table and ordered two cups of coffee.*

3. Для опису станів та звичок у минулому: *He used to play football/played football when he was a schoolboy.*

Якщо присудком у реченні виступають дієслова, що не вживаються у минулому тривалому часі, то вони вживаються у минулому неозначеному часі: *We agreed to help her.*

Минулий тривалий час вживається у таких випадках.

1. Коли дія тривала у певний момент у минулому: *She was washing the dishes at 6 o'clock yesterday.*

2. Коли дві або більше дій тривали одночасно у минулому: *While she was washing the dishes, her husband was drying them.*

Коли одна дія тривала у минулому, а інша її перервала: *He was watching TV when his friend phoned.*

Минулий завершений час вживається у таких випадках.

1. Якщо дія завершилася до певного моменту в минулому: *We had come home by 8 o'clock yesterday.*

2. Якщо дія завершилася до початку іншої дії у минулому: *They had returned home before the film began,* (первое действие: *they had returned home*; второе действие: *the film began*)

Порівняйте:

We reached the hotel and the rain started, (дії відбуваються послідовно)

We reached the hotel after the rain had started, (перша дія: *the rain had started*; друга дія: *we reached the hotel*)

Минулий завершений тривалий час вживається у таких випадках.

1. Якщо дія тривала якийсь час до певного моменту або початку іншої дії у минулому: *We had been walking for forty minutes before we reached the village.*

2. Щоб підкреслити, що дія тривала достатньо довго у минулому та мала видимий результат: *He was confused because he had been solving that problem for hours.*

I. Circle the correct item.

1) Tina *sunbathed/ was sunbathing* while her children *swam/were swimming* in the sea.

2) Mr White *phoned/had phoned* us after the conference *was beginning/had begun*.

3) They *were sailing/ had been sailing* for two weeks before they reached the continent.

4) My brother *bought/had bought* this computer a year ago.

5) We *had/were having* breakfast when our neighbour *knocked/ had knocked* at the door.

6) Tom's eyes were red because he *had worked/had been working* at the computer all day.

7) Dolly *took/was taking* a letter, *opened/was opening* it and *started/ had started* reading.

8) After we *cleaned/had cleaned* the house we *decided/had decided* to go to the cinema.

9) The boys *were playing/had been playing* tennis at 3 o'clock yesterday.

10) Mrs Davis was upset because she *was losing/had lost* her purse.

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

1) Mike ... (*to cycle*) for two hours before he ... (*to stop*) for a rest.

2) We ... (*to walk*) about for half a day before we ... (*to find*) your house.

3) They ... (*to wait*) for an hour already when the taxi ... (*to arrive*).

4) Victor ... (*to feel*) tired because he ... (*to dig*) out the bushes in the garden all day.

5) Before Alice ... (*to prepare*) all the dishes, she ... (*to cook*) for four hours.

6) It... (*to snow*) for two days before the weather ... (*to change*).

7) Simon ... (*to surf*) the Internet for six hours before he ... (*to find*) the necessary information.

8) The scientists of our institute ... (*to conduct*) the research for many years before they ... (*to discover*) a new source of energy.

9) Jack ... (*to wonder*) how long he ... (*to wait*) for Sandra.

10) Betty ... (*to stare*) at me for a few minutes before she ... (*to understand*) the meaning of my words.

III. Match the sentences to the explanations of the usage of Past Tenses.

- | | |
|---|--|
| 1) It was midnight and they were still dancing. | a) Дія тривала довго у минулому й мала видимий результат. |
| 2) My parents had been living in the town for twenty-five years before they decided to move to the village. | b) Дві або більше дій відбулися одна за одною послідовно та без великих інтервалів у часі. |
| 3) She opened the cupboard, took a glass and put it on the table. | c) Дія завершилася до початку іншої дії в минулому. |
| 4) The seminar had finished by 4 o'clock yesterday. | d) Дія тривала у певний момент у минулому. |
| 5) Tom was dusting the furniture while his sister was watering the flowers. | e) Одна дія тривала у минулому, а інша її перервала. |
| 6) Sally was worried because she had been waiting for the ambulance for twenty minutes. | f) ^ Дія завершилася до певного момента у минулому. |
| 7) James got your message 10 minutes ago. | g) Підметом у реченні є дієслово, котре не вживається у минулому тривалому часі, тому він вживається у минулому неозначеному часі. |
| 8) When the teacher came in, the pupils were running about. | h) Б) Дія тривала якийсь час до певного момента або початку іншої дії у минулому. |
| 9) He didn't believe my story. | i) Дія відбулася (й завершилася) у певний момент у минулому. |
| 10) He continued his journey after he had filled up his car. | j) Дві або більше дій тривали одночасно у минулому. |

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

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

V. Complete the sentences with the words from the box.

after	ago	When	Last
while	and	Already	because
yesterday	by the time		

1) Edward was crossing the street ... a car stopped next to him. 2) Mrs Grey was worried ... she had been waiting for her son's call for more than two hours. 3) The storm broke out... the ferry had arrived at a harbour. 4) An old gentleman was reading a newspaper ... his little grandson was playing in the sandpit. 5) Alison started to work in our hospital two months 6) The fire had destroyed the building completely ... the fire brigade arrived. 7) Ted put the key into the key-hole, turned it... the door opened. 8) We had ... woken up when the postman brought the parcel from Henry. 9) They spent their holidays in Norway ... winter. 10) Mrs Watts was having dinner with her niece at 4 o'clock

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

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

VII. Choose the correct form to complete the sentences.

A Holiday Nightmare

A year ago my friend Clive and I 1) ... to the Bahamas for a holiday. After we 2) ... a week in Nassau, we 3) ... to go to Little Inagua. The flight to Little Inagua was expensive so we 4) ... a 3-hour boat trip on the Siren, a cargo boat carrying provisions to the islanders. The Siren was an old, broken-down boat. As we stepped on deck, I doubted that we 5) ... the right decision. But it was too late to turn back.

The sun 6) ... brightly that day as we set out on our journey. We 7) ... travelling for an hour before the sea 8) ... to get rough. A storm was approaching very quickly and soon the waves 9) ... over the deck. Suddenly I 10) ... a shout from below. The engine room was flooded and the engine stopped! I 11) ... to panic. My friend 12) ... for lifejackets, but he was told that there weren't any. Our panic turned to fear.

Fortunately, after a few minutes, the engine started working again. The captain
13)... us through for hours of stormy weather before we 14)... the calm harbour at Little
Inagua. There, as we got off the Siren, I 15) ... myself that whatever the price, we would
definitely fly back to Nassau.

- 1) a) went; b) were going;
c) had gone; d) had been going.
- 2) a) spent; b) were spending;
c) had spent; d) had been spending.
- 3) a) decided; b) were deciding;
c) had decided; d) had been deciding.
- 4) a) made; b) were making;
c) had made; d) had been making.
- 5) a) shone; b) was shining;
c) had shown; d) had been shining.
- 6) a) travelled; b) were travelling;
c) had travelled; d) had been travelling.
- 7) a) began; b) was beginning;
c) had begun; d) had been beginning.
- 8) a) poured; b) were pouring;
c) had poured; d) had been pouring.
- 9) a) heard; b) was hearing;
c) had heard; d) had been hearing.
- 10) a) started; b) was starting;
c) had started; d) had been starting.
- 11) a) asked; b) was asking;
c) had asked; d) had been asking.
- 12) a) steered; b) was steering;
c) had steered; d) had been steering.
- 13) a) reached; b) were reaching;
c) had reached; d) had been reaching.
- 14) a) promised; b) was promising;

c) had promised; d) had been promising.

VIII. Find mistakes and correct them.

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

IX. Translate into English.

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

REVISION

I. Make the sentences negative and interrogative.

1) You had been cooking supper for two hours yesterday. 2) Margaret had been lying in the sun for an hour. 3) We had been painting the fence for half a day yesterday. 4) Sue had been vacuuming the carpet for thirty minutes. 5) Fred had been sleeping for four hours last night. 6) They had been doing that project for two weeks last month. 7) My brother had been working in the garden for five hours yesterday. 8) The police had been investigating that murder for half a year. 9) We had been planning our journey for a month last year. 10) He had been writing his last book for three years.

II. Make up sentences using the Past Perfect Continuous Tense.

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

III. Write questions to the underlined words.

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

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

1) Sarah ... (*to write*) poems since she ... (*to be*) a schoolgirl. 2) Ben ... (*to stay*) in New York for two days before he ... (*to manage*) to buy a ticket for Melbourne. 3) A little boy ... (*to play*) with his new toy car for some hours before it... (*to break*). 4) They ... (*to discuss*) the news for half an hour before their chief ... (*to come*) to the office. 5) Isabel ... (*to try*) on clothes for more than an hour before she ... (*to choose*) a dress for the party. 6) Henry and Jane ... (*to travel*) around the USA for some weeks before I ... (*to meet*) them in San Francisco. 7) How long ... you ... (*to sleep*) before the doctor ... (*to come*)? 8) Where ... Dave ... (*to go*) when his chief ... (*to see*) him? 9) Amanda ... (*to look*) at the photo for some minutes before she ... (*to put*) it back into the album. 10) They ... (*to be*) wet because they ... (*to walk*) in the rain for some hours.

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

1) Rachel ... (*to meet*) Den in front of the library five minutes ago. He ... (*to speak*) to Alex about some project. 2) Sam and Monica ... (*to skate*) together for four years before they ... (*to enter*) the competition. 3) When Victor ... (*to get*) off the bus, he ... (*to decide*) to phone his mother but suddenly ... (*to realize*) that he ... (*to forget*) his mobile phone in the hotel room. 4) The driver ... (*to speed*) down the road when suddenly an old woman ... (*to step*) in front of the car. 5) Two men ... (*to walk*) through the forest for five hours before they ... (*to see*) the house of the forest guard. The two men ... (*to be*) hungry because they ... (*not to eat*) anything since last evening. 6) Maggie ... (*to look*) for her gloves when the door ... (*to open*) and her mother ... (*to come*) in. 7) Phil... (*to wait*) for twenty-five minutes before Pamela ... (*to send*) a telegram and ... (*to return*) to the car. 8) By the time Steve ... (*to reach*) the airport, Andrew and Nora ... (*already to receive*) their luggage and ... (*to have*) coffee in a cafeteria outside. 9) Linda ... (*to phone*) her dentist yesterday because one of her teeth ... (*to ache*) for weeks. 10) When Tony ... (*to arrive*) at Tina's place yesterday, she ... (*to read*) a detective story which she ... (*to buy*) some days before.

VII. Find mistakes and correct them.

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

VIII. Translate into English.

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

день. 10) Рятувальники працювали всю ніч, перш ніж прилетіли вертольоти з лікарями.

LESSON 5

TEXT A WHAT IS ECOLOGY

Ecology (from Greek: οἶκος, "house" or "living relations"; -λογία, "study of") is the scientific study of the distributions, abundance and relations of organisms and their interactions with the environment. Ecology includes the study of plant and animal populations, plant and animal communities and ecosystems. Ecosystems describe the web or network of relations among organisms at different scales of organization. Since ecology refers to any form of biodiversity, ecologists research everything from tiny bacteria's role in nutrient recycling to the effects of tropical rain forest on the Earth's atmosphere. The discipline of ecology emerged from the natural sciences in the late 19th century. Ecology is not synonymous with environment, environmentalism, or environmental science. Ecology is closely related to the disciplines of physiology, evolution, genetics and behavior.

Like many of the natural sciences, a conceptual understanding of ecology is found in the broader details of study, including:

- life processes explaining adaptations
- distribution and abundance of organisms
- the movement of materials and energy through living communities
- the successional development of ecosystems, and
- the abundance and distribution of biodiversity in context of the environment.

Ecology is distinguished from natural history, which deals primarily with the descriptive study of organisms. It is a sub-discipline of biology, which is the study of life.

There are many practical applications of ecology in conservation biology, wetland management, natural resource management (agriculture, forestry, fisheries), city planning (urban ecology), community health, economics, basic applied science and it provides a conceptual framework for understanding and researching human social interaction (human ecology).

TEXT B SCALE AND COMPLEXITY

The scale and dynamics of time and space must be carefully considered when describing ecological phenomena. In reference to time, it can take thousands of years for ecological processes to mature. The life-span of a tree, for example, can include different successional or seral stages leading to mature old-growth forests. The ecological process is extended even further through time as trees topple over, decay and provide critical habitat as nurse logs or coarse woody debris. In reference to space, the area of an ecosystem can vary greatly from tiny to vast. For example, a single tree is of smaller consequence to the classification of a forest ecosystem, but it is of larger consequence to smaller organisms. Several generations of an aphid population, for example, might exist on a single leaf. Inside each of those aphids exist diverse communities of bacteria. Tree growth is, in turn, related to local site variables, such as soil type, moisture content, slope of the land, and forest canopy closure. However, more complex global factors, such as climate, must be considered for the classification and understanding of processes leading to larger patterns spanning across a forested landscape.

Global patterns of biological diversity are complex. This biocomplexity stems from the interplay among ecological processes that operate and influence patterns that grade into each other, such as transitional areas or ecotones that stretch across different scales. "Complexity in ecology is of at least six distinct types: spatial, temporal, structural, process, behavioral, and geometric.": There are different views on what constitutes complexity. One perspective lumps things that we do not understand into this category by virtue of the computational effort it would require to piece together the numerous interacting parts. Alternatively, complexity in life sciences can be viewed as emergent self-organized systems with multiple possible outcomes directed by random accidents of history. Small scale patterns do not necessarily explain large scale phenomena, otherwise captured in the expression 'the sum is greater than the parts'. Ecologists have identified emergent and self-organizing phenomena that operate at different environmental scales of influence, ranging from molecular to planetary, and these require different sets of scientific explanation[Long-term ecological studies provide important track records to better understand the complexity of ecosystems over longer temporal and broader spatial scales. The International Long Term Ecological Network manages and exchanges scientific information among research sites. The longest experiment in existence is the Park Grass Experiment that was initiated in 1856. Another example includes the Hubbard Brook study in operation since 1960.

To structure the study of ecology into a manageable framework of understanding, the biological world is conceptually organized as a nested hierarchy of organization, ranging in scale from genes, to cells, to tissues, to organs, to organisms, to species and up to the level of the biosphere. Together these hierarchical scales of life form a panarchy. Ecosystems are primarily researched at (but not restricted to) three key levels of organization, including organisms, populations, and communities. Ecologists study ecosystems by sampling a certain number of individuals that are representative of a population. Ecosystems consist of communities interacting with each other and the environment. In ecology, communities are created by the interaction of the populations of different species in an area.

Biodiversity is an attribute of a site or area that consists of the variety within and among biotic communities, whether influenced by humans or not, at any spatial scale from microsites and habitat patches to the entire biosphere.

Biodiversity (an abbreviation of biological diversity) describes all varieties of life from genes to ecosystems and spans every level of biological organization. There are many ways to index, measure, and represent biodiversity. Biodiversity includes species diversity, ecosystem diversity, genetic diversity and the complex processes operating at and among these respective levels. Biodiversity plays an important role in ecological health as much as it does for human health. Preventing or prioritizing species extinctions is one way to preserve biodiversity, but populations, the genetic diversity within them and ecological processes, such as migration, are being threatened on global scales and disappearing rapidly as well. Conservation priorities and management techniques require different approaches and considerations to address the full ecological scope of biodiversity. Populations and species migration, for example, are more sensitive indicators of ecosystem services that sustain and contribute natural capital toward the well-being of humanity. An understanding of biodiversity has practical application for ecosystem-based conservation planners as they make ecologically responsible decisions in management recommendations to consultant firms, governments and industry.

TEXT C ECOLOGICAL NICHE AND THE HABITAT

There are many definitions of the niche dating back to 1917, but George Evelyn Hutchinson made conceptual advances in 1957 and introduced the most widely accepted definition: "The niche is the set of biotic and abiotic conditions in which a species is able to persist and maintain stable population sizes." The ecological niche is a central concept in the ecology of organisms and is sub-divided into the fundamental and the realized niche. The fundamental niche is the set of environmental conditions under which a species is able to persist. The realized niche is the set of environmental plus ecological conditions under which a species persists.

The habitat of a species is a related but distinct concept that describes the environment over which a species is known to occur and the type of community that is formed as a result. More specifically, "habitats can be defined as regions in environmental space that are composed of multiple dimensions, each representing a biotic or abiotic environmental variable; that is, any component or characteristic of the environment related directly (e.g. forage biomass and quality) or indirectly (e.g. elevation) to the use of a location by the animal." For example, the habitat might refer to an aquatic or terrestrial environment that can be further categorized as montane or alpine ecosystems.

Biogeographical patterns and range distributions are explained or predicted through knowledge and understanding of a species traits and niche requirements. Species have functional traits that are uniquely adapted to the ecological niche. A trait is a

measurable property of an organism that influences its performance. Traits of each species are suited or uniquely adapted to their ecological niche. This means that resident species are at an advantage and able to competitively exclude other similarly adapted species from having an overlapping geographic range. This is called the competitive exclusion principle.

Organisms are subject to environmental pressures, but they are also modifiers of their habitats. The regulatory feedback between organisms and their environment can modify conditions from local (e.g., a pond) to global scales (e.g., Gaia), over time and even after death, such as decaying logs or silica skeleton deposits from marine organisms. The process and concept of ecosystem engineering has also been called niche construction. Ecosystem engineers are defined as: "...organisms that directly or indirectly modulate the availability of resources to other species, by causing physical state changes in biotic or abiotic materials. In so doing they modify, maintain and create habitats."

The ecosystem engineering concept has stimulated a new appreciation for the degree of influence that organisms have on the ecosystem and evolutionary process. The term niche construction is more often used in reference to the under appreciated feedback mechanism of natural selection imparting forces on the abiotic niche. An example of natural selection through ecosystem engineering occurs in the nests of social insects, including ants, bees, wasps, and termites. There is an emergent homeostasis in the structure of the nest that regulates, maintains and defends the physiology of the entire colony. Termite mounds, for example, maintain a constant internal temperature through the design of air-conditioning chimneys. The structure of the nests themselves are subject to the forces of natural selection. Moreover, the nest can survive over successive generations, which means that ancestors inherit both genetic material and a legacy niche that was constructed before their time. Diatoms in the Bay of Fundy, Canada, provide another example of an ecosystem engineer. Benthic diatoms living in estuarine sediments secrete carbohydrate exudates that bind the sand and stabilize the environment. The diatoms cause a physical state change in the properties of the sand that allows other organisms to colonize the area. The concept of ecosystem engineering brings new conceptual implications for the discipline of conservation biology.

Answer the questions:

1. What language does the word "ecology" come from?
2. What is biodiversity?
3. What does biodiversity describe?
4. Is there any difference between the fundamental and the realized niches?
5. What organisms are called "ecosystem engineers"?

GRAMMAR EXERCISES

СПОСОБИ ВИРАЖЕННЯ МАЙБУТНЬОГО ЧАСУ (MEANS OF EXPRESSING FUTURE ACTIONS)

Майбутній неозначений час (The Future Simple Tense) вживається для вираження дій і подій в майбутньому. Майбутній неозначений час утворюється з використанням допоміжного дієслова *will* і інфінітива без *to*.

Характерні обставини часу: *tomorrow, next, in.*

I/you/he/she/it/we/they + will + V, I/you/he/she/it/we/they + will not (won't) + V Will + *I/you/he/she/it/we/they + VJ — Yes, I/he/... will. (No, I/he/... won't.)*

Наприклад:

They will go to the theatre tomorrow.

She will not (won't) attend the lecture next Tuesday.

Will you clean the flat tomorrow?

Shall вживається в питальні реченнях із займенниками *I, we*, коли ми висловлюємо пропозицію, хочемо отримати розпорядження відносно яких-небудь дій або пропонуємо щось зробити:

Shall we do to the beach today? (висловлюємо пропозицію)

Shall I make you a cup of tea? (пропонуємо щось зробити)

Shall we learn this poem by heart? (виражаємо намір отримати розпорядження)

I. Make up sentences using the verbs in the Future Simple Tense.

- 1) have/in/We/minutes/dinner/twenty.
- 2) everything/you/ The/explain/manager/to.
- 3) father/us/theme/Our/take/ Sunday/to/next/the/park.
- 4) you/some/examine/The/in/ doctor/minutes.
- 5) next/return/summer/children/from/ the/Friday/The/camp.
- 6) your/tomorrow/car/The/repair/ mechanic.
- 7) information/I/you/find/for/this/tomorrow.
- 8) future/other/live/on/People/planets/in.

II. Make the sentences negative and interrogative.

- 1) The Daniels will stay with us for a fortnight.
- 2) Mark will buy everything we need tomorrow.
- 3) Dinner will be ready in half an hour.
- 4) The police inspector will interrogate the burglar tomorrow.
- 5) Emily will book a room in the hotel for us.
- 6) Sam will take part in the next competition.
- 7) Jessica will have her final exam in two days.
- 8) It will be warm tomorrow.

III. Complete the sentences with *shall, will or won't*.

1. — ... you take part in the festival next week, Cindy?
— No, I ..., but Belinda
— Unfortunately, I don't know her phone number.

- ... I give it to you?
 — Yes, please.
 2. — ... David be in the office tomorrow, Jack?
 — No, he Why?
 — I ... have the results of his survey tomorrow morning.
 — That's good. He needs this information for his report.
 — ... I send him the results via e-mail?
 — It ... be great.
 3. — ... you give me a lift, Nick?
 — Of course, I I drive you to the office, Pam?
 — No, I... work in the office today. I... have an appointment with an estate agent. ... you stop the car opposite that building?
 — OK.
 4. — We are running out of food. ... you go shopping, Ben?
 — OK. But I need a shopping list.
 — I ... write a shopping list for you.
 —... you give me your discount card?
 — Sorry, I Alice took my discount card yesterday and forgot to return it.
 — Well, I ... buy all the food at the market then.

Складаючи спеціальні питання у майбутньому неозначеному часі, слова розміщують у такій послідовності: питальне слово (*Wh-word*), допоміжне дієслово *will*, підмет, основне дієслово.

Wh-word + will + I/you/he/she/if/we/they + V₁ ?

Наприклад:

What will she cook for dinner tomorrow?

Where will you go next Saturday?

Who will visit us tomorrow?

Wh-word + shall + I/we + V₁? (якщо ми просимо поради)

Наприклад:

Where shall we go?

What shall I do?

IV. Write questions to the underlined words.

1) The students will know the results of the test tomorrow morning. 2) They will go to Italy next summer. 3) She will give me this article tomorrow. 4) Boris will finish repairing the roof in two days. 5) You will receive the parcel from them next week.

V. Complete the text with *will* or *won't* and one of the verbs from the box.

to discover

to operate

to replace

to advance

to develop

to affect

to live

to cure

to have

to build

to make

to use

to be

Predictions About Our Future

Have you ever thought about our life in the future? What ... life ... like in thirty or fifty years from now? How far ... technology ...? How ... its development ... our lives? Here are some predictions made by science-fiction writers and technology experts.

1) People ... in flats and houses like we have nowadays. They ... environmentally friendly «smart houses». 2) Scientists ... new cheap sources of energy. This discovery... it possible to travel long distances not only around our planet, but also in space. 3) People ... their computers with the help of a keyboard or a mouse. They ... the power of their thoughts to surf the Net. 4) 3D holographic displays... old computer screens. 5) New medicines ... diseases like cancer and diabetes. Pharmacists ... drugs for individual needs of every sick person. 6) People ... the opportunity to continue their education at any time and age thanks to the development of virtual worlds for educational purposes.

VI. Make up questions using the Future Simple Tense. Answer these questions (make your predictions about the future).

1) What means of transport/to be popular/in future? 2) People/ to use/mobile phones/in future? 3) What food/people/to eat/ in future? 4) People/to find/life/on other planets? 5) How/ people/to use/robots/in future? 6) What kind of literature/ to be popular/in future? 7) How/people/to do the shopping/in future? 8) What clothes/people/to wear/in future?

VII. Translate into English.

1) В майбутньому люди житимуть у гармонії з природою. 2) Він зустріне нас завтра? - Так, він зустріне вас і привезе до готелю. 3) Вони не впізнають вас у цьому одязі. 4) Мені викликати для вас таксі? - Ні, мій друг заїде за мною. 5) На жаль, ми ніколи не дізнаємося правду. 6) Що ти робитимеш у вихідні? - Я поїду з друзями на екскурсію у старовинний замок. 7) Давайте підемо до кінотеатру та подивимося цей фільм. 8) Яким автобусом нам доїхати до залізничного вокзалу? **Для вираження майбутньої дії вживається як майбутній неозначений час, так і конструкція *be going to*.**

<p>Майбутній неозначений час вживається у наступних випадках. 1) Коли ми повідомляємо про факти або дії в майбутньому, на здійснення яких ми не можемо вплинути: <i>It will be Monday tomorrow.</i></p>	<p><i>Be going to</i> вживається у наступних випадках. 1) Коли ми повідомляємо про свої наміри або плани: <i>He attends computer courses. He is going to enter computer college.</i> 2) Коли ми повідомляємо про події у найближчому майбутньому, якщо</p>
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<p>2) Коли ми повідомляємо про дії або події в майбутньому, але не упевнені, що вони стануться (чи ще не прийняли остаточного рішення): <i>I think I'll buy a new camera.</i></p> <p>3) Якщо ми прийняли рішення в момент мовлення: <i>I'm tired. I'll do to bed earlier today.</i></p> <p>4) Коли ми виражаємо надії, побоювання, страхи, загрози, прогнози відносно майбутнього, даєм обіцянки і т. ін. Як правило, в таких випадках вживаються слова <i>hope, believe, think, expect, know, promise, (be) afraid, (be) sure, perhaps, probably, etc.</i>: <i>I'm sure he will help you. He will probably come home late.</i></p>	<p>ми упевнені, що вони стануться: <i>He is going to invite you to the party. (He has already decided.)</i></p> <p>3) Якщо у момент мови ми розуміємо, що станеться найближчим часом: <i>Be careful! You are going to cut your finger!</i></p>
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VIII. Match the sentences to the explanations of the usage of the Future Simple Tense or *be going to*.

<p>1) They are going to get married.</p> <p>2) I'm afraid we'll miss this train.</p> <p>3) Watch out! You're going to hit your head!</p> <p>4)</p> <p>5) It will be my birthday tomorrow.</p> <p>6) I have got a headache. I'll take an aspirin.</p> <p>7) He is in a café. He is going to have lunch.</p> <p>8) I think I'll join you for a picnic tomorrow.</p>	<p>a) Рішення, прийняте в момент мовлення.</p> <p>b) Подія в найближчому майбутньому, яка напевно станеться</p> <p>c) Повідомлення про факт в майбутньому, на здійснення якого ми не можемо вплинути.</p> <p>d) Повідомлення про події у майбутньому, рішення відносно яких ще остаточно не прийнято.</p> <p>e) Висловлювання побоювання.</p> <p>f) Повідомлення про подію, яка, як ми тільки що зрозуміли, зараз станеться.</p> <p>g) Повідомлення про наміри та плани.</p>
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IX. Circle the correct item.

1) They *will go/are going* to the theatre. They have already bought the tickets. 2) Summer holidays *will/are going to* start in a month. 3) I'm sure this team *will/is going to* win the game. 4) Mr Harris has sold his old car. He *will/is going to* buy a new one. 5) Watch out! You *will/are going to* scald your hand! 6) Perhaps we *will/are going to* cancel tomorrow's meeting. 7) It's too cold in the room. I *will/am going to* turn on the heating. 8) I hope they *will/are going to* enjoy the tour. 9) Phil is studying hard these days. He *will/is going to* have an exam next week. 10) Be careful! The dog *will/is going to* bite you! 11) The sun *will/is going to* rise in less than an hour. 12) I promise I *will/am going to* buy you new trainers next week. 13) They have bought a lot of food. They *will/are going to* have a party. 14) His daughter *will/is going to* be five next year. 15) I suppose she *will/is going to* tell us about her intentions.

X. Open the brackets using *will* or *be going to*.

- 1) — Do you have any plans for tomorrow?
—Yes, I ... (*to take*) my little daughter to the zoo.
- 2) — Would you like vanilla ice cream or a piece of cherry cake?
—I think I ... (*to have*) a piece of cake.
- 3) — Why is Pam phoning an estate agency?
—She ... (*to buy*) a flat in this area.
- 4) — Don't you think it's too dark in the room?
—You're right. I ... (*to switch*) on the light.
- 5) — The lecture starts at ten tomorrow morning.
— Don't be afraid. I ... (*to be*) in time.
- 6) — What are you doing?
—I'm reading a message from my friend. He ... (*to spend*) next week in the mountains and invites me to join him.
- 7) — Your room is a mess!
—I know. I ... (*to tidy*) it a bit later.
- 8) — I'm afraid I don't have enough money to buy this jacket.
—Never mind. I ... (*to lend*) you the sum you need.
- 9) — Is this your magazine, Kate?
— No, it's Molly's. She ... (*to read*) it in the plane.

XI. Open the brackets using *will*, *shall* or *be going to*.

Dear Sally,

I'm writing to tell you about my plans for the summer. Now I'm studying hard as I ... (*to have*) exams to enter university. I hope I ... (*not to fail*) and soon ... (*to become*) a student of the economic department.

Then my friends and I ... (*to travel*) to Greece. We haven't decided about the date of our departure yet but I think we ... (*to go*) there at the end of July. We ... (*to visit*) Athens, Delphi and Olympia. Perhaps we ... (*to go*) to Crete and spend some days there. ... I... (*to bring*) you a special souvenir from Greece? I know you're fond of collecting

dolls. I'm sure I... (*to be able*) to buy a nice doll in traditional Greek clothes for you. We ... (*to spend*) two weeks in Greece and see as many sights as possible.

In August I ... (*to start*) language courses because I want to know English and German perfectly. I believe the knowledge of foreign languages ... (*to be*) necessary for my future profession.

Oh, I nearly forgot! we ... *uuvej a pai V, vv*, end of our school. We are planning to celebrate this event at the end of June and hope you ... (*to join*) us. ... you ... (*to send*) me a message about your decision or ... I ... (*to phone*) you?

Well, that's all for now. Hope to see you soon.

Love,

Isabel

XII. Open the brackets using *will* or *be going to*.

According to the survey conducted by the Department of Employment and Training Administration new professions ... (*to be*) in demand in the near future. Taking into consideration the results of the survey, Montgomery Council ...(*to open*) a new college to train specialists for the spheres which are rapidly developing today and ... (*to be*) dominant in future. The Council has already decided about the list of professions young people ... (*to be able*) to get. This year the college ... (*to enroll*) students to study biometric identification. The Council believes that the government and military forces ... (*to require*) biometric identification specialists as they ... (*to develop*) the technology to identify people based on an eye, palm or voice scan. The college ... (*also to open*) the Department of Robotics Engineering to train specialists for the National Robotics Engineering Research Institution which creates robots for medical, military, agricultural and mining purposes. The Council expects these departments ... (*to be*) extremely popular and young people ... (*not to miss*) the opportunity to get prestigious professions. The Mayor has already agreed the Programme of the Development of the College with the Minister of Education and next year the college ... (*to open*) the Department of Space Architecture and the Department of Weather Modification.

XIII. Find mistakes and correct them.

1) Stuart is taking driving lessons. He will get a driving licence in a fortnight. 2) I know that Frank is going to be eighteen next year. 3) Perhaps the Mills are going to buy a cottage house soon. 4) Mike has taken his fishing rod. He will catch some fish for supper. 5) Will we go for a picnic tomorrow? 6) Gordon is looking for a better job. He will apply for the vacancy of Advising Investment Manager. 7) Amanda promises she is going to follow the recommendations of the doctor. 8) I think they shall organize a seminar for the staff.

XIV. Translate into English.

- 1) Я сподіваюся, ми не запізнаємося на автобус.
- 2) Через три дні буде Різдво.
- 3) Що ти збираєшся робити на весняних канікулах? - Гадаю, підготуюся до

випускних іспитів. 4) Ви збираєтеся запросити вашу двоюрідну сестру на ювілей? - Боюся, вона не приїде. Вона зараз у відрядженні за кордоном і збирається повернутися тільки в наступному місяці. 5) Сьогодні дуже спекотно. Вам купити морозиво? 6) Ти знаєш, які професії користуватимуться попитом у майбутньому? - Гадаю, будуть популярними професії, пов'язані з космічними дослідженнями. 7) Обережно! Ти зараз розіб'єш вазу! 8) Пообіцяй мені, що ти спочатк порадишся з юристом, а потім приймеш остаточне рішення. 9) Коли вони збираються замовляти квитки на літак? - Вони не збираються замовляти квитки. Думаю, вони поїдуть машиною. 10) Боюся, ми не закінчимо роботу вчасно.- Не хвилюйся, я допоможу вам.

Іноді для вираження майбутньої дії вживається теперішній тривалий або теперішній неозначений час. Теперішній тривалий час вживається, коли ми повідомляємо про заплановані події, які обов'язково стануться у недалекому майбутньому : .

We are having an exam in a week. She is flying to Rome next Tuesday.

Глаголы *to go* и *to come* можуть використовуватися в настоящем длительном времени вместо *is going to go/are going to come* с целью избежания повтора:

They are going to the gym tonight. ('NOT: They are going to go to the gym tonight.)

Our aunt is coming tomorrow.

Теперішній неозначений час вживається, коли йдеться про події в майбутньому, пов'язані з розкладом:*The train arrives at eight o'clock tomorrow morning.*

XV. Find mistakes and correct them.

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

XVI. Translate into English.

1) Він повернувся з конференції півгодини тому. 2) Доки я розмовляв по телефону, моя сестра уважно слухала новини по радіо. 3) Коли Нік прийшов додому, він згадав, що не відправив повідомлення менеджеру фірми. 4) Ми ремонтували машину в гаражі, коли почули якийсь шум на вулиці. 5) Ми розмовляли близько десяти хвилин, коли раптом задзвонив

мій мобільний телефон. 6) Літня жінка запросила нас у вітальню і почастивала пирогом з капустою, який вона випекла вранці. 7) Діти грали в саду дві години перед тим, як почався дощ. 8) Бэн почав працювати в нашій фірмі після того, як він закінчив університет. 9) Одяг хлопчиків був брудним, тому що вони грали у футбол цілий день. 10) Рятувальники працювали всю ніч, раніш ніж прилетіли вертольоти з лікарями.

МАЙБУТНІ ЧАСИ (FUTURE FORMS)

Майбутній тривалий час (The Future Continuous Tense) вживається для вираження дій, котрі відбуватимуться у певний момент у майбутньому.

Стверджувальна форма майбутнього тривалого часу утворюється з використанням допоміжного дієслова *will*, дієслова *be* та основного дієслова з закінченням *-ing*.

I/you/he/she/it/we/they + will + be + Ving

Наприклад: *I will be playing football at 4 o'clock tomorrow.*

They will be swimming at this time next Monday.

I. Make up sentences using the Future Continuous Tense.

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

II. Put the verbs in brackets into the Future Continuous Tense.

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

Заперечна форма майбутнього тривалого часу утворюється з використанням допоміжного дієслова *will* та заперечної частки *not*, які ставляться перед дієсловом *be* та основним дієсловом з закінченням *-ing*.

I/you/he/she/it/we/they + will not (won't) + be + Ving

Наприклад:

*She won't be playing tennis at 5 o'clock tomorrow.
They won't be writing a dictation at 11 o'clock tomorrow.*

Питальна форма майбутнього тривалого часу (загальне питання) утворюється так: допоміжне дієслово *will* ставиться на початку речення перед підметом.

Will + I/you/he/she/it/we/they + be + Ving?

Відповіді на такі питання даються короткі, з використанням того ж допоміжного дієслова:

Will you be having a lecture at 10 o'clock tomorrow? — Yes, I will./ No, I won't.

III. Make the sentences negative and interrogative.

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

IV. Put the verbs in brackets into the correct form.

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

V. Translate into English.

- 1) Завтра о шостій годині я дивитимуся свій улюблений серіал по телевізору.
- 2) Ми не гратимемо у баскетбол на майданчику завтра о сьомій годині.
- 3) У середу з дев'ятої години вони будуть складати іспит з англійської мови.
- 4) Що ти робитимеш завтра о восьмій годині вечора? - Я зустрічатииму батьків в аеропорту.
- 5) Який семінар ваша сестра відвідуватиме

наступного вівторка о другій годині? - Вона відвідуватиме семінар з маркетингу. 6) У цей час завтра ми летітимемо в Лос- Анджелес. 7) О котрій завтра у вас буде конференція? - У нас конференція проходитиме з десятої години ранку до третьої дня. 8) Том працюватиме увесь наступний тиждень? - Ні, з наступного четверга він відпочиватиме у горах. 9) Наступної п'ятниці о десятій годині ранку мої друзі братимуть участь у змаганнях з плавання. 10) Ми прикрашатимемо залу до новорічного свята завтра о дев'ятій ранку.

Майбутній завершений час (The Future Perfect Tense) вживається для вираження дій, котрі завершаться до певного момента у майбутньому.

Ствержувальна форма майбутнього завершеного часу утворюється з використанням допоміжного дієслова *will*, дієслова *have* та основного дієслова у третій формі (для неправильних дієслів) або з закінченням *-ed* (для правильних).

I/you/he/she/it/we/they 4- will 4- have + V₃ (Ved)

Наприклад: *He will have come by 5 o'clock tomorrow evening.*

VI. Make up sentences using the Future Perfect Tense.

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

VII. Put the verbs in brackets into the Future Perfect Tense.

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

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

Cathy — type the invitations by Monday

Ella — send the invitations by 4 o'clock on Monday
Alan and Nelly — prepare the reports by Tuesday
Fred — to set up the video equipment by Thursday morning
James — to paint the posters by Wednesday
Chris — to prepare the photos by 11 o'clock on Tuesday
Clara — to design the leaflets by 6 o'clock on Tuesday
Gordon — to print the leaflets by Thursday morning
Ron and Sam — to put the posters on the walls of the hall by Thursday evening
Eddy and Sarah — to organize the exhibition by 5 o'clock on Thursday
Alice and Vicky — to decorate the hall by Thursday evening

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

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

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

Майбутній завершений тривалий час (The Future Perfect Continuous Tense) вживається для вираження дій, котрі відбуватимуться протягом якогось часу у майбутньому. Стверджувальна форма майбутнього завершеного тривалого часу утворюється з використанням допоміжного дієслова *will*, конструкції *have been* та основного дієслова з закінченням *-ing*.

I/you/he/she/it/we/they + will + have been + Ving

Наприклад:

By the end of next month we will have been constructing this building for five weeks.

Заперечна форма майбутнього завершеного тривалого часу утворюється з використанням допоміжного дієслова *will* та заперечної частки *not*, котрі ставляться перед конструкцією *have been* та основним дієсловом з закінченням *-ing*.

I/you/he/she/it/we/they + will not (won't) + have been + Ving

Наприклад: *He won't have been working here for a month by the 23rd of November.*

Питальна форма (загальне питання) утворюється так: допоміжне дієслово *will* ставиться на початку речення перед підметом.

Will + I/you/he/she/it/we/they + have been + Ving?

Наприклад: *Will they have been working for two hours by the time the car arrives? — Yes, they will./No, they won't.*

IX. Make up sentences using the Future Perfect Continuous Tense.

1) By the beginning of April/my father/to work as the General Manager of this corporation/for fifteen years. 2) By 8 o'clock/we/ to surf the Net/for five hours. 3) By the end of next month/we/ to live/in this city/for ten years. 4) By the end of this day/Dolly/ not to design/this fancy dress/for seven hours. 5) Ted/to work/ as an attorney/for twenty years/by the end of March? 6) Jack and Alison/to build/their house/for a year by Easter? 7) My parents/ to run/this café/for six years/by next September. 8) By 4 o'clock/ they/to play volleyball/for three hours. 9) By 3 o'clock/the students/to write/the test for two hours and a half. 10) By next Friday/Henry/to train/for the competition/for ten months.

X.Put the verbs in brackets into the correct form of the Future Perfect Continuous Tense.

1) By the 25th of December she ... (*to work*) on this project for six months. 2) By Saturday, Fred ... (*to paint*) this picture for two weeks. 3) We ... (*to study*) marketing for a year by the end of the academic year. 4) By tomorrow morning Laura ... (*to sleep*) for twelve hours. 5) ... they ... (*to work*) together for ten years; by the end of May? — Yes, they 6) ... Nick ... (*to train*) for four hours by 6 o'clock? — No, he 7) By 5 o'clock Jessica ... (*to sit*) at the dentist's for three hours. 8) By 12 o'clock the children ... (*to swim*) for two hours. 9) By the end of the day the workers ... (*to paint*) this house for nine hours. 10) By 6 o'clock in the evening we ... (*to wait*) for his message for five hours.

Зверніть увагу на відмінності у вживанні майбутнього тривалого, майбутнього завершеного та майбутнього завершеного тривалого часів.

Майбутній тривалий час вживається у таких випадках.

1. Якщо дія відбуватиметься у певний момент у майбутньому:

At this time next week we will be skiing in the mountains.

2. Якщо дія обов'язково відбудеться у майбутньому, тому що ця дія повсякденна або є результатом попередньої домовленості:

I'll be speaking to John tomorrow. (We will definitely meet.)

3. Якщо ми дуже ввічливо цікавимося планами співрозмовників для того, щоб їх про щось попросити або запропонувати щось для них зробити:

Will you be going shopping? Can you buy a loaf of bread for me?

Майбутній завершений час вживається для вираження дій, котрі завершаться до певного момента у майбутньому:

He will have finished his work by 6 o'clock.

Майбутній завершений тривалий час вживається для вираження дій, котрі відбуватимуться протягом якогось часу до певного момента у майбутньому:

He will have been working as a surgeon for twenty-five years by the end of this year.

I. Circle the correct item.

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

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

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

III. Find mistakes and correct them.

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

IV. Translate into English.

1) Завтра у цей час ми будемо обідати з друзями моїх батьків у ресторані. 2) Автобус прибуде завтра на місце до дев'ятої години вечора. 3) До початку

наступного місяця виповниться рік, як мій брат працює у цьому банку. 4) Джек пофарбує твій велосипед до кінця робочого дня. 5) Ви будете працювати за комп'ютером цього вечора? Можна мені відправити електронного листа своєму другові? 6) У цей час наступного тижня ми будемо подорожуватимемо Європою. 7) Ви чекатимете на мене завтра о восьмій? — Так. 8) Таксі приїде завтра до п'ятої години? — Так.

REVISION

I. Make the sentences negative and interrogative.

1) The girls will be dancing at the concert at 7 o'clock tomorrow. 2) You will be flying to Madrid at 3 o'clock tomorrow. 3) Tom will be cutting the grass from 2 till 3 o'clock tomorrow. 4) They will be visiting our exhibition at 5 o'clock tomorrow. 5) Molly will have phoned them by 5 o'clock tomorrow. 6) Nick will have bought a new car by next Friday. 7) Our chief will have made a decision by next Tuesday. 8) We will have planted all the roses by 7 o'clock tomorrow evening. 9) By August she will have been working as a photographer for 5 years. 10) By 6 o'clock they will have been fixing this fence for three hours.

II. Write questions to the underlined words.

1) The taxi will be waiting for you in front of the house at half past two tomorrow. 2) Alison will have prepared your black suit by 5 o'clock tomorrow. 3) Phil will be filming the presentation at 6 o'clock next Thursday. 4) We will have put up the tent by 7 o'clock.

III. Circle the correct item.

- By the end of this month Andrew and Carol ... together for three years.
a) will be living; b) will have lived;
c) will have been living.
- At 10 o'clock tomorrow Mr Anders ... a lecture for his students.
a) will be giving; b) will have given;
c) will have been given.
- Sandra ... the hospital by next Wednesday.
a) will be leaving; b) will have left;
c) will have been leaving.
- ... out a bit later? Can you bring me a hamburger, please?
a) Will you be going; b) Will you have gone;
c) Will you have been going.
- By 4 o'clock the girls ... for three hours.
a) will be cooking; b) will have cooked;

c) will have been cooking.

6. Shall I send Mike a message? — No, I ... him at the meeting anyway.

a) will be seeing; b) will have seen;

c) will have been seeing.

7. At this time next Sunday we ... in the Red Sea.

a) will be swimming; b) will have swum;

c) will have been swimming.

8. Who ... the pictures for the exhibition by next Monday?

a) will be sending; b) will have sent;

c) will have been sending.

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

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

V. Find mistakes and correct them.

1) At 9 o'clock tomorrow evening Henry will have met his friend at the airport. 2) By 5 o'clock tomorrow they will have been decorating the café for the party. 3) What article will have you written for our magazine by next Tuesday? 4) By the end of next week Bob will be working in our studio for six years. 5) What lecture will you have been having at 12 o'clock tomorrow? 6) Will you have driven to your office this afternoon? Can you give me a lift, please? 7) By next Monday you will have been finishing this work. 8) By the end of this year Mike will has been working as a detective for ten years. 9) Molly didn't tell Nick about the time of the meeting! — It's not a problem. I will have seen Nick later today. 10) Don't disturb me from 3 to 6 tomorrow. I will have been preparing for my exam.

VI. Translate into English.

1) Завтра до сьомої вечора Джек привезе вам фотографії. 2) У цей час наступного понеділка ми будемо летіти над океаном у Бразилію. 3) До кінця наступного місяця виповниться тридцять років, як вона працює медсестрою. 4) Наступного четверга з другої до шостої Том буде проводити переговори з італійцями. 5) Завтра о сьомій годині ви будете тренуватися у спортзалі? — Ні, завтра о сьомій я дивитимуся футбольний матч на стадіоні. 6) Хто надрукує текст

цього документа до початку семінара? — Мій секретар. 7) До третьої буде вже п'ять годин, як вони катаються на лижах. 8) О котрій завтра Стів буде фарбувати дах будинку? — Він буде фарбувати дах завтра о десятій годині ранку. 9) До п'ятої буде вже дві з половиною години, як Ганна грає в тенніс. 10) Ви йтимете на ланч пізніше? Принесіть мені морозиво, будь ласка.

LESSON 6

TEXT A ECOSYSTEM SERVICES AND THE BIODIVERSITY CRISIS

The ecosystems of planet Earth are coupled to human environments. Ecosystems regulate the global geophysical cycles of energy, climate, soil nutrients, and water that in turn support and grow natural capital (including the environmental, physiological, cognitive, cultural, and spiritual dimensions of life). Ultimately, every manufactured product in human environments comes from natural systems. Ecosystems are considered common-pool resources because ecosystems do not exclude beneficiaries and they can be depleted or degraded. For example, green space within communities provides common-pool health services. Research shows that people who are more engaged with regular access to natural areas have lower rates of diabetes, heart disease and psychological disorders. These ecological health services are regularly depleted through urban development projects that do not factor in the common-pool value of ecosystems.

The ecological commons deliver a diverse supply of community services that sustains the well-being of human society. The Millennium Ecosystem Assessment, an international UN initiative involving more than 1,360 experts worldwide, identifies four main ecosystem service types having 30 sub-categories stemming from natural capital. The ecological commons include provisioning (e.g., food, raw materials, medicine, water supplies), regulating (e.g., climate, water, soil retention, flood retention), cultural (e.g., science and education, artistic, spiritual), and supporting (e.g., soil formation, nutrient cycling, water cycling) services.

Ecological economics is an economic science that uses many of the same terms and methods that are used in accounting. Natural capital is the stock of materials or information stored in biodiversity that generates services that can enhance the welfare of communities. Population losses are the more sensitive indicator of natural capital than are species extinction in the accounting of ecosystem services. The prospect for recovery in the economic crisis of nature is grim. Populations, such as local ponds and patches of forest are being cleared away and lost at rates that exceed species extinctions.

Human civilization has exceeded the bio-regenerative capacity of the planet. This means that human consumption is extracting more natural resources than can be replenished by ecosystems around the world. In 1992, professor William Rees developed the concept of our ecological footprint. The ecological footprint is a way of accounting the level of impact that human development is having on the Earth's ecosystems. All indications are that the human enterprise is unsustainable as the ecological footprint of society is placing too much stress on the ecology of the planet. The mainstream growth-based economic system adopted by governments worldwide does not include a price or markets for natural capital. This type of economic system places further ecological debt onto future generations.

Human societies are increasingly being placed under stress as the ecological commons is diminished through an accounting system that has incorrectly assumed that nature is a fixed, indestructible capital asset. While nature is resilient and it does regenerate, there are limits to what can be extracted, but conventional monetary analyses are unable to detect the problem. Evidence of the limits in natural capital are found in the global assessments of biodiversity, which indicate that the current epoch, the Anthropocene is a sixth mass extinction. Species loss is accelerating at 100–1000 times faster than average background rates in the fossil record. The ecology of the planet has been radically transformed by human society and development causing massive loss of ecosystem services that otherwise deliver and freely sustain equitable benefits to human society through the ecological commons. The ecology of the planet is further threatened by global warming, but investments in nature conservation can provide a regulatory feedback to store and regulate carbon and other greenhouse gases. The field of conservation biology involves ecologists that are researching the nature of the biodiversity threat and searching for solutions to sustain the planet's ecosystems for future generations.

TEXT B TROPHIC DYNAMICS

The Greek root of the word troph, τροφή, trophē, means food or feeding. Links in food-webs primarily connect feeding relations or trophism among species. Biodiversity within ecosystems can be organized into vertical and horizontal dimensions. The vertical dimension represents feeding relations that become further removed from the base of the food chain up toward top predators. The horizontal dimension represents the abundance or biomass at each level. When the relative abundance or biomass of each functional feeding group is stacked into their respective trophic levels they naturally sort into a 'pyramid of numbers'. Functional groups are broadly categorized as autotrophs (or primary producers), heterotrophs (or consumers), and detritivores (or decomposers). Heterotrophs can be further sub-divided into different functional groups, including: primary consumers (strict herbivores), secondary consumers (predators that feed exclusively on herbivores) and tertiary consumers (predators that feed on a mix of herbivores and predators). Omnivores do not fit neatly into a

functional category because they eat both plant and animal tissues. It has been suggested, however, that omnivores have a greater functional influence as predators because relative to herbivores they are comparatively inefficient at grazing.

Ecologists collect data on trophic levels and food webs to statistically model and mathematically calculate parameters, such as those used in other kinds of network analysis (e.g., graph theory), to study emergent patterns and properties shared among ecosystems. The emergent pyramidal arrangement of trophic levels with amounts of energy transfer decreasing as species become further removed from the source of production is one of several patterns that is repeated amongst the planet's ecosystems. The size of each level in the pyramid generally represents biomass, which can be measured as the dry weight of an organism. Autotrophs may have the highest global proportion of biomass, but they are closely rivaled or surpassed by microbes.

The decomposition of dead organic matter, such as leaves falling on the forest floor, turns into soils that feed plant production. The total sum of the planet's soil ecosystems is called the pedosphere where a very large proportion of the Earth's biodiversity sorts into other trophic levels. Invertebrates that feed and shred larger leaves, for example, create smaller bits for smaller organisms in the feeding chain. Collectively, these are the detritivores that regulate soil formation. Tree roots, fungi, bacteria, worms, ants, beetles, centipedes, spiders, mammals, birds, reptiles, amphibians and other less familiar creatures all work to create the trophic web of life in soil ecosystems. As organisms feed and migrate through soils they physically displace materials, which is an important ecological process called bioturbation. Biomass of soil microorganisms are influenced by and feed back into the trophic dynamics of the exposed solar surface ecology. Paleocological studies of soils place the origin for bioturbation to a time before the Cambrian period. Other events, such as the evolution of trees and amphibians moving into land in the Devonian period played a significant role in the development of soils and ecological trophism.

Functional trophic groups sort out hierarchically into pyramidal trophic levels because it requires specialized adaptations to become a photosynthesizer or a predator, so few organisms have the adaptations needed to combine both abilities. This explains why functional adaptations to trophism (feeding) organizes different species into emergent functional groups. Trophic levels are part of the holistic or complex systems view of ecosystems. Each trophic level contains unrelated species that are grouped together because they share common ecological functions. Grouping functionally similar species into a trophic system gives a macroscopic image of the larger functional design.

Links in a food-web illustrate direct trophic relations among species, but there are also indirect effects that can alter the abundance, distribution, or biomass in the trophic levels. For example, predators eating herbivores indirectly influence the control and regulation of primary production in plants. Although the predators do not eat the plants directly, they regulate the population of herbivores that are directly linked to plant

trophism. The net effect of direct and indirect relations is called trophic cascades. Trophic cascades are separated into species-level cascades, where only a subset of the food-web dynamic is impacted by a change in population numbers, and community-level cascades, where a change in population numbers has a dramatic effect on the entire food-web, such as the distribution of plant biomass

Keystone species

keystone species are species that are disproportionately connected to more species in the food-web. Keystone species have lower levels of biomass in the trophic pyramid relative to the importance of their role. The many connections that a keystone species holds means that it maintains the organization and structure of entire communities. The loss of a keystone species results in a range of dramatic cascading effects that alters trophic dynamics, other food-web connections and can cause the extinction of other species in the community.

Sea otters (*Enhydra lutris*) are commonly cited as an example of a keystone species because they limit the density of sea urchins that feed on kelp. If sea otters are removed from the system, the urchins graze until the kelp beds disappear and this has a dramatic effect on community structure. Hunting of sea otters, for example, is thought to have indirectly led to the extinction of the Steller's Sea Cow (*Hydrodamalis gigas*). While the keystone species concept has been used extensively as a conservation tool, it has been criticized for being poorly defined from an operational stance. It is very difficult to experimentally determine in each different ecosystem what species may hold a keystone role. Furthermore, food-web theory suggests that keystone species may not be all that common. It is therefore unclear how generally the keystone species model can be applied.

TEXT C RESILIENCE OF GREAT BARRIER REEF OFFERS OPPORTUNITIES FOR REGENERATION

Regionally connected undisturbed reefs could provide larvae necessary to regenerate damaged reefs, but researchers warn that effective local protection is required.

New research has found that, despite the extensive damage to coral in recent events, there are still 100 reefs on the Great Barrier Reef that are well suited to promoting the regional recovery of the ecosystem after major disturbances. The results publishing 28 November in the open access journal PLOS Biology by Dr Karlo Hock, Prof Peter Mumby, and colleagues from the University of Queensland, CSIRO, the Australian Institute of Marine Science, and the University of Sheffield, suggest that these reefs not only appear to be less at risk of being exposed to damaging effects of bleaching and starfish predation, but are also well connected to other downstream reefs by ocean currents, and therefore possess the potential to provide coral larvae to support the recovery of other reefs.

Australia's iconic Great Barrier Reef, a large coral ecosystem consisting of more than 3800 individual reefs, has recently been subjected to various disturbances, including unprecedented instances of coral bleaching events over the last two years, as well as ongoing and widespread outbreaks of the coral-eating crown-of-thorns starfish. This has yet again brought to public attention the current state of coral reefs worldwide and the challenges that need to be met to preserve them.

The new study identified 100 reefs that fulfil three highly desirable criteria to promote coral recovery. First, the reefs should lie in cool areas and rarely experience damage from coral bleaching themselves; this means that corals are relatively healthy on these reefs and able to supply larvae (fertilised eggs) to other reefs. Second, because larvae travel on ocean currents, reefs should be located in areas that supply larvae to as many reefs as possible. Third, while these reefs should supply coral larvae, they should not spread the larvae of the crown-of-thorns starfish.

Finding these 100 reefs is a little like revealing the cardiovascular system of the Great Barrier Reef. Although the 100 reefs only make up 3% of the entire GBR, they have the potential to supply larvae to almost half (45%) of the entire ecosystem in a single year.

The presence of these well-connected reefs on the Great Barrier Reef means that the whole system of coral reefs possesses a level of resilience that may help it bounce back from disturbances, as the recovery of the damaged locations is supported by the influx of coral larvae from the non-exposed reefs.

Unfortunately, these findings by no means suggest that the Great Barrier Reef corals are safe and in great condition, and that there are no reasons for concern. Indeed, the fact that the study only identified around a hundred of these reefs across the entire 2300km length of the massive Great Barrier Reef emphasises the need for both effective local protection of critical locations and reduction of carbon emissions in order to support this majestic ecosystem.

Answer the questions :

1. Has human civilization exceeded the bio-regenerative capacity of the planet ?
What does it mean ?
2. Can biodiversity be organized into different dimensions ?
3. Give a definition of trophism among species.
4. What species are called "keystone species"?
5. Are there opportunities for saving the ecosystem of the Great Barrier Reef?

GRAMMAR EXERCISES

ПАСИВНИЙ СТАН ДІЄСЛІВ (THE PASSIVE VOICE)

Пасивний стан дієслів в англійській мові вживається, коли дія важливіша, ніж її виконавець; коли виконавець дії невідомий; коли ми звертаємо увагу на виконавця дії. Також пасивний стан вживається для підкреслення ввічливості та офіційності ситуації.

Наприклад:

The animals on the farm are fed three times a day. (виконавець дії невідомий та неважливий)

This poem was written by Robert Burns. (звертаємо увагу на виконавця дії)

All the participants will be sent invitation cards. (підкреслюємо офіційність ситуації)

Дієслова у пасивному стані в англійській мові вживаються у неозначених часах (теперішній, минулий, майбутній), тривалих часах (теперішній та минулий), завершених часах (теперішній, минулий, майбутній), у сполученні з модальними дієсловами.

Пасивний стан дієслів неозначених часів (Simple Tenses) утворюється приєднанням допоміжного дієслова *to be* у відповідному часі до основного дієслова у третій формі (для неправильних дієслів) або з закінченням *-ed* (для правильних).

to be + V₃ (Ved)

Заперечна та питальна форми речень з дієсловами пасивного стану утворюються з використанням відповідних форм допоміжного дієслова *to be*.

Для утворення пасивного стану дієслів теперішнього неозначеного часу (The Present Simple Passive) вживаються форми допоміжного дієслова *to be* теперішнього часу (*am/is/are*).

I + am + V₃ (Ved) Am + I + (Ved)?

He/she/it + is + V₃ (Ved) Is + he/she/it + V₃ (Ved)?

We/you/they + are + (Ved) Are + you/we/they + V₃ (Ved)?

I + am not + V₃ (Ved)

He/she/it + is not (isn't) + V₃ (Ved)

We/you/they + are not (aren't) + V₃ (Ved)

Пасивний стан дієслів у теперішньому неозначеному часі вживається, якщо дії є регулярними, повторюються або мова йде про загальновідомі факти. Характерні обставини часу : *always, usually, often, every day (month, etc.), sometimes, seldom, rarely, never.*

Наприклад:

Bread is baked in an oven. Bread isn't baked in a frying pan.

Is the dog fed regularly? — Yes, it is./No, it isn't.

Пасивний стан дієслів у минулому неозначеному часі утворюється за допомогою форм минулого часу допоміжного дієслова *to be (was/were)*.

I/he/she/it + was + V₃ (Ved)

You/we/they + were + V₃ (Ved) I/he/she/it + was not (wasn't) + V₃ (Ved)

You/we/they + were not (weren't) + V₃ (Ved)

Was + I/he/she/it + V₃ (Ved)?

Were + you/we/they + V₃ (Ved)?

Пасивний стан дієслів у минулому неозначеному часі вживається, якщо дії сталися і завершилися в певний момент у минулому або йдеться про події або загальновідомі факти, які мали місце у минулому. Характерні обставини часу : *yesterday, last day (month, etc.), ago.*

Наприклад:

This house was built 5 years ago. This house wasn't built 3 years ago. Was this garage built 5 years ago? — Yes, it was./No, it wasn't.

Пасивний стан дієслів майбутнього неозначеного часу (The Future Simple Passive) утворюється за допомогою форми майбутнього часу допоміжного дієслова *to be (will be).*

I/you/he/she/it/we/they + will be + V₃ (Ved)

I/you/he/she/it/we/they + will not (won't) be + V₃ (Ved)

Will + I/you/he/she/it/we/they + be + V₃ (Ved)?

Пасивний стан дієслів майбутнього неозначеного часу вживається, якщо дії стануться в певний час і майбутньому. Характерні обставини часу : *tomorrow, next day (month, etc.), in an hour (week, etc.).*

Наприклад: *Your room will be cleaned in an hour. Your room won't be cleaned in an hour. Will your room be cleaned in an hour? — Yes, it will./No, it won't.*

I Circle the correct item.

1) The brakes of your car *were/will be* tested tomorrow. 2) The cows *are/will be* always milked three times a day. 3) This cave *is was* found two years ago. 4) This newspaper *is/will be* published every day. 5) Your ice cream *is/will be* served in some minutes. 6) Mike's car *was/will be* serviced last month. 7) Milk *is/was* always used for making milkshake. 8) This TV programme *was/ will be* shown tomorrow evening. 9) The new refrigerator *is/ will be* delivered next Monday. 10) The first photograph *was/ is* taken in 1826.

II. Make the sentences negative and interrogative.

1) Coffee is grown in Brazil. 2) The carpets were vacuumed yesterday. 3) The flowers for the party will be delivered tomorrow morning. 4) Snails are eaten in France. 5) This sweater was knitted by my granny. 6) This picture will be sold by auction next Tuesday. 7) The children were scared by a big dog. 8) Volkswagen cars are produced in Germany. 9) The electricity bill will be paid in three days. 10) Dinner is served at 2 o'clock.

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

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

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

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

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

Example: This actress/to interview/last Friday? (Yes)

Was this actress interviewed last Friday? — Yes, she was.

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

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

1) ... those invitations ... (*to send*) yesterday? — No, they They ... (*to send*) a bit later today. 2) ... the flowers in the botanical garden ... (*to water*) everyday? — Yes, they Today they ... (*to water*) just an hour ago. 3) ... Tom's advertisement ... (*to place*) in the local newspaper last week? — Yes, it It ... (*to publish*) again next week. 4) ... the office ... (*to clean*) every day? — No, it... . It... (*to clean*) three times a week. 5)... Pamela's new song ... (*to record*) next month? — Yes, it And the disc ... (*to release*) in two months. 6)... the photocopier often ... (*to use*) in your institute? — Yes, it 7) ... our flat ... (*to redecorate*) next week? — No, it Unfortunately, the wallpapers ... (*not to deliver*) yesterday and we can't continue our work now. 8)...

the new software ...*(to set)* up yesterday? — | No, it ... *(not to set)* up because of the problems with electricity in your office. It... *(to set)* up tomorrow morning. 9) A terrible crime ... *(to commit)* in our town two days ago. The results of the investigation ... *(to announce)* in the news programme in some minutes. 10) ... olive oil ... *(to produce)* in France? — No, it ... *(to make)* in Spain and Greece.

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

Coca-Cola

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

VIII. Make up questions and answer them using the text of ex. 7.

1) Coca-Cola/first/to make/in the USA? 2) Coca-Cola/to make/ by a bookkeeper? 3) The drink/to call/«Coca-Cola»/because of the names of chemical ingredients? 4) The letter «C»/to change/ for the letter «K»/in the name of the drink? 5) Coca-Cola/to sell/only in few countries/nowadays? 6) The headquarters of the company/to situate/in Columbia?

Складаючи спеціальні питання до речень з дієсловами пасивного стану, слова розташовують в наступному порядку: питальне слово (*Wh-word*), допоміжне дієслово *to be* у відповідному часі, подмет та основне дієслово у третій формі (для неправильних дієслів) або з закінченням *-ed* (для правильних).

Wh-word + am/is/are + subject + V₃ (Ved)?

(The Present Simple Passive)

Wh-word + was/were + subject + V₃ (Ved)?

(The Past Simple Passive)

Wh-word + will + subject + be + V₃ (Ved)?

(The Future Simple Passive)

Наприклад: *Where is this magazine published?*

What was done yesterday?

When will this dish be cooked?

I. Write questions to the underlined words.

1) The tablecloths in our restaurant are changed every day. 2) The police inspector was informed about the robbery at 8 o'clock yesterday evening. 3) Your luggage will be brought to your room in ten minutes. 4) Those goods were delivered to our supermarket last Monday. 5) Fresh vegetables are sold in the shop around the corner.

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

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

III. Write questions and answer them using the information from the list.

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

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

7) Who/to inform/about the meeting/yesterday?

j) five months ago

k) two times a week

8) What/to cook/for dinner/tomorrow?

9) When/this flat/to buy?

10) How often/the swimming pool/clean?

IV. Translate into English.

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

Для утворення пасивного стану дієслів теперішнього тривалого (The Present Continuous Passive) і минулого тривалого часів (The Past Continuous Passive) вживаються форми допоміжного дієслова *to be* у теперішньому (*am/is/are*) або минулому часі (*was/were*), дієслово *to be* з закінченням *-ing* та основне дієслово у третій формі (для неправильних дієслів) або з закінченням *-ed* (для правильних). Питальні та заперечні речення утворюються за допомогою форм дієслова *to be*.

I + *am* + *being* + *V₃* (*Ved*)

He/she/it + *is* + *being* + *V₃* (*Ved*)

You/we/they + *are* + *being* + *V₃* (*Ved*)

Наприклад: *The test is being written now.*

The test isn't being written now.

Is the test being written now?

What is being written now?

I/he/she/it + *was* + *being* + *V₃* (*Ved*)

You/we/they + *were* + *being* + *V₃* (*Ved*)

Наприклад: *Dinner was being cooked at 3 o'clock yesterday.*

Dinner wasn't being cooked at 3 o'clock yesterday.

Was dinner being cooked at 3 o'clock yesterday?

What was being cooked at 3 o'clock yesterday?

Пасивний стан дієслів теперішнього тривалого часу вживається, якщо дія над об'єктом відбувається у момент мовлення. Пасивний стан дієслів минулого тривалого часу вживається для вираження дії, яка відбувалася над об'єктом в певний момент у минулому або упродовж певного часу у минулому.

V. Make up sentences using the Present Continuous Passive or the Past Continuous Passive.

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

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

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

VII. Translate into English.

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

Для утворення пасивного стану дієслів теперішнього (The Present Perfect Passive), минулого (The Past Perfect Passive) та майбутнього завершеного

(The Future Perfect Passive) часів вживаються форми допоміжного дієслова *to have* у теперішньому (*have/has*), минулому (*had*) або майбутньому часі (*will have*), дієслово *to be* у третій формі (*been*) та основне дієслово у третій формі (для неправильних дієслів) або з закінченням *-ed* (для правильних). Питальні і заперечні речення утворюються за допомогою відповідних форм дієслова *to have*.

Пасивний стан дієслів теперішнього завершеного часу вживається, якщо дія над об'єктом нещодавно завершилася (точний час закінчення дії невідомий) і результат в наявності *I/you/we/they + have been + V₃ (Ved)*

He/she/it + has been 4- V₃ (Ved)

Наприклад:

*The article **has been read** by Monday.*

*The article **hasn't been read** by Monday.*

Пасивний стан дієслів минулого завершеного часу вживається, якщо дія над об'єктом завершилася до певного моменту або початку іншої дії в минулому.

I/you/he/she/it/we/they + had been + V₁ (Ved) Наприклад:

*We **had been told** about it by 5 o'clock yesterday.*

*We **hadn't been told** about it by 5 o'clock yesterday.*

***Had we been told** about it by 5 o'clock yesterday?*

*By what time **had we been told** about it yesterday?*

Пасивний стан дієслів майбутнього завершеного часу вживається, якщо дія над об'єктом завершиться до певного моменту в майбутньому.

I/you/he/she/it/we/they + will + have been + V₃ (Ved)

Наприклад:

*The article **will have been typed** by 2 o'clock tomorrow.*

*The article **won't have been typed** by 2 o'clock tomorrow.*

***Will the article have been typed** by 2 o'clock tomorrow?*

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

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

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

1) The missing jewellery... (*Just to find*). 2) By what time yesterday ... the grass on the football pitch ... (*to cut*)? — It ... (*to cut*) by 10 o'clock yesterday morning. 3) Is dinner ready? — Yes, the turkey ... (*just to cook*). 4) By what time ... these advertisements ... (*to publish*)? — They ... (*to publish*) by the beginning of next week. 5) Who ... this bill ... (*just to pay*) by? — It ... (*to pay*) by a middle-aged gentleman. 6) The rubbish ... (*already to collect*) when we left the office last Friday. 7) ... the invitations to the party ... (*to send*) by the end of the working day yesterday? — Yes, they ... (*to sent*) by 5 o'clock yesterday. 8) The new novel of this writer ... (*not to publish*) by next Wednesday. It ... (*to be publish*) by the beginning of next month. 9) The office ... (*to clean*) before our chief arrived. 10) This note ...(*to leave*) on your desk before you returned from the negotiations last Monday.

III. Translate into English.

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

Складаючи речення з присудком у пасивному стані з модальними дієсловами, слова розташовують у такому порядку: *Modal verb + be + V₁ (Ved)*

Наприклад: *This letter must be typed.*

The bike can be repaired.

This book should be read.

IV. Make up sentences using the Passive Voice.

1) These documents/must/sign/today. 2) This work/could/ finish/a week ago. 3) Dictionaries/can/not/use/during the exam. 4) The application/must/fill/in/with a pen/not pencil. 5) The sick child/should/examine/by a doctor. 6) The photocopier/may/use/by anyone. 7) This story/should/not/tell/to little children. 8) Mobile phones/must/not/use/during a flight in airplanes. 9) The dog/should/take/to the vet. 10) The parcel/ could/not/deliver/yesterday.

В реченнях з дієсловами у пасивному стані часто вживаються прийменники *by* і *with*. Ву вживається, коли мова йде

про виконавця дії; with вживається, коли мова йде про знаряддя, яким виконується дія:

This play is written by Shakespeare.

This note was written with pencil.

V. Complete the sentences with *by* or *with*.

1) The window was broken ... a big stone. 2) The florist contest has been won ... Mrs Drake. 3) The house and the yard were decorated ... flowers and balloons. 4) This envelope was delivered ... a stranger. 5) A little girl has been stung ... a bee.

3) Look! Her basket is filled ... blackberries. 7) We were scared ... a huge dog. 8) Who was the party organized ...? 9) The lock of the front door has been broken ... an axe. 10) His birthday cake was decorated ... candied fruit.

Для того, щоб речення з дієсловом у дійсному стані перетворити в речення з дієсловом в пасивному стані, необхідно об'єкт (додаток) зробити суб'єктом (підметом):*He took this book from the library.— This book was taken from the library. They have washed your car.— Your car has been washed.*

Якщо стан речення міняється з дійсного на пасивний, граматичний час речення не міняється. Якщо в реченні є два додатки, кожен з них може стати на місце підмета:*They will send me a message.— I will be sent a message. A message will be sent to me.*

Якщо дієслово вживається з певним прийменником у реченні з присудком в дійсному стані, цей прийменник обов'язково залишається у відповідному реченні пасивного стану:*Everybody is talking about a new film. A new film is being talked about.*

VI. Choose the correct form to complete the sentences.

Dictionaries

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

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

The first English alphabetical dictionary 9) ... «A Table Alphabetical». It 10) ... by a teacher Robert Cawdrey and 11) ... in London in 1604. In 1857, the Philological Society of London 12) ... to undertake a comprehensive study of English and publish the first complete dictionary of the English language, which came to be known as the Oxford English Dictionary (OED). It 13) ... in 12 separate volumes between 1888 and 1929.

Nowadays dictionaries 14) ... an essential tool for anyone who likes to read and study.
Using dictionary you 15)... your speech richer and your written skills more fluent.

- | | |
|--|----------------------|
| 1) a) explains;
c) was explained. | b) is explained; |
| 2) a) arranged;
c) will have been arranged. | b) are arranged; |
| 3) a) can find;
c) can be found. | b) can be finding; |
| 4) a) comes;
c) has been coming. | b) is coming; |
| 5) a) use;
c) were being used. | b) are used; |
| 6) a) translate;
c) have been translated. | b) are translated; |
| 7) a) used;
c) have been used. | b) were used; |
| 8) a) appeared;
c) has appeared. | b) was appearing; |
| 9) a) calls;
c) has been called. | b) was called; |
| 10) a) has written;
c) was written. | b) has been written; |
| 11) a) published;
c) was being published. | b) was published; |
| 12) a) decided;
c) has been decided. | b) was decided; |
| 13) a) released;
c) will be released. | b) was released; |
| 14) a) become;
c) have become. | b) were becoming; |
| 15) a) will make;
c) will be made. | b) is made; |

VII. Circle the correct item.

1) The teacher *pointed/was pointed* out my mistakes. 2) All the preparations *have already done/have already been done*. 3) You *will meet/will be met* by the guide at the

bus stop. 4) The porter *has already brought/has already been brought* your luggage. 5) Your car *must service/must be serviced* at once. 6) You *can pay/can be paid* this bill a bit later. 7) The murderer *sentenced/was sentenced* to life imprisonment. 8) This plant *produces/is produced* household appliances. 9) These tickets *have just delivered/have just been delivered*. 10) The computer *is using/is being used* now.

VIII. Change the sentences using the Passive Voice.

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

IX. Find mistakes and correct them.

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

REVISION

I. Make the sentences negative and interrogative.

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

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

1) Children ... (*always to give*) presents at Christmas. 2) Because of a terrible storm last night, a lot of houses ... (*to flood*). 3) A new library ... (*to open*) in our town next week. 4) A picture of a famous artist ... (*to steal*) from a local museum. 5) By the end of the working day yesterday all the necessary documents ... (*to type*). 6) Jam ... (*not to make*) from candied fruit. 7) The meeting ... (*just to cancel*) by the chief manager. 8) The results of the exam ... (*to announce*) by next Thursday. 9) Your microwave ...

(*not to repair*) yet. It ... (*to repair*) by the day after tomorrow. 10) When ... this charitable organization ... (*to establish*)? — It ... (*to establish*) fifteen years ago. 11) By what time ... the tickets ... (*to deliver*) tomorrow? — They ... (*to deliver*) by 3 o'clock. 12) ... the play ... (*to perform*) yet? — Yes, it ... (*to perform*) some years ago. 13) ... the robbers ... (*to arrest*) yesterday? — No, they ... (*to chase*) for three hours, but they managed to escape. 14) Mark ... (*not to tell*) about the time of the meeting yesterday.

III. Change the sentences into the Passive Voice.

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

IV. Find mistakes and correct them.

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

V. Translate into English.

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

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